

Course: Arabic 2- 0710310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3887.aspx>

BASIC INFORMATION

Course Title:	Arabic 2
Course Number:	0710310
Course Abbreviated Title:	ARABIC 2
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (89)

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

[LACC.910.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

[LACC.910.WHST.1 Text Types and Purposes](#)

[LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

[LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

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

[WL.K12.II.3.6 :](#)

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

[WL.K12.II.3.7 :](#)

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

<u>WL.K12.IL.3.8 :</u>	<p>Initiate, engage, and exchange basic information to solve a problem.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.1 :</u>	<p>Initiate and engage in a conversation on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.2 :</u>	<p>Interact with others in everyday situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.3 :</u>	<p>Express and react to feelings and emotions in real life situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.4 :</u>	<p>Exchange information about familiar academic and social topics including participation in an interview.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.5 :</u>	<p>Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>

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

<u>WL.K12.IL.1.1 :</u>	<p>Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpretive Listening</u></p>
<u>WL.K12.IL.1.2 :</u>	<p>Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpretive Listening</u></p>
<u>WL.K12.IL.1.3 :</u>	<p>Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpretive Listening</u></p>
<u>WL.K12.IL.1.4 :</u>	<p>Identify key points and essential details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpretive Listening</u></p>

WL.K12.IL.1.5 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.IL.1.6 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.IL.2 Interpretative Reading

WL.K12.IL.2.1 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.2 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.3 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.4 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.4 Presentational Speaking

WL.K12.IL.4.1 :

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

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

Belongs to: [Presentational Speaking](#)

WL.K12.IL.4.2 :

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

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

Belongs to: [Presentational Speaking](#)

WL.K12.IL.4.3 :

Express needs, wants, and plans using a series of sentences that

	<p>include essential details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.IL.4.4 :	<p>Provide a logical sequence of instructions on how to make something or complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.IL.4.5 :	<p>Present a short skit or play using well-structured sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.IL.4.6 :	<p>Describe events in chronological order using connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>

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

WL.K12.IL.5.1 :	<p>Write on familiar topics and experiences using main ideas and supporting details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IL.5.2 :	<p>Describe a familiar event or situation using a variety of sentences and with supporting details Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IL.5.3 :	<p>Express and support opinions on familiar topics using a series of sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IL.5.4 :	<p>Compare and contrast information, concepts, and ideas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IL.5.5 :	<p>Develop questions to obtain and clarify information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IL.5.6 :	<p>Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IL.5.7 :	<p>Develop a draft of a plan that addresses purpose, audience, logical</p>

sequence, and a time frame for completion.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

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

[WL.K12.IL.6.1](#) : Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[WL.K12.IL.6.2](#) : Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[WL.K12.IL.6.3](#) : Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

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

[WL.K12.IL.7.1](#) : Access information in the target language to reinforce previously acquired content area knowledge.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

[WL.K12.IL.7.2](#) : Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

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

[WL.K12.IL.8.1](#) : Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Comparisons](#)

[WL.K12.IL.8.2](#) : Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages

	<p>are alike and different.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
WL.K12.II.8.3 :	<p>Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
<u>WL.K12.II.9 Communities</u>	
WL.K12.II.9.1 :	<p>Use the target language to participate in different activities for personal enjoyment and enrichment.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
WL.K12.II.9.2 :	<p>Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
<u>WL.K12.IM.1 Interpretive Listening</u>	
WL.K12.IM.1.1 :	<p>Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.2 :	<p>Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.3 :	<p>Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.4 :	<p>Identify essential information and supporting details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WI K12 IM 1 5 :	<p>Demonstrate understanding of the purpose of a lecture or talk on</p>

Course: Portuguese 3 Honors - Intermediate high - Advanced Low- 0713320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4727.aspx>

BASIC INFORMATION

Course Title:	Portuguese 3 Honors - Intermediate high - Advanced Low
Course Number:	0713320
Grade Level(s):	9, 10, 11, 12
Course Abbreviated Title:	PORTUGUESE 3
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
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.

STANDARDS (69)

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.

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	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. 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.
<u>LACC.1112.SL.1.3:</u>	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.
<u>LACC.1112.SL.2.4:</u>	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.
<u>LACC.1112.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.AL.6.1:</u>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<u>WL.K12.AL.6.2:</u>	Explain why the target language has value in culture and in a global society.

<p><u>LACC.1112.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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).
<p><u>WL.K12.AL.1.1:</u></p>	<p>Demonstrate understanding of extended speech on familiar and unfamiliar topics.</p>
<p><u>WL.K12.AL.1.2:</u></p>	<p>Follow presentations on familiar and unfamiliar topics in different situations.</p>
<p><u>WL.K12.AL.1.3:</u></p>	<p>Demonstrate understanding of factual information about everyday life, study, or work- related topics.</p>
<p><u>WL.K12.AL.2.1:</u></p>	<p>Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.</p>
<p><u>WL.K12.AL.2.2:</u></p>	<p>Make inferences and predictions from a written source.</p>
<p><u>WL.K12.AL.3.1:</u></p>	<p>Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.</p>
<p><u>WL.K12.AL.3.2:</u></p>	<p>Express and connect ideas when engaged in a lengthy conversation.</p>
<p><u>WL.K12.AL.3.3:</u></p>	<p>Justify personal preferences, needs and feelings in order to persuade</p>

	others.
<u>WL.K12.AL.3.4:</u>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<u>WL.K12.AL.4.1:</u>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<u>WL.K12.AL.4.2:</u>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<u>WL.K12.AL.4.3:</u>	Speak using different time frames and appropriate mood with good control.
<u>WL.K12.AL.5.1:</u>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<u>WL.K12.AL.5.2:</u>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<u>WL.K12.AL.5.3:</u>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<u>WL.K12.AL.5.4:</u>	Use idioms and idiomatic expressions in writing.
<u>WL.K12.AL.7.1:</u>	Apply knowledge gained in the target language to make connections to other content areas.
<u>WL.K12.AL.8.1:</u>	Apply new structural patterns acquired in the target language.
<u>WL.K12.AL.9.1:</u>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<u>WL.K12.IH.1.1:</u>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
<u>WL.K12.IH.1.2:</u>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<u>WL.K12.IH.1.3:</u>	Follow informal presentations on a variety of topics.
<u>WL.K12.IH.1.4:</u>	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.
<u>WL.K12.IH.1.5:</u>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<u>WL.K12.IH.1.6:</u>	Demonstrate understanding of complex directions and instructions in

	unfamiliar settings.
<u>WL.K12.IH.2.1:</u>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<u>WL.K12.IH.2.2:</u>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<u>WL.K12.IH.2.3:</u>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<u>WL.K12.IH.2.4:</u>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<u>WL.K12.IH.3.1:</u>	State and support different points of views and take an active part in discussions.
<u>WL.K12.IH.3.2:</u>	Sustain a conversation in uncomplicated situations on a variety of topics.
<u>WL.K12.IH.3.3:</u>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<u>WL.K12.IH.3.4:</u>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<u>WL.K12.IH.3.5:</u>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<u>WL.K12.IH.3.6:</u>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<u>WL.K12.IH.3.7:</u>	Ask for, follow, and give directions in complex situations.
<u>WL.K12.IH.3.8:</u>	Describe and elaborate on a personal situation or problem using details.
<u>WL.K12.IH.4.1:</u>	Present information on familiar topics with clarity and detail using multimedia resources.
<u>WL.K12.IH.4.2:</u>	Present viewpoints on an issue and support opinions with clarity and detail.
<u>WL.K12.IH.4.3:</u>	Describe personal experiences and interests with clarity and detail.
<u>WL.K12.IH.4.4:</u>	Produce reports and multimedia compositions in order to present a group project.
<u>WL.K12.IH.4.5:</u>	Use paraphrasing, circumlocution, and illustrations to make self more

	clearly understood when relating experiences and retelling a story.
<u>WL.K12.IH.4.6:</u>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<u>WL.K12.IH.5.1:</u>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<u>WL.K12.IH.5.2:</u>	Describe, in writing, personal experiences and interests with clarity and detail.
<u>WL.K12.IH.5.3:</u>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<u>WL.K12.IH.5.4:</u>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<u>WL.K12.IH.5.5:</u>	Describe, in writing, events in chronological order.
<u>WL.K12.IH.5.6:</u>	Write about a story and describe reactions with clarity and detail.
<u>WL.K12.IH.5.7:</u>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<u>WL.K12.IH.6.1:</u>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<u>WL.K12.IH.6.2:</u>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<u>WL.K12.IH.6.3:</u>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<u>WL.K12.IH.6.4:</u>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IH.7.1:</u>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<u>WL.K12.IH.7.2:</u>	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.
<u>WL.K12.IH.8.1:</u>	Compare similarities and differences between the target language and own language.
<u>WL.K12.IH.8.2:</u>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<u>WL.K12.IH.8.3:</u>	Compare the cultural traditions and celebrations that exist in the

	target cultures and other cultures with own.
<u>WL.K12.IH.9.1:</u>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
<u>WL.K12.IH.9.2:</u>	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).



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Course: Portuguese 2 - Intermediate Low - Intermediate Mid- 0713310

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BASIC INFORMATION

Course Title:	Portuguese 2 - Intermediate Low - Intermediate Mid
Course Number:	0713310
Grade Level(s):	9, 10, 11, 12
Course Abbreviated Title:	PORTUGUESE 2
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (90)

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.

<u>LACC.910.RH.1.2:</u>	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.
<u>LACC.910.SL.1.1:</u>	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.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	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.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>LACC.910.WHST.1.2:</u>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	<ol style="list-style-type: none"> a. Introduce a topic 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).
<p><u>WL.K12.II.1.1:</u></p>	<p>Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p>
<p><u>WL.K12.II.1.2:</u></p>	<p>Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.</p>
<p><u>WL.K12.II.1.3:</u></p>	<p>Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.</p>
<p><u>WL.K12.II.1.4:</u></p>	<p>Identify key points and essential details on familiar topics presented through a variety of media.</p>
<p><u>WL.K12.II.1.5:</u></p>	<p>Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p>
<p><u>WL.K12.II.1.6:</u></p>	<p>Demonstrate understanding of multiple-step directions and instructions in familiar settings.</p>
<p><u>WL.K12.II.2.1:</u></p>	<p>Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p>

Course: American Sign Language 4- 0717314

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4766.aspx>

BASIC INFORMATION

Course Title:	American Sign Language 4
Course Number:	0717314
Course Abbreviated Title:	AMER SIGN LANG 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Courses for Magnet Programs
Number of Credits:	One credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
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.

STANDARDS (69)

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.

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	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.
<u>LACC.1112.SL.1.3:</u>	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.

<p><u>LACC.1112.SL.2.4:</u></p>	<p>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>
<p><u>LACC.1112.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<p><u>WL.K12.AM.3.6:</u></p>	<p>Use a variety of idiomatic and culturally authentic expressions appropriately.</p>
<p><u>WL.K12.AM.3.7:</u></p>	<p>Exchange general information on a variety of topics outside fields of interest.</p>
<p><u>LACC.1112.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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.,

	<p>headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> 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).
<u>WL.K12.AL.1.4:</u>	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.
<u>WL.K12.AL.1.5:</u>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<u>WL.K12.AL.1.6:</u>	Follow technical instructions for familiar products and services.
<u>WL.K12.AL.2.3:</u>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<u>WL.K12.AL.2.4:</u>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<u>WL.K12.AL.3.5:</u>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<u>WL.K12.AL.3.6:</u>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<u>WL.K12.AL.3.7:</u>	Incorporate formal and informal language and the appropriate register in a conversation.
<u>WL.K12.AL.3.8:</u>	Collaborate to develop and propose solutions to problems.
<u>WL.K12.AL.4.4:</u>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.

<u>WL.K12.AL.4.5:</u>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<u>WL.K12.AL.4.6:</u>	Provide information on academic and job related topics with clarity and detail.
<u>WL.K12.AL.5.5:</u>	Write using different time frames and appropriate mood.
<u>WL.K12.AL.5.6:</u>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<u>WL.K12.AL.5.7:</u>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<u>WL.K12.AL.6.3:</u>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<u>WL.K12.AL.6.4:</u>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.AL.7.2:</u>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<u>WL.K12.AL.8.2:</u>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<u>WL.K12.AL.8.3:</u>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<u>WL.K12.AL.9.2:</u>	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.
<u>WL.K12.AM.1.1:</u>	Demonstrate understanding of factual information about common everyday or job-related topics.
<u>WL.K12.AM.1.2:</u>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<u>WL.K12.AM.1.3:</u>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<u>WL.K12.AM.1.4:</u>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.

<u>WL.K12.AM.1.5:</u>	Demonstrate understanding of different points of view in a discussion.
<u>WL.K12.AM.1.6:</u>	Follow complex technical instructions and specifications in real life settings.
<u>WL.K12.AM.2.1:</u>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<u>WL.K12.AM.2.2:</u>	Demonstrate understanding of different points of view presented through a variety of literary works.
<u>WL.K12.AM.2.3:</u>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<u>WL.K12.AM.2.4:</u>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<u>WL.K12.AM.3.1:</u>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<u>WL.K12.AM.3.2:</u>	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.
<u>WL.K12.AM.3.3:</u>	Elaborate on and justify personal preferences, needs, and feelings.
<u>WL.K12.AM.3.4:</u>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<u>WL.K12.AM.3.5:</u>	Exchange and develop information about personal and academic tasks.
<u>WL.K12.AM.3.8:</u>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<u>WL.K12.AM.4.1:</u>	Deliver an articulated presentation on personal, academic, or professional topics.
<u>WL.K12.AM.4.2:</u>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<u>WL.K12.AM.4.3:</u>	Narrate, with ease and detail, events of current, public, or personal interest.
<u>WL.K12.AM.4.4:</u>	Prepare and deliver presentations based on inquiry or research.
<u>WL.K12.AM.4.5:</u>	Narrate a story and describe reactions with clarity and detail.
<u>WL.K12.AM.4.6:</u>	Synthesize and summarize information gathered from various

	authentic sources when speaking to diverse groups.
<u>WL.K12.AM.5.1:</u>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<u>WL.K12.AM.5.2:</u>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<u>WL.K12.AM.5.3:</u>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<u>WL.K12.AM.5.4:</u>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<u>WL.K12.AM.5.5:</u>	Write with clarity following consistent control of time frames and mood.
<u>WL.K12.AM.5.6:</u>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<u>WL.K12.AM.5.7:</u>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<u>WL.K12.AM.6.1:</u>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<u>WL.K12.AM.6.2:</u>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<u>WL.K12.AM.6.3:</u>	Evaluate the effects of the target culture's contributions on other societies.
<u>WL.K12.AM.6.4:</u>	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).
<u>WL.K12.AM.7.1:</u>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<u>WL.K12.AM.7.2:</u>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<u>WL.K12.AM.8.1:</u>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.

<u>WL.K12.AM.8.2:</u>	Analyze the sound symbol association between the target language and own.
<u>WL.K12.AM.8.3:</u>	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.
<u>WL.K12.AM.9.1:</u>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<u>WL.K12.AM.9.2:</u>	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.



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<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country

	where the target language is spoken).
<u>WL.K12.IL.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.IL.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.IL.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.IL.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.IL.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.IL.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IL.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of

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

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

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



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Course: Portuguese 1 - Novice Low - Novice High- 0713300

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BASIC INFORMATION

Course Title:	Portuguese 1 - Novice Low - Novice High
Course Number:	0713300
Grade Level(s):	9, 10, 11, 12
Course Abbreviated Title:	PORTUGUESE 1
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (90)

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.

<u>LACC.910.RH.1.2:</u>	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.
<u>LACC.910.SL.1.1:</u>	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.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence

	and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	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.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and

	<p>information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <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).
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.

<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target

	language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and

	simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.

<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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Course: Florida's Preinternational Baccalaureate Japanese 3- 0712825

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BASIC INFORMATION

Course Title:	Florida's Preinternational Baccalaureate Japanese 3
Course Number:	0712825
Course Abbreviated Title:	FL PRE-IB JAPANESE 3
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 credit (1)
Course length:	Year (Y)
Course Type:	Elective
Course Level:	3
Status:	State Board Approved
Honors?	Yes
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 (Common Core) taught with reference to the unique facets of the IB. These facets

	<p>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.</p>
<p>General Notes:</p>	<p><i>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”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</i></p>

STANDARDS (90)

<p><u>LACC.1112.RH.1 Key Ideas and Details</u></p>	
<p><u>LACC.1112.RH.1.2</u> :</p>	<p>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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p>

LACC.1112.SL.1 Comprehension and Collaboration

LACC.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.

- 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.

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

LACC.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.

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

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

LACC.1112.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

LACC.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,

	<p>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> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
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[WL.K12.AL.3 Interpersonal Communication](#)

<u>WL.K12.AL.3.6 :</u>	<p>Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.AL.3.7 :</u>	<p>Incorporate formal and informal language and the appropriate register in a conversation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.AL.3.1 :</u>	<p>Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>

<u>WL.K12.AL.3.2 :</u>	Express and connect ideas when engaged in a lengthy conversation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AL.3.3 :</u>	Justify personal preferences, needs and feelings in order to persuade others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AL.3.4 :</u>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AL.3.5 :</u>	Maintain a conversation even when unpredictable situations arise in a familiar context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AL.3.8 :</u>	Collaborate to develop and propose solutions to problems. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>

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

<u>WL.K12.AL.1.1 :</u>	Demonstrate understanding of extended speech on familiar and unfamiliar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpretive Listening</u>
<u>WL.K12.AL.1.2 :</u>	Follow presentations on familiar and unfamiliar topics in different situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpretive Listening</u>
<u>WL.K12.AL.1.3 :</u>	Demonstrate understanding of factual information about everyday life, study, or work- related topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpretive Listening</u>
<u>WL.K12.AL.1.4 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpretive Listening</u>

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

Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

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

Follow technical instructions for familiar products and services.

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

Belongs to: [Interpretive Listening](#)

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

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

Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.

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

Belongs to: [Interpretative Reading](#)

[WL.K12.AL.2.2 :](#)

Make inferences and predictions from a written source.

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

Belongs to: [Interpretative Reading](#)

[WL.K12.AL.2.3 :](#)

Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.

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

Belongs to: [Interpretative Reading](#)

[WL.K12.AL.2.4 :](#)

Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.

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

Belongs to: [Interpretative Reading](#)

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

[WL.K12.AL.4.1 :](#)

Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.

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

Belongs to: [Presentational Speaking](#)

[WL.K12.AL.4.2 :](#)

Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.

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

Belongs to: [Presentational Speaking](#)

[WL.K12.AL.4.3 :](#)

Speak using different time frames and appropriate mood with good control.

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

Belongs to: [Presentational Speaking](#)

[WL.K12.AL.4.4 :](#)

Communicate ideas on a variety of topics with accuracy, clarity, and precision.

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

Belongs to: [Presentational Speaking](#)

[WL.K12.AL.4.5 :](#)

Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.

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

Belongs to: [Presentational Speaking](#)

[WL.K12.AL.4.6 :](#)

Provide information on academic and job related topics with clarity and detail.

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

Belongs to: [Presentational Speaking](#)

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

[WL.K12.AL.5.1 :](#)

Express, in writing, ideas on a variety of topics presented in clear, organized texts.

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

Belongs to: [Presentational Writing](#)

[WL.K12.AL.5.2 :](#)

Write work-related documents (fill out an application, prepare a resume, write a business letter).

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

Belongs to: [Presentational Writing](#)

[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.

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

Belongs to: [Presentational Writing](#)

[WL.K12.AL.5.4 :](#)

Use idioms and idiomatic expressions in writing.

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

Belongs to: [Presentational Writing](#)

[WL.K12.AL.5.5 :](#)

Write using different time frames and appropriate mood.

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

Belongs to: [Presentational Writing](#)

[WL.K12.AL.5.6 :](#)

Write using style, language, and tone appropriate to the audience and purpose of the presentation.

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

Belongs to: [Presentational Writing](#)

[WL.K12.AL.5.7 :](#)

Write in a variety of forms including narratives (fiction,

autobiography) with clarity and details.

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

Belongs to: [Presentational Writing](#)

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

[WL.K12.AL.6.1 :](#)

Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.

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

Belongs to: [Culture](#)

[WL.K12.AL.6.2 :](#)

Explain why the target language has value in culture and in a global society.

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

Belongs to: [Culture](#)

[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).

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

Belongs to: [Culture](#)

[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).

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

Belongs to: [Culture](#)

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

[WL.K12.AL.7.1 :](#)

Apply knowledge gained in the target language to make connections to other content areas.

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

Belongs to: [Connections](#)

[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.

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

Belongs to: [Connections](#)

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

[WL.K12.AL.8.1 :](#)

Apply new structural patterns acquired in the target language.

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

Belongs to: [Comparisons](#)

WL.K12.AL.8.2 :

Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.

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

Belongs to: [Comparisons](#)

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.

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

Belongs to: [Comparisons](#)

WL.K12.AL.9 Communities

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.

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

Belongs to: [Communities](#)

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.

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

Belongs to: [Communities](#)

WL.K12.IH.1 Interpretive Listening

WL.K12.IH.1.1 :

Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.IH.1.2 :

Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.IH.1.3 :

Follow informal presentations on a variety of topics.

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

Belongs to: [Interpretive Listening](#)

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.

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

	Belongs to: Interpretive Listening
WL.K12.IH.1.5 :	Identify the main idea and supporting details from discussions and interviews on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IH.1.6 :	Demonstrate understanding of complex directions and instructions in unfamiliar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

WL.K12.IH.2.1 :	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

WL.K12.IH.3.1 :	State and support different points of views and take an active part in discussions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.2 :	Sustain a conversation in uncomplicated situations on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

	Belongs to: Interpersonal Communication
WL.K12.IH.3.3 :	Express degrees of emotion and respond appropriately to the feelings and emotions of others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.4 :	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.5 :	Initiate, maintain, and end a conversation on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.6 :	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.7 :	Ask for, follow, and give directions in complex situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.8 :	Describe and elaborate on a personal situation or problem using details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.4 Presentational Speaking	
WL.K12.IH.4.1 :	Present information on familiar topics with clarity and detail using multimedia resources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.2 :	Present viewpoints on an issue and support opinions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.3 :	Describe personal experiences and interests with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.4 :	Produce reports and multimedia compositions in order to present a group project.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.5 :	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.6 :	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.5 Presentational Writing	
WL.K12.IH.5.1 :	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.2 :	Describe, in writing, personal experiences and interests with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.3 :	Present, in writing, viewpoints on an issue and support opinion with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.4 :	Provide clear and detailed information in writing on academic and work topics with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.5 :	Describe, in writing, events in chronological order. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.6 :	Write about a story and describe reactions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.7 :	Write a short essay or biography using descriptive details and a variety of sentence structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

WL.K12.IH.6 Culture

<u>WL.K12.IH.6.1 :</u>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IH.6.2 :</u>	Apply language and behaviors that are appropriate to the target culture in an authentic situation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IH.6.3 :</u>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IH.6.4 :</u>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

WL.K12.IH.7 Connections

<u>WL.K12.IH.7.1 :</u>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
<u>WL.K12.IH.7.2 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

WL.K12.IH.8 Comparisons

<u>WL.K12.IH.8.1 :</u>	Compare similarities and differences between the target language and own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
<u>WL.K12.IH.8.2 :</u>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

	Belongs to: Comparisons
<u>WL.K12.IH.8.3 :</u>	<p>Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
<u>WL.K12.IH.9 Communities</u>	
<u>WL.K12.IH.9.1 :</u>	<p>Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
<u>WL.K12.IH.9.2 :</u>	<p>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> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>



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<u>WL.K12.AL.4.5:</u>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<u>WL.K12.AL.4.6:</u>	Provide information on academic and job related topics with clarity and detail.
<u>WL.K12.AL.5.5:</u>	Write using different time frames and appropriate mood.
<u>WL.K12.AL.5.6:</u>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<u>WL.K12.AL.5.7:</u>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<u>WL.K12.AL.6.3:</u>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<u>WL.K12.AL.6.4:</u>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.AL.7.2:</u>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<u>WL.K12.AL.8.2:</u>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<u>WL.K12.AL.8.3:</u>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<u>WL.K12.AL.9.2:</u>	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.
<u>WL.K12.AM.1.1:</u>	Demonstrate understanding of factual information about common everyday or job-related topics.
<u>WL.K12.AM.1.2:</u>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<u>WL.K12.AM.1.3:</u>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<u>WL.K12.AM.1.4:</u>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.

<u>WL.K12.AM.1.5:</u>	Demonstrate understanding of different points of view in a discussion.
<u>WL.K12.AM.1.6:</u>	Follow complex technical instructions and specifications in real life settings.
<u>WL.K12.AM.2.1:</u>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<u>WL.K12.AM.2.2:</u>	Demonstrate understanding of different points of view presented through a variety of literary works.
<u>WL.K12.AM.2.3:</u>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<u>WL.K12.AM.2.4:</u>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<u>WL.K12.AM.3.1:</u>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<u>WL.K12.AM.3.2:</u>	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.
<u>WL.K12.AM.3.3:</u>	Elaborate on and justify personal preferences, needs, and feelings.
<u>WL.K12.AM.3.4:</u>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<u>WL.K12.AM.3.5:</u>	Exchange and develop information about personal and academic tasks.
<u>WL.K12.AM.3.8:</u>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<u>WL.K12.AM.4.1:</u>	Deliver an articulated presentation on personal, academic, or professional topics.
<u>WL.K12.AM.4.2:</u>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<u>WL.K12.AM.4.3:</u>	Narrate, with ease and detail, events of current, public, or personal interest.
<u>WL.K12.AM.4.4:</u>	Prepare and deliver presentations based on inquiry or research.
<u>WL.K12.AM.4.5:</u>	Narrate a story and describe reactions with clarity and detail.
<u>WL.K12.AM.4.6:</u>	Synthesize and summarize information gathered from various

	authentic sources when speaking to diverse groups.
<u>WL.K12.AM.5.1:</u>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<u>WL.K12.AM.5.2:</u>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<u>WL.K12.AM.5.3:</u>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<u>WL.K12.AM.5.4:</u>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<u>WL.K12.AM.5.5:</u>	Write with clarity following consistent control of time frames and mood.
<u>WL.K12.AM.5.6:</u>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<u>WL.K12.AM.5.7:</u>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<u>WL.K12.AM.6.1:</u>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<u>WL.K12.AM.6.2:</u>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<u>WL.K12.AM.6.3:</u>	Evaluate the effects of the target culture's contributions on other societies.
<u>WL.K12.AM.6.4:</u>	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).
<u>WL.K12.AM.7.1:</u>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<u>WL.K12.AM.7.2:</u>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<u>WL.K12.AM.8.1:</u>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.

<u>WL.K12.AM.8.2:</u>	Analyze the sound symbol association between the target language and own.
<u>WL.K12.AM.8.3:</u>	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.
<u>WL.K12.AM.9.1:</u>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<u>WL.K12.AM.9.2:</u>	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.



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Course: American Sign Language 3- 0717312

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BASIC INFORMATION

Course Title:	American Sign Language 3
Course Number:	0717312
Course Abbreviated Title:	AMER SIGN LANG 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Courses for Magnet Programs
Number of Credits:	One credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
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.

STANDARDS (69)

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.

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	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.
<u>LACC.1112.SL.1.3:</u>	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.

<u>LACC.1112.SL.2.4:</u>	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.
<u>LACC.1112.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.AL.6.1:</u>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<u>WL.K12.AL.6.2:</u>	Explain why the target language has value in culture and in a global society.
<u>LACC.1112.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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.,

	<p>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>
<u>WL.K12.AL.1.1:</u>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<u>WL.K12.AL.1.2:</u>	Follow presentations on familiar and unfamiliar topics in different situations.
<u>WL.K12.AL.1.3:</u>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<u>WL.K12.AL.2.1:</u>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<u>WL.K12.AL.2.2:</u>	Make inferences and predictions from a written source.
<u>WL.K12.AL.3.1:</u>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<u>WL.K12.AL.3.2:</u>	Express and connect ideas when engaged in a lengthy conversation.
<u>WL.K12.AL.3.3:</u>	Justify personal preferences, needs and feelings in order to persuade others.
<u>WL.K12.AL.3.4:</u>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<u>WL.K12.AL.4.1:</u>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<u>WL.K12.AL.4.2:</u>	Explain viewpoints on an issue of interest, giving advantages and

	disadvantages of various options.
<u>WL.K12.AL.4.3:</u>	Speak using different time frames and appropriate mood with good control.
<u>WL.K12.AL.5.1:</u>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<u>WL.K12.AL.5.2:</u>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<u>WL.K12.AL.5.3:</u>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<u>WL.K12.AL.5.4:</u>	Use idioms and idiomatic expressions in writing.
<u>WL.K12.AL.7.1:</u>	Apply knowledge gained in the target language to make connections to other content areas.
<u>WL.K12.AL.8.1:</u>	Apply new structural patterns acquired in the target language.
<u>WL.K12.AL.9.1:</u>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<u>WL.K12.IH.1.1:</u>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
<u>WL.K12.IH.1.2:</u>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<u>WL.K12.IH.1.3:</u>	Follow informal presentations on a variety of topics.
<u>WL.K12.IH.1.4:</u>	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.
<u>WL.K12.IH.1.5:</u>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<u>WL.K12.IH.1.6:</u>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<u>WL.K12.IH.2.1:</u>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<u>WL.K12.IH.2.2:</u>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.

<u>WL.K12.IH.2.3:</u>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<u>WL.K12.IH.2.4:</u>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<u>WL.K12.IH.3.1:</u>	State and support different points of views and take an active part in discussions.
<u>WL.K12.IH.3.2:</u>	Sustain a conversation in uncomplicated situations on a variety of topics.
<u>WL.K12.IH.3.3:</u>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<u>WL.K12.IH.3.4:</u>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<u>WL.K12.IH.3.5:</u>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<u>WL.K12.IH.3.6:</u>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<u>WL.K12.IH.3.7:</u>	Ask for, follow, and give directions in complex situations.
<u>WL.K12.IH.3.8:</u>	Describe and elaborate on a personal situation or problem using details.
<u>WL.K12.IH.4.1:</u>	Present information on familiar topics with clarity and detail using multimedia resources.
<u>WL.K12.IH.4.2:</u>	Present viewpoints on an issue and support opinions with clarity and detail.
<u>WL.K12.IH.4.3:</u>	Describe personal experiences and interests with clarity and detail.
<u>WL.K12.IH.4.4:</u>	Produce reports and multimedia compositions in order to present a group project.
<u>WL.K12.IH.4.5:</u>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<u>WL.K12.IH.4.6:</u>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<u>WL.K12.IH.5.1:</u>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<u>WL.K12.IH.5.2:</u>	Describe, in writing, personal experiences and interests with clarity

	and detail.
<u>WL.K12.IH.5.3:</u>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<u>WL.K12.IH.5.4:</u>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<u>WL.K12.IH.5.5:</u>	Describe, in writing, events in chronological order.
<u>WL.K12.IH.5.6:</u>	Write about a story and describe reactions with clarity and detail.
<u>WL.K12.IH.5.7:</u>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<u>WL.K12.IH.6.1:</u>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<u>WL.K12.IH.6.2:</u>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<u>WL.K12.IH.6.3:</u>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<u>WL.K12.IH.6.4:</u>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IH.7.1:</u>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<u>WL.K12.IH.7.2:</u>	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.
<u>WL.K12.IH.8.1:</u>	Compare similarities and differences between the target language and own language.
<u>WL.K12.IH.8.2:</u>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<u>WL.K12.IH.8.3:</u>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<u>WL.K12.IH.9.1:</u>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
<u>WL.K12.IH.9.2:</u>	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).



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Course: American Sign Language 2- 0717310

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BASIC INFORMATION

Course Title:	American Sign Language 2
Course Number:	0717310
Course Abbreviated Title:	AMER SIGN LANG 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Courses for Magnet Programs
Number of Credits:	One credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (90)

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.

<u>LACC.910.RH.1.2:</u>	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.
<u>LACC.910.SL.1.1:</u>	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.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<u>LACC.910.SL.2.4:</u>	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.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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

	<p>other information and 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).
<u>WL.K12.II.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<u>WL.K12.II.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.II.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.II.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.

<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.II.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's

	own and others' ways of thinking.
<u>WL.K12.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.II.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.II.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.II.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.II.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.II.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.

<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.
<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.
<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.

<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.
<u>WL.K12.IM.5.4:</u>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<u>WL.K12.IM.5.5:</u>	Draft, edit, and summarize information, concepts, and ideas.
<u>WL.K12.IM.5.6:</u>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<u>WL.K12.IM.5.7:</u>	Write a narrative based on experiences that use descriptive language and details.
<u>WL.K12.IM.6.1:</u>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<u>WL.K12.IM.6.2:</u>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<u>WL.K12.IM.6.3:</u>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<u>WL.K12.IM.6.4:</u>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IM.7.1:</u>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<u>WL.K12.IM.7.2:</u>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<u>WL.K12.IM.8.1:</u>	Compare language structures and skills that transfer from one language to another.
<u>WL.K12.IM.8.2:</u>	Compare and contrast structural patterns in the target language and own.

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



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Course: American Sign Language 1- 0717300

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BASIC INFORMATION

Course Title:	American Sign Language 1
Course Number:	0717300
Course Abbreviated Title:	AMER SIGN LANG 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Courses for Magnet Programs
Number of Credits:	One credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (89)

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.

<u>LACC.910.RH.1.2:</u>	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.
<u>LACC.910.SL.1.1:</u>	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.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<u>LACC.910.SL.2.4:</u>	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.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,

	<p>tables), and multimedia when useful to aiding comprehension.</p> <ol 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).
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.

<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international

	figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.

<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



Course: Turkish 4 Honors - Advanced Low - Advanced Mid- 0716330

Direct link to this

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BASIC INFORMATION

Course Title:	Turkish 4 Honors - Advanced Low - Advanced Mid
Course Number:	0716330
Course Abbreviated Title:	TURKISH 4 HON
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
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.

STANDARDS (69)

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.

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	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.
<u>LACC.1112.SL.1.3:</u>	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.
<u>LACC.1112.SL.2.4:</u>	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.
<u>LACC.1112.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.AM.3.6:</u>	Use a variety of idiomatic and culturally authentic expressions appropriately.
<u>WL.K12.AM.3.7:</u>	Exchange general information on a variety of topics outside fields of interest.
<u>LACC.1112.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which

	<p>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>
<u>WL.K12.AL.1.4:</u>	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.
<u>WL.K12.AL.1.5:</u>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<u>WL.K12.AL.1.6:</u>	Follow technical instructions for familiar products and services.
<u>WL.K12.AL.2.3:</u>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<u>WL.K12.AL.2.4:</u>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<u>WL.K12.AL.3.5:</u>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<u>WL.K12.AL.3.6:</u>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<u>WL.K12.AL.3.7:</u>	Incorporate formal and informal language and the appropriate register in a conversation.
<u>WL.K12.AL.3.8:</u>	Collaborate to develop and propose solutions to problems.
<u>WL.K12.AL.4.4:</u>	Communicate ideas on a variety of topics with accuracy, clarity, and

	precision.
<u>WL.K12.AL.4.5:</u>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<u>WL.K12.AL.4.6:</u>	Provide information on academic and job related topics with clarity and detail.
<u>WL.K12.AL.5.5:</u>	Write using different time frames and appropriate mood.
<u>WL.K12.AL.5.6:</u>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<u>WL.K12.AL.5.7:</u>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<u>WL.K12.AL.6.3:</u>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<u>WL.K12.AL.6.4:</u>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.AL.7.2:</u>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<u>WL.K12.AL.8.2:</u>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<u>WL.K12.AL.8.3:</u>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<u>WL.K12.AL.9.2:</u>	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.
<u>WL.K12.AM.1.1:</u>	Demonstrate understanding of factual information about common everyday or job-related topics.
<u>WL.K12.AM.1.2:</u>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<u>WL.K12.AM.1.3:</u>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<u>WL.K12.AM.1.4:</u>	Demonstrate understanding of the underlying meaning of culturally

	authentic expressions as presented through a variety of media.
<u>WL.K12.AM.1.5:</u>	Demonstrate understanding of different points of view in a discussion.
<u>WL.K12.AM.1.6:</u>	Follow complex technical instructions and specifications in real life settings.
<u>WL.K12.AM.2.1:</u>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<u>WL.K12.AM.2.2:</u>	Demonstrate understanding of different points of view presented through a variety of literary works.
<u>WL.K12.AM.2.3:</u>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<u>WL.K12.AM.2.4:</u>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<u>WL.K12.AM.3.1:</u>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<u>WL.K12.AM.3.2:</u>	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.
<u>WL.K12.AM.3.3:</u>	Elaborate on and justify personal preferences, needs, and feelings.
<u>WL.K12.AM.3.4:</u>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<u>WL.K12.AM.3.5:</u>	Exchange and develop information about personal and academic tasks.
<u>WL.K12.AM.3.8:</u>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<u>WL.K12.AM.4.1:</u>	Deliver an articulated presentation on personal, academic, or professional topics.
<u>WL.K12.AM.4.2:</u>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<u>WL.K12.AM.4.3:</u>	Narrate, with ease and detail, events of current, public, or personal interest.
<u>WL.K12.AM.4.4:</u>	Prepare and deliver presentations based on inquiry or research.
<u>WL.K12.AM.4.5:</u>	Narrate a story and describe reactions with clarity and detail.

<u>WL.K12.AM.4.6:</u>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<u>WL.K12.AM.5.1:</u>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<u>WL.K12.AM.5.2:</u>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<u>WL.K12.AM.5.3:</u>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<u>WL.K12.AM.5.4:</u>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<u>WL.K12.AM.5.5:</u>	Write with clarity following consistent control of time frames and mood.
<u>WL.K12.AM.5.6:</u>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<u>WL.K12.AM.5.7:</u>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<u>WL.K12.AM.6.1:</u>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<u>WL.K12.AM.6.2:</u>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<u>WL.K12.AM.6.3:</u>	Evaluate the effects of the target culture's contributions on other societies.
<u>WL.K12.AM.6.4:</u>	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).
<u>WL.K12.AM.7.1:</u>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<u>WL.K12.AM.7.2:</u>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<u>WL.K12.AM.8.1:</u>	Describe cultural perspectives as reflected in a variety of literary

	genres and compare and contrast to own culture.
<u>WL.K12.AM.8.2:</u>	Analyze the sound symbol association between the target language and own.
<u>WL.K12.AM.8.3:</u>	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.
<u>WL.K12.AM.9.1:</u>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<u>WL.K12.AM.9.2:</u>	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.



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Course: Turkish 3 Honors - Intermediate High - Advanced Low- 0716320

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4807.aspx>

BASIC INFORMATION

Course Title:	Turkish 3 Honors - Intermediate High - Advanced Low
Course Number:	0716320
Course Abbreviated Title:	TURKISH 3 HON
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
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.

STANDARDS (69)

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.

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	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.
<u>LACC.1112.SL.1.3:</u>	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.
<u>LACC.1112.SL.2.4:</u>	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.
<u>LACC.1112.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.AL.6.1:</u>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<u>WL.K12.AL.6.2:</u>	Explain why the target language has value in culture and in a global society.
<u>LACC.1112.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and

	<p>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> <ul style="list-style-type: none"> 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).
<u>WL.K12.AL.1.1:</u>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<u>WL.K12.AL.1.2:</u>	Follow presentations on familiar and unfamiliar topics in different situations.
<u>WL.K12.AL.1.3:</u>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<u>WL.K12.AL.2.1:</u>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<u>WL.K12.AL.2.2:</u>	Make inferences and predictions from a written source.
<u>WL.K12.AL.3.1:</u>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<u>WL.K12.AL.3.2:</u>	Express and connect ideas when engaged in a lengthy conversation.
<u>WL.K12.AL.3.3:</u>	Justify personal preferences, needs and feelings in order to persuade others.
<u>WL.K12.AL.3.4:</u>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<u>WL.K12.AL.4.1:</u>	Deliver a short presentation on social, academic, or work topics with

	appropriate complexity for the target audience.
<u>WL.K12.AL.4.2:</u>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<u>WL.K12.AL.4.3:</u>	Speak using different time frames and appropriate mood with good control.
<u>WL.K12.AL.5.1:</u>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<u>WL.K12.AL.5.2:</u>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<u>WL.K12.AL.5.3:</u>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<u>WL.K12.AL.5.4:</u>	Use idioms and idiomatic expressions in writing.
<u>WL.K12.AL.7.1:</u>	Apply knowledge gained in the target language to make connections to other content areas.
<u>WL.K12.AL.8.1:</u>	Apply new structural patterns acquired in the target language.
<u>WL.K12.AL.9.1:</u>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<u>WL.K12.IH.1.1:</u>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
<u>WL.K12.IH.1.2:</u>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<u>WL.K12.IH.1.3:</u>	Follow informal presentations on a variety of topics.
<u>WL.K12.IH.1.4:</u>	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.
<u>WL.K12.IH.1.5:</u>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<u>WL.K12.IH.1.6:</u>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<u>WL.K12.IH.2.1:</u>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<u>WL.K12.IH.2.2:</u>	Demonstrate understanding of the main idea and supporting details

	in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<u>WL.K12.IH.2.3:</u>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<u>WL.K12.IH.2.4:</u>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<u>WL.K12.IH.3.1:</u>	State and support different points of views and take an active part in discussions.
<u>WL.K12.IH.3.2:</u>	Sustain a conversation in uncomplicated situations on a variety of topics.
<u>WL.K12.IH.3.3:</u>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<u>WL.K12.IH.3.4:</u>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<u>WL.K12.IH.3.5:</u>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<u>WL.K12.IH.3.6:</u>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<u>WL.K12.IH.3.7:</u>	Ask for, follow, and give directions in complex situations.
<u>WL.K12.IH.3.8:</u>	Describe and elaborate on a personal situation or problem using details.
<u>WL.K12.IH.4.1:</u>	Present information on familiar topics with clarity and detail using multimedia resources.
<u>WL.K12.IH.4.2:</u>	Present viewpoints on an issue and support opinions with clarity and detail.
<u>WL.K12.IH.4.3:</u>	Describe personal experiences and interests with clarity and detail.
<u>WL.K12.IH.4.4:</u>	Produce reports and multimedia compositions in order to present a group project.
<u>WL.K12.IH.4.5:</u>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<u>WL.K12.IH.4.6:</u>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<u>WL.K12.IH.5.1:</u>	Write communications, narratives, descriptions, and explanations on

	familiar topics using connected, detailed paragraphs.
<u>WL.K12.IH.5.2:</u>	Describe, in writing, personal experiences and interests with clarity and detail.
<u>WL.K12.IH.5.3:</u>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<u>WL.K12.IH.5.4:</u>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<u>WL.K12.IH.5.5:</u>	Describe, in writing, events in chronological order.
<u>WL.K12.IH.5.6:</u>	Write about a story and describe reactions with clarity and detail.
<u>WL.K12.IH.5.7:</u>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<u>WL.K12.IH.6.1:</u>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<u>WL.K12.IH.6.2:</u>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<u>WL.K12.IH.6.3:</u>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<u>WL.K12.IH.6.4:</u>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IH.7.1:</u>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<u>WL.K12.IH.7.2:</u>	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.
<u>WL.K12.IH.8.1:</u>	Compare similarities and differences between the target language and own language.
<u>WL.K12.IH.8.2:</u>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<u>WL.K12.IH.8.3:</u>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<u>WL.K12.IH.9.1:</u>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
<u>WL.K12.IH.9.2:</u>	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).



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Course: Turkish 2 - Intermediate Low – Intermediate Mid- 0716310

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BASIC INFORMATION

Course Title:	Turkish 2 - Intermediate Low – Intermediate Mid
Course Number:	0716310
Course Abbreviated Title:	TURKISH 2
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 credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (90)

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.

<u>LACC.910.RH.1.2:</u>	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.
<u>LACC.910.SL.1.1:</u>	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.

<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	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.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions;

	<p>include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol 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).
<u>WL.K12.II.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<u>WL.K12.II.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.II.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.II.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.

<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.II.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical

	sequence, and a time frame for completion.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.II.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.II.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.II.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.II.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.II.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar

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

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

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



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Course: Turkish 1 - Novice Low – Novice High-0716300

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BASIC INFORMATION

Course Title:	Turkish 1 - Novice Low – Novice High
Course Number:	0716300
Course Abbreviated Title:	TURKISH 1
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (90)

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.

<u>LACC.910.RH.1.2:</u>	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.
<u>LACC.910.SL.1.1:</u>	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.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence

	and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	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.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and

	<p>information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <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).
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.

<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target

	language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and

	simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.

<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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Course: Language and Literature for International Studies 3 Honors – Advanced High- 0715325

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BASIC INFORMATION

Course Title:	Language and Literature for International Studies 3 Honors – Advanced High
Course Number:	0715325
Course Abbreviated Title:	LANG/LITINTSTUDIES3H
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Number of Credits:	One credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
General Notes:	<p>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.</p> <p>Special Note: This course is intended for students who are already proficient in the language.</p>

STANDARDS (48)

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

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	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.

	<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>
<p><u>LACC.1112.SL.1.3:</u></p>	<p>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.</p>
<p><u>LACC.1112.SL.2.4:</u></p>	<p>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>
<p><u>LACC.1112.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<p><u>WL.K12.AH.3.5:</u></p>	<p>Exchange, develop, and synthesize complex information about</p>

	personal, academic, and professional tasks.
<u>WL.K12.AH.3.6:</u>	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
<u>LACC.1112.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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).
<u>WL.K12.AH.1.1:</u>	Demonstrate understanding of extended speech and short lectures on a variety of topics.
<u>WL.K12.AH.1.2:</u>	Demonstrate understanding of the main ideas on both concrete and abstract topics.
<u>WL.K12.AH.1.3:</u>	Analyze the speaker’s perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
<u>WL.K12.AH.1.4:</u>	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
<u>WL.K12.AH.1.5:</u>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of

	spoken sources.
<u>WL.K12.AH.1.6:</u>	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
<u>WL.K12.AH.2.1:</u>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
<u>WL.K12.AH.2.2:</u>	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
<u>WL.K12.AH.2.3:</u>	Analyze the primary argument and supporting details in written texts.
<u>WL.K12.AH.2.4:</u>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
<u>WL.K12.AH.3.1:</u>	Express self with fluency, flexibility, and precision on concrete and abstract topics.
<u>WL.K12.AH.3.2:</u>	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
<u>WL.K12.AH.3.3:</u>	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
<u>WL.K12.AH.3.4:</u>	Develop and defend complex information during debates or meetings.
<u>WL.K12.AH.3.7:</u>	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
<u>WL.K12.AH.3.8:</u>	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
<u>WL.K12.AH.4.1:</u>	Deliver a clear and precise presentation that engages and informs a specific type of audience.
<u>WL.K12.AH.4.2:</u>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
<u>WL.K12.AH.4.3:</u>	Deliver and defend a viewpoint on an academic or professional issue.
<u>WL.K12.AH.4.4:</u>	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
<u>WL.K12.AH.4.5:</u>	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
<u>WL.K12.AH.4.6:</u>	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.

<u>WL.K12.AH.5.1:</u>	Write with fluency and clarity well-structured documents on complex topics.
<u>WL.K12.AH.5.2:</u>	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.
<u>WL.K12.AH.5.3:</u>	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
<u>WL.K12.AH.5.4:</u>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
<u>WL.K12.AH.5.5:</u>	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
<u>WL.K12.AH.5.6:</u>	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
<u>WL.K12.AH.5.7:</u>	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
<u>WL.K12.AH.6.1:</u>	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.
<u>WL.K12.AH.6.2:</u>	Analyze aspects of the target language that are expressions of culture.
<u>WL.K12.AH.6.3:</u>	Summarize the impact of influential people and events, and their contributions to the global community.
<u>WL.K12.AH.6.4:</u>	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).
<u>WL.K12.AH.7.1:</u>	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
<u>WL.K12.AH.7.2:</u>	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
<u>WL.K12.AH.8.1:</u>	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.

<u>WL.K12.AH.8.2:</u>	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
<u>WL.K12.AH.8.3:</u>	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
<u>WL.K12.AH.9.1:</u>	Use language skills and cultural understanding beyond immediate environment for personal growth.
<u>WL.K12.AH.9.2:</u>	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.



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Course: Language and Literature for International Studies 2 - Advanced Low - Advanced Mid- 0715315

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BASIC INFORMATION

Course Title:	Language and Literature for International Studies 2 - Advanced Low - Advanced Mid
Course Number:	0715315
Course Abbreviated Title:	LANG/LIT INTSTUDIES2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Number of Credits:	One credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>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.</p> <p>Special Note: This course is intended for students who are already proficient in the language.</p>

STANDARDS (69)

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

[LACC.910.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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.

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

LACC.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.

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

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

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

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

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

WL.K12.AM.3 Interpersonal Communication

<u>WL.K12.AM.3.6 :</u>	Use a variety of idiomatic and culturally authentic expressions appropriately. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AM.3.7 :</u>	Exchange general information on a variety of topics outside fields of interest. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AM.3.8 :</u>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AM.3.1 :</u>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AM.3.2 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AM.3.3 :</u>	Elaborate on and justify personal preferences, needs, and feelings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AM.3.4 :</u>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AM.3.5 :</u>	Exchange and develop information about personal and academic tasks. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

WL.K12.AL.1 Interpretive Listening

<u>WL.K12.AL.1.4 :</u>	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
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	<p>culture.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.AL.1.5 :	<p>Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.AL.1.6 :	<p>Follow technical instructions for familiar products and services.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
<p>WL.K12.AL.2 Interpretative Reading</p>	
WL.K12.AL.2.3 :	<p>Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.AL.2.4 :	<p>Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
<p>WL.K12.AL.3 Interpersonal Communication</p>	
WL.K12.AL.3.5 :	<p>Maintain a conversation even when unpredictable situations arise in a familiar context.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AL.3.6 :	<p>Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AL.3.7 :	<p>Incorporate formal and informal language and the appropriate register in a conversation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AL.3.8 :	<p>Collaborate to develop and propose solutions to problems.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>

WL.K12.AL.4 Presentational Speaking

<u>WL.K12.AL.4.4 :</u>	Communicate ideas on a variety of topics with accuracy, clarity, and precision. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.AL.4.5 :</u>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.AL.4.6 :</u>	Provide information on academic and job related topics with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

WL.K12.AL.5 Presentational Writing

<u>WL.K12.AL.5.5 :</u>	Write using different time frames and appropriate mood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.AL.5.6 :</u>	Write using style, language, and tone appropriate to the audience and purpose of the presentation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.AL.5.7 :</u>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

WL.K12.AL.6 Culture

<u>WL.K12.AL.6.3 :</u>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.AL.6.4 :</u>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

WL.K12.AL.7 Connections

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.

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

Belongs to: [Connections](#)

WL.K12.AL.8 Comparisons

WL.K12.AL.8.2 :

Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.

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

Belongs to: [Comparisons](#)

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.

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

Belongs to: [Comparisons](#)

WL.K12.AL.9 Communities

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.

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

Belongs to: [Communities](#)

WL.K12.AM.1 Interpretive Listening

WL.K12.AM.1.1 :

Demonstrate understanding of factual information about common everyday or job-related topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AM.1.2 :

Demonstrate understanding of presentations where different accents and lexical variations are used.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AM.1.3 :

Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AM.1.4 :

Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AM.1.5 :

Demonstrate understanding of different points of view in a discussion.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AM.1.6 :

Follow complex technical instructions and specifications in real life settings.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AM.2 Interpretative Reading

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.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AM.2.2 :

Demonstrate understanding of different points of view presented through a variety of literary works.

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

Belongs to: [Interpretative Reading](#)

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.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AM.2.4 :

Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AM.4 Presentational Speaking

WL.K12.AM.4.1 :

Deliver an articulated presentation on personal, academic, or professional topics.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AM.4.2 :

Describe, with ease and detail, topics related to home, school,

	<p>work, leisure activities, and personal interests. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.AM.4.3 :	<p>Narrate, with ease and detail, events of current, public, or personal interest. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.AM.4.4 :	<p>Prepare and deliver presentations based on inquiry or research. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.AM.4.5 :	<p>Narrate a story and describe reactions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.AM.4.6 :	<p>Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.AM.5 Presentational Writing	
WL.K12.AM.5.1 :	<p>Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AM.5.2 :	<p>Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AM.5.3 :	<p>Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AM.5.4 :	<p>Incorporate, with accuracy, idioms and culturally authentic expressions in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AM.5.5 :	<p>Write with clarity following consistent control of time frames and mood.</p>

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AM.5.6 :	Produce a persuasive essay and sustain and justify opinions and arguments in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AM.5.7 :	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

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

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). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.AM.6.3 :	Evaluate the effects of the target culture's contributions on other societies. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

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

WL.K12.AM.7.1 :	Analyze, reinforce, and further knowledge of other disciplines through the target language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
WL.K12.AM.7.2 :	Analyze within an unfamiliar context, information from other

disciplines to reinforce previous knowledge and acquire new content area knowledge.

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

Belongs to: [Connections](#)

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

[WL.K12.AM.8.1 :](#)

Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.

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

Belongs to: [Comparisons](#)

[WL.K12.AM.8.2 :](#)

Analyze the sound symbol association between the target language and own.

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

Belongs to: [Comparisons](#)

[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.

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

Belongs to: [Comparisons](#)

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

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

Use knowledge acquired in the target language to access information on careers and employment opportunities.

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

Belongs to: [Communities](#)

[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.

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

Belongs to: [Communities](#)



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Course: Language and Literature for International Studies 1 – Intermediate High - Advanced Low- 0715305

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4619.aspx>

BASIC INFORMATION

Course Title:	Language and Literature for International Studies 1 – Intermediate High - Advanced Low
Course Number:	0715305
Course Abbreviated Title:	LANG/LIT INTSTUDIES1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Number of Credits:	One credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (69)

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

[LACC.910.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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

	<p>evidence and reasoning presented.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.910.SL.1.3 :</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>

LACC.910.SL.2 Presentation of Knowledge and Ideas

<p><u>LACC.910.SL.2.4 :</u></p>	<p>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.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.910.WHST.1 Text Types and Purposes

<p><u>LACC.910.WHST.1.1 :</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
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- e. Provide a concluding statement or section that follows from or supports the argument presented.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

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

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

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

WL.K12.AL.6.1 :

Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.

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

Belongs to: [Culture](#)

WL.K12.AL.6.2 :

Explain why the target language has value in culture and in a global society.

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

Belongs to: [Culture](#)

WL.K12.AL.7 Connections

WL.K12.AL.7.1 :

Apply knowledge gained in the target language to make connections to other content areas.

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

Belongs to: [Connections](#)

WL.K12.AL.1 Interpretive Listening

WL.K12.AL.1.1 :

Demonstrate understanding of extended speech on familiar and unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.1.2 :

Follow presentations on familiar and unfamiliar topics in different situations.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.1.3 :

Demonstrate understanding of factual information about everyday life, study, or work- related topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.2 Interpretative Reading

WL.K12.AL.2.1 :

Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.2.2 :

Make inferences and predictions from a written source.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.3 Interpersonal Communication

<u>WL.K12.AL.3.1 :</u>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AL.3.2 :</u>	Express and connect ideas when engaged in a lengthy conversation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AL.3.3 :</u>	Justify personal preferences, needs and feelings in order to persuade others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.AL.3.4 :</u>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

WL.K12.AL.4 Presentational Speaking

<u>WL.K12.AL.4.1 :</u>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.AL.4.2 :</u>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.AL.4.3 :</u>	Speak using different time frames and appropriate mood with good control. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

WL.K12.AL.5 Presentational Writing

<u>WL.K12.AL.5.1 :</u>	Express, in writing, ideas on a variety of topics presented in clear, organized texts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.AL.5.2 :</u>	Write work-related documents (fill out an application, prepare a

	<p>resume, write a business letter).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.AL.5.3 :	<p>Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.AL.5.4 :	<p>Use idioms and idiomatic expressions in writing.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.AL.8 Comparisons	
WL.K12.AL.8.1 :	<p>Apply new structural patterns acquired in the target language.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
WL.K12.AL.9 Communities	
WL.K12.AL.9.1 :	<p>Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
WL.K12.IH.1 Interpretive Listening	
WL.K12.IH.1.1 :	<p>Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IH.1.2 :	<p>Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IH.1.3 :	<p>Follow informal presentations on a variety of topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IH.1.4 :	<p>Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio,</p>

	podcasts and videos. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IH.1.5 :	Identify the main idea and supporting details from discussions and interviews on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IH.1.6 :	Demonstrate understanding of complex directions and instructions in unfamiliar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

WL.K12.IH.2.1 :	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

WL.K12.IH.3.1 :	State and support different points of views and take an active part in discussions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WI K12 IH 3 2 :	Sustain a conversation in uncomplicated situations on a variety of

	<p>topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.IH.3.3 :	<p>Express degrees of emotion and respond appropriately to the feelings and emotions of others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.IH.3.4 :	<p>Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.IH.3.5 :	<p>Initiate, maintain, and end a conversation on a variety of familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.IH.3.6 :	<p>Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.IH.3.7 :	<p>Ask for, follow, and give directions in complex situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.IH.3.8 :	<p>Describe and elaborate on a personal situation or problem using details.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
<p>WL.K12.IH.4 Presentational Speaking</p>	
WL.K12.IH.4.1 :	<p>Present information on familiar topics with clarity and detail using multimedia resources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.IH.4.2 :	<p>Present viewpoints on an issue and support opinions with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.IH.4.3 :	<p>Describe personal experiences and interests with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>

WL.K12.IH.4.4 :

Produce reports and multimedia compositions in order to present a group project.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IH.4.5 :

Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IH.4.6 :

Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IH.5 Presentational Writing

WL.K12.IH.5.1 :

Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.2 :

Describe, in writing, personal experiences and interests with clarity and detail.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.3 :

Present, in writing, viewpoints on an issue and support opinion with clarity and detail.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.4 :

Provide clear and detailed information in writing on academic and work topics with clarity and detail.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.5 :

Describe, in writing, events in chronological order.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.6 :

Write about a story and describe reactions with clarity and detail.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.7 :

Write a short essay or biography using descriptive details and a variety of sentence structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

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

[WL.K12.IH.6.1 :](#)

Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[WL.K12.IH.6.2 :](#)

Apply language and behaviors that are appropriate to the target culture in an authentic situation.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[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.)
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[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).
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

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

[WL.K12.IH.7.1 :](#)

Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

[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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

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

[WL.K12.IH.8.1 :](#)

Compare similarities and differences between the target language and own language.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Comparisons](#)

WL.K12.IH.8.2 :

Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.

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

Belongs to: [Comparisons](#)

WL.K12.IH.8.3 :

Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.

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

Belongs to: [Comparisons](#)

WL.K12.IH.9 Communities

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.

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

Belongs to: [Communities](#)

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).

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

Belongs to: [Communities](#)



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Course: World Humanities for International Studies 4 Honors - Superior- 0714330

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BASIC INFORMATION

Course Title:	World Humanities for International Studies 4 Honors - Superior
Course Number:	0714330
Course Abbreviated Title:	WRLDLNG INTL STUD4 HONS
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Number of Credits:	One credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
General Notes:	<p>Major Concepts/Content: Foreign Humanities for International Studies 4 expands the skills acquired by the students in Foreign 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.</p> <p>Special Note: This course is intended for students who are already proficient in the language.</p>

STANDARDS (48)

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

<u>WL.K12.SU.3 Interpersonal Communication</u>	
<u>WL.K12.SU.3.5</u> :	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.SU.3.6</u> :	Speak with ease on almost all topics, using appropriate regional and colloquial expressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.SU.3.7</u> :	Deliver and defend recommendations in business, scientific, academic, or social contexts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.SU.3.8</u> :	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.SU.3.4</u> :	Participate with ease in complex discussions with multiple participants on a wide variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.SU.3.1</u> :	Use language for all purposes effectively and consistently. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.SU.3.2</u> :	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.SU.3.3</u> :	Express and defend viewpoints or recommendations on a variety of topics or statements. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

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

<u>WL.K12.SU.4.1 :</u>	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.SU.4.2 :</u>	Give a clearly articulated, well- structured presentation on a complex topic. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.SU.4.3 :</u>	Adapt presentation to reflect attitudes and culture of the audience. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.SU.4.4 :</u>	Present fluently and with ease in a variety of settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.SU.4.5 :</u>	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.SU.4.6 :</u>	Adapt oral presentations spontaneously to meet unexpected needs. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

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

<u>WL.K12.SU.5.1 :</u>	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.SU.5.2 :</u>	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.SU.5.3 :</u>	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

	Belongs to: Presentational Writing
WL.K12.SU.5.4 :	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.SU.5.5 :	Use humor and irony when writing an essay. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.SU.5.7 :	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

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

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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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).

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

Belongs to: [Culture](#)

[LACC.1112.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

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

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.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.

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

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

LACC.1112.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

WL.K12.SU.1 Interpretive Listening

WL.K12.SU.1.1 :

Demonstrate understanding of lexical variations, idiomatic

	<p>expressions, colloquialism, and accents from different countries where the target language</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.SU.1.2 :	<p>Connect and synthesize the essentials of complex extended discourse in academic and professional settings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.SU.1.3 :	<p>Analyze cultural references and make inferences and predictions within the cultural framework of the language.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.SU.1.4 :	<p>Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.SU.1.5 :	<p>Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.SU.1.6 :	<p>Follow information from recorded authentic complex passages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.SU.2 Interpretive Reading	
WL.K12.SU.2.1 :	<p>Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Reading</p>
WL.K12.SU.2.2 :	<p>Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Reading</p>
WL.K12.SU.2.3 :	<p>Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Reading</p>

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.

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

Belongs to: [Interpretative Reading](#)

WL.K12.SU.7 Connections**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.

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

Belongs to: [Connections](#)

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.

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

Belongs to: [Connections](#)

WL.K12.SU.8 Comparisons**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.

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

Belongs to: [Comparisons](#)

WL.K12.SU.8.2 :

Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.

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

Belongs to: [Comparisons](#)

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.

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

Belongs to: [Comparisons](#)

WL.K12.SU.9 Communities**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.

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

	Belongs to: Communities
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities



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Course: World Language Humanities for International Studies 3 Honors - Advanced High- 0714320

Direct link to this

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BASIC INFORMATION

Course Title:	World Language Humanities for International Studies 3 Honors - Advanced High
Course Number:	0714320
Course Abbreviated Title:	WRLDLNG INTL STUD3 HONS
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Number of Credits:	One credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
General Notes:	<p>Major Concepts/Content: Foreign Humanities for International Studies 3 provides mastery and expansion of skills acquired by the students in Foreign 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.</p> <p>Special Note: This course is intended for students who are already proficient in the language.</p>

STANDARDS (48)

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

[LACC.1112.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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

	<p>deepen the investigation or complete the task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.1112.SL.1.3 :</u></p>	<p>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.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>

LACC.1112.SL.2 Presentation of Knowledge and Ideas

<p><u>LACC.1112.SL.2.4 :</u></p>	<p>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> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.1112.WHST.1 Text Types and Purposes

<p><u>LACC.1112.WHST.1.1 :</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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,
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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.

Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning | Date Adopted or Revised: 12/10

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

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

WL.K12.AH.3 Interpersonal Communication

WL.K12.AH.3.5 :

Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

WL.K12.AH.3.6 :

Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

WL.K12.AH.3.1 :

Express self with fluency, flexibility, and precision on concrete and abstract topics.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

WL.K12.AH.3.2 :

Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

WL.K12.AH.3.3 :

Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

WL.K12.AH.3.4 :

Develop and defend complex information during debates or meetings.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

WL.K12.AH.3.7 :

Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

WL.K12.AH.3.8 :

Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

WL.K12.AH.1 Interpretive Listening

WL.K12.AH.1.1 :

Demonstrate understanding of extended speech and short lectures

	<p>on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.AH.1.2 :	<p>Demonstrate understanding of the main ideas on both concrete and abstract topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.AH.1.3 :	<p>Analyze the speaker’s perspective, tone and style as well as differentiate viewpoints heard in a variety of situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.AH.1.4 :	<p>Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.AH.1.5 :	<p>Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.AH.1.6 :	<p>Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.AH.2 Interpretive Reading	
WL.K12.AH.2.1 :	<p>Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Reading</p>
WL.K12.AH.2.2 :	<p>Interpret and synthesize meaning from a variety of fictional works and recognize the author’s purpose. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Reading</p>
WL.K12.AH.2.3 :	<p>Analyze the primary argument and supporting details in written texts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Reading</p>

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.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AH.4 Presentational Speaking

WL.K12.AH.4.1 :

Deliver a clear and precise presentation that engages and informs a specific type of audience.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AH.4.2 :

Communicate with accuracy, clarity, and precision on many concrete and abstract topics.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AH.4.3 :

Deliver and defend a viewpoint on an academic or professional issue.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AH.4.4 :

Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AH.4.5 :

Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AH.4.6 :

Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AH.5 Presentational Writing

WL.K12.AH.5.1 :

Write with fluency and clarity well-structured documents on complex topics.

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

Belongs to: [Presentational Writing](#)

WL.K12.AH.5.2 :

Create well-structured and easily readable reports, summaries, or

	<p>articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AH.5.3 :	<p>Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AH.5.4 :	<p>Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AH.5.5 :	<p>Write a narrative about an experience in a clear, fluent style appropriate to different genres.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AH.5.6 :	<p>Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AH.5.7 :	<p>Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AH.6 Culture	
WL.K12.AH.6.1 :	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
WL.K12.AH.6.2 :	<p>Analyze aspects of the target language that are expressions of culture.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
WL.K12.AH.6.3 :	<p>Summarize the impact of influential people and events, and their contributions to the global community.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: Culture
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). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

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

WL.K12.AH.7.1 :	Synthesize information from different subject areas through the target language to further knowledge of own language and culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

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

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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.AH.8.2 :	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons

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

WL.K12.AH.9.1 :	Use language skills and cultural understanding beyond immediate
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	<p>environment for personal growth. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
<p>WL.K12.AH.9.2 :</p>	<p>Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>



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Course: World Language Humanities for International Studies 2 - Advanced Low - Advanced Mid- 0714310

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BASIC INFORMATION

Course Title:	World Language Humanities for International Studies 2 - Advanced Low - Advanced Mid
Course Number:	0714310
Course Abbreviated Title:	WRLDLNG INTL STUD 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Number of Credits:	One credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content:</p> <p>Foreign Humanities for International Studies 2 reinforces the fundamental skills acquired by the students in Foreign 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 Foreign 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.</p> <p>Special Note: This course is intended for students who are already proficient in the language.</p>

STANDARDS (69)

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

[LACC.910.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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.

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

LACC.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.

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

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

WL.K12.AM.3 Interpersonal Communication

<u>WL.K12.AM.3.6 :</u>	Use a variety of idiomatic and culturally authentic expressions appropriately. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AM.3.7 :</u>	Exchange general information on a variety of topics outside fields of interest. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AM.3.8 :</u>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AM.3.1 :</u>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AM.3.2 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AM.3.3 :</u>	Elaborate on and justify personal preferences, needs, and feelings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AM.3.4 :</u>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.AM.3.5 :</u>	Exchange and develop information about personal and academic tasks. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>

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

<u>WL.K12.AL.1.4 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10
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	Belongs to: Interpretive Listening
WL.K12.AL.1.5 :	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.AL.1.6 :	Follow technical instructions for familiar products and services. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

WL.K12.AL.2.3 :	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.AL.2.4 :	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

WL.K12.AL.3.5 :	Maintain a conversation even when unpredictable situations arise in a familiar context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.AL.3.6 :	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.AL.3.7 :	Incorporate formal and informal language and the appropriate register in a conversation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.AL.3.8 :	Collaborate to develop and propose solutions to problems. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

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

WL.K12.AL.4.4 :

Communicate ideas on a variety of topics with accuracy, clarity, and precision.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.5 :

Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.6 :

Provide information on academic and job related topics with clarity and detail.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.5 Presentational Writing

WL.K12.AL.5.5 :

Write using different time frames and appropriate mood.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.5.6 :

Write using style, language, and tone appropriate to the audience and purpose of the presentation.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.5.7 :

Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.6 Culture

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).

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

Belongs to: [Culture](#)

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).

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

Belongs to: [Culture](#)

WL.K12.AL.7 Connections

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.

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

Belongs to: [Connections](#)

WL.K12.AL.8 Comparisons

WL.K12.AL.8.2 :

Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.

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

Belongs to: [Comparisons](#)

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.

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

Belongs to: [Comparisons](#)

WL.K12.AL.9 Communities

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.

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

Belongs to: [Communities](#)

WL.K12.AM.1 Interpretive Listening

WL.K12.AM.1.1 :

Demonstrate understanding of factual information about common everyday or job-related topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AM.1.2 :

Demonstrate understanding of presentations where different accents and lexical variations are used.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AM.1.3 :

Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AM.1.4 :

Demonstrate understanding of the underlying meaning of

	<p>culturally authentic expressions as presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.AM.1.5 :	<p>Demonstrate understanding of different points of view in a discussion.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.AM.1.6 :	<p>Follow complex technical instructions and specifications in real life settings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>

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

WL.K12.AM.2.1 :	<p>Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.AM.2.2 :	<p>Demonstrate understanding of different points of view presented through a variety of literary works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.AM.2.3 :	<p>Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.AM.2.4 :	<p>Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>

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

WL.K12.AM.4.1 :	<p>Deliver an articulated presentation on personal, academic, or professional topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.AM.4.2 :	<p>Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.</p>

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AM.4.3 :	Narrate, with ease and detail, events of current, public, or personal interest. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AM.4.4 :	Prepare and deliver presentations based on inquiry or research. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AM.4.5 :	Narrate a story and describe reactions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AM.4.6 :	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

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

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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AM.5.3 :	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AM.5.4 :	Incorporate, with accuracy, idioms and culturally authentic expressions in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AM.5.5 :	Write with clarity following consistent control of time frames and mood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

WL.K12.AM.5.6 :

Produce a persuasive essay and sustain and justify opinions and arguments in writing.

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

Belongs to: [Presentational Writing](#)

WL.K12.AM.5.7 :

Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

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

Belongs to: [Presentational Writing](#)

WL.K12.AM.6 Culture

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).

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

Belongs to: [Culture](#)

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.

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

Belongs to: [Culture](#)

WL.K12.AM.6.3 :

Evaluate the effects of the target culture's contributions on other societies.

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

Belongs to: [Culture](#)

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).

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

Belongs to: [Culture](#)

WL.K12.AM.7 Connections

WL.K12.AM.7.1 :

Analyze, reinforce, and further knowledge of other disciplines through the target language.

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

Belongs to: [Connections](#)

WL.K12.AM.7.2 :

Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.

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

Belongs to: [Connections](#)

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

[WL.K12.AM.8.1 :](#)

Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.

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

Belongs to: [Comparisons](#)

[WL.K12.AM.8.2 :](#)

Analyze the sound symbol association between the target language and own.

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

Belongs to: [Comparisons](#)

[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.

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

Belongs to: [Comparisons](#)

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

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

Use knowledge acquired in the target language to access information on careers and employment opportunities.

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

Belongs to: [Communities](#)

[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.

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

Belongs to: [Communities](#)



Course: World Language Humanities for International Studies 1 - Intermediate High - Advanced Low- 0714300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4098.aspx>

BASIC INFORMATION

Course Title:	World Language Humanities for International Studies 1 - Intermediate High - Advanced Low
Course Number:	0714300
Course Abbreviated Title:	WRLDLNG INTL STUD1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: Foreign 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.</p> <p>Special Note: This course is intended for students who are already proficient in the language.</p>

STANDARDS (69)

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

LACC.910.RH.1 Key Ideas and Details

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

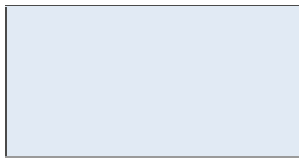
Belongs to: [Key Ideas and Details](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.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.

- 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.



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

LACC.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.
 Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.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.
 Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.910.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

WL.K12.AL.6 Culture

WL.K12.AL.6.1 :

Compare and contrast cultural practices and perspectives among

	<p>cultures with the same language in order to dispel stereotyping. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
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<p>WL.K12.AL.6.2 :</p>	<p>Explain why the target language has value in culture and in a global society. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
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[WL.K12.AL.7 Connections](#)

<p>WL.K12.AL.7.1 :</p>	<p>Apply knowledge gained in the target language to make connections to other content areas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections</p>
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[WL.K12.AL.1 Interpretive Listening](#)

<p>WL.K12.AL.1.1 :</p>	<p>Demonstrate understanding of extended speech on familiar and unfamiliar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
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<p>WL.K12.AL.1.2 :</p>	<p>Follow presentations on familiar and unfamiliar topics in different situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
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<p>WL.K12.AL.1.3 :</p>	<p>Demonstrate understanding of factual information about everyday life, study, or work- related topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
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[WL.K12.AL.2 Interpretative Reading](#)

<p>WL.K12.AL.2.1 :</p>	<p>Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
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<p>WL.K12.AL.2.2 :</p>	<p>Make inferences and predictions from a written source. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
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[WL.K12.AL.3 Interpersonal Communication](#)

WL.K12.AL.3.1 :

Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.2 :

Express and connect ideas when engaged in a lengthy conversation.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.3 :

Justify personal preferences, needs and feelings in order to persuade others.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.4 :

Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.4 Presentational Speaking

WL.K12.AL.4.1 :

Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.2 :

Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.3 :

Speak using different time frames and appropriate mood with good control.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.5 Presentational Writing

WL.K12.AL.5.1 :

Express, in writing, ideas on a variety of topics presented in clear, organized texts.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.5.2 :

Write work-related documents (fill out an application, prepare a resume, write a business letter).

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

Belongs to: [Presentational Writing](#)

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.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.5.4 :

Use idioms and idiomatic expressions in writing.

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

Belongs to: [Presentational Writing](#)

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

Apply new structural patterns acquired in the target language.

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

Belongs to: [Comparisons](#)

WL.K12.AL.9 Communities**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.

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

Belongs to: [Communities](#)

WL.K12.IH.1 Interpretive Listening**WL.K12.IH.1.1 :**

Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.IH.1.2 :

Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.IH.1.3 :

Follow informal presentations on a variety of topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.IH.1.4 :

Confirm understanding of the message and purpose of a variety of

	<p>authentic sources found in the target culture such as TV, radio, podcasts and videos.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IH.1.5 :	<p>Identify the main idea and supporting details from discussions and interviews on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IH.1.6 :	<p>Demonstrate understanding of complex directions and instructions in unfamiliar settings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>

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

WL.K12.IH.2.1 :	<p>Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.IH.2.2 :	<p>Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.IH.2.3 :	<p>Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.IH.2.4 :	<p>Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>

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

WL.K12.IH.3.1 :	<p>State and support different points of views and take an active part in discussions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
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<u>WL.K12.IH.3.2 :</u>	Sustain a conversation in uncomplicated situations on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IH.3.3 :</u>	Express degrees of emotion and respond appropriately to the feelings and emotions of others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IH.3.4 :</u>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IH.3.5 :</u>	Initiate, maintain, and end a conversation on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IH.3.6 :</u>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IH.3.7 :</u>	Ask for, follow, and give directions in complex situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IH.3.8 :</u>	Describe and elaborate on a personal situation or problem using details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>

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

<u>WL.K12.IH.4.1 :</u>	Present information on familiar topics with clarity and detail using multimedia resources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.IH.4.2 :</u>	Present viewpoints on an issue and support opinions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.IH.4.3 :</u>	Describe personal experiences and interests with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>

WL.K12.IH.4.4 :

Produce reports and multimedia compositions in order to present a group project.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IH.4.5 :

Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IH.4.6 :

Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IH.5 Presentational Writing

WL.K12.IH.5.1 :

Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.2 :

Describe, in writing, personal experiences and interests with clarity and detail.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.3 :

Present, in writing, viewpoints on an issue and support opinion with clarity and detail.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.4 :

Provide clear and detailed information in writing on academic and work topics with clarity and detail.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.5 :

Describe, in writing, events in chronological order.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.6 :

Write about a story and describe reactions with clarity and detail.

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

Belongs to: [Presentational Writing](#)

WL.K12.IH.5.7 :

Write a short essay or biography using descriptive details and a variety of sentence structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

WL.K12.IH.6 Culture

WL.K12.IH.6.1 :

Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

WL.K12.IH.6.2 :

Apply language and behaviors that are appropriate to the target culture in an authentic situation.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

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.)
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

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).
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

WL.K12.IH.7 Connections

WL.K12.IH.7.1 :

Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

WL.K12.IH.8 Comparisons

WL.K12.IH.8.1 :

Compare similarities and differences between the target language and own language.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Comparisons](#)

WL.K12.IH.8.2 :

Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.

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

Belongs to: [Comparisons](#)

WL.K12.IH.8.3 :

Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.

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

Belongs to: [Comparisons](#)

WL.K12.IH.9 Communities

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.

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

Belongs to: [Communities](#)

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).

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

Belongs to: [Communities](#)



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Course: Florida's Pre-International Baccalaureate Portuguese 3- 0713820

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5185.aspx>

BASIC INFORMATION

Course Title:	Florida's Pre-International Baccalaureate Portuguese 3
Course Number:	0713820
Grade Levels:	9,10,11,12
Course Abbreviated Title:	FL PRE-IB PORTUG 3
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 credit (1)
Course length:	Year (Y)
Course Type:	Elective
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Portuguese 3-Pre-IB provides mastery and expansion of skills acquired by the students in Portuguese 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

	<p>State Standards (Common Core) 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.</p>
<p>General Notes:</p>	<p><i>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”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</i></p>

STANDARDS (90)

<p><u>LACC.1112.RH.1 Key Ideas and Details</u></p>	
<p><u>LACC.1112.RH.1.2 :</u></p>	<p>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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p>

LACC.1112.SL.1 Comprehension and Collaboration

LACC.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.

- 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.

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

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

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

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

LACC.1112.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

WL.K12.AL.3 Interpersonal Communication

WL.K12.AL.3.6 :

Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.7 :

Incorporate formal and informal language and the appropriate register in a conversation.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.1 :

Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.2 :

Express and connect ideas when engaged in a lengthy conversation.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.3 :

Justify personal preferences, needs and feelings in order to persuade others.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.4 :

Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.5 :

Maintain a conversation even when unpredictable situations arise in a familiar context.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.8 :

Collaborate to develop and propose solutions to problems.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.1 Interpretive Listening

WL.K12.AL.1.1 :

Demonstrate understanding of extended speech on familiar and unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.1.2 :

Follow presentations on familiar and unfamiliar topics in different situations.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.1.3 :

Demonstrate understanding of factual information about everyday life, study, or work- related topics.

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

Belongs to: [Interpretive Listening](#)

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.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.1.5 :

Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.1.6 :

Follow technical instructions for familiar products and services.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.2 Interpretative Reading

WL.K12.AL.2.1 :

Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.2.2 :

Make inferences and predictions from a written source.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.2.3 :

Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.2.4 :

Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.4 Presentational Speaking

WL.K12.AL.4.1 :

Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.2 :

Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.3 :

Speak using different time frames and appropriate mood with good control.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.4 :

Communicate ideas on a variety of topics with accuracy, clarity, and precision.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.5 :

Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.6 :

Provide information on academic and job related topics with clarity and detail.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.5 Presentational Writing

WL.K12.AL.5.1 :

Express, in writing, ideas on a variety of topics presented in clear, organized texts.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.5.2 :

Write work-related documents (fill out an application, prepare a resume, write a business letter).

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

Belongs to: [Presentational Writing](#)

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.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.5.4 :

Use idioms and idiomatic expressions in writing.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.5.5 :

Write using different time frames and appropriate mood.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.5.6 :

Write using style, language, and tone appropriate to the audience and purpose of the presentation.

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

Belongs to: [Presentational Writing](#)

WL.K12.AL.5.7 :

Write in a variety of forms including narratives (fiction, _____)

autobiography) with clarity and details.

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

Belongs to: [Presentational Writing](#)

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

[WL.K12.AL.6.1 :](#)

Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.

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

Belongs to: [Culture](#)

[WL.K12.AL.6.2 :](#)

Explain why the target language has value in culture and in a global society.

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

Belongs to: [Culture](#)

[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).

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

Belongs to: [Culture](#)

[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).

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

Belongs to: [Culture](#)

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

[WL.K12.AL.7.1 :](#)

Apply knowledge gained in the target language to make connections to other content areas.

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

Belongs to: [Connections](#)

[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.

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

Belongs to: [Connections](#)

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

[WL.K12.AL.8.1 :](#)

Apply new structural patterns acquired in the target language.

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

Belongs to: [Comparisons](#)

WL.K12.AL.8.2 :

Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.

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

Belongs to: [Comparisons](#)

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.

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

Belongs to: [Comparisons](#)

WL.K12.AL.9 Communities

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.

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

Belongs to: [Communities](#)

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.

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

Belongs to: [Communities](#)

WL.K12.IH.1 Interpretive Listening

WL.K12.IH.1.1 :

Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.IH.1.2 :

Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.IH.1.3 :

Follow informal presentations on a variety of topics.

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

Belongs to: [Interpretive Listening](#)

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.

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

	Belongs to: Interpretive Listening
WL.K12.IH.1.5 :	Identify the main idea and supporting details from discussions and interviews on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IH.1.6 :	Demonstrate understanding of complex directions and instructions in unfamiliar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

WL.K12.IH.2.1 :	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

WL.K12.IH.3.1 :	State and support different points of views and take an active part in discussions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.2 :	Sustain a conversation in uncomplicated situations on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

	Belongs to: Interpersonal Communication
WL.K12.IH.3.3 :	Express degrees of emotion and respond appropriately to the feelings and emotions of others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.4 :	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.5 :	Initiate, maintain, and end a conversation on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.6 :	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.7 :	Ask for, follow, and give directions in complex situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.8 :	Describe and elaborate on a personal situation or problem using details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.4 Presentational Speaking	
WL.K12.IH.4.1 :	Present information on familiar topics with clarity and detail using multimedia resources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.2 :	Present viewpoints on an issue and support opinions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.3 :	Describe personal experiences and interests with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.4 :	Produce reports and multimedia compositions in order to present a group project.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.5 :	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.6 :	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

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

WL.K12.IH.5.1 :	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.2 :	Describe, in writing, personal experiences and interests with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.3 :	Present, in writing, viewpoints on an issue and support opinion with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.4 :	Provide clear and detailed information in writing on academic and work topics with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.5 :	Describe, in writing, events in chronological order. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.6 :	Write about a story and describe reactions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IH.5.7 :	Write a short essay or biography using descriptive details and a variety of sentence structure. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

WL.K12.IH.6 Culture

<u>WL.K12.IH.6.1 :</u>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IH.6.2 :</u>	Apply language and behaviors that are appropriate to the target culture in an authentic situation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IH.6.3 :</u>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IH.6.4 :</u>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

WL.K12.IH.7 Connections

<u>WL.K12.IH.7.1 :</u>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
<u>WL.K12.IH.7.2 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

WL.K12.IH.8 Comparisons

<u>WL.K12.IH.8.1 :</u>	Compare similarities and differences between the target language and own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
<u>WL.K12.IH.8.2 :</u>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

	Belongs to: Comparisons
<u>WL.K12.IH.8.3 :</u>	<p>Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
<u>WL.K12.IH.9 Communities</u>	
<u>WL.K12.IH.9.1 :</u>	<p>Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
<u>WL.K12.IH.9.2 :</u>	<p>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> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>



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Course: Florida's Pre-International Baccalaureate Portuguese 2- 0713810

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5183.aspx>

BASIC INFORMATION

Course Title:	Florida's Pre-International Baccalaureate Portuguese 2
Course Number:	0713810
Grade Levels:	9,10,11,12
Course Abbreviated Title:	FL PRE-IB PORTUG 2
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 credit (1)
Course length:	Year (Y)
Course Type:	Elective
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Portuguese 2-Pre-IB reinforces the fundamental skills acquired by the students in Portuguese 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 Portuguese 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

	<p>rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards (Common Core) 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.</p>
<p>General Notes:</p>	<p><i>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”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</i></p>

STANDARDS (90)

<p><u>LACC.910.RH.1 Key Ideas and Details</u></p>	
<p><u>LACC.910.RH.1.2 :</u></p>	<p>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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date</p>

Adopted or Revised: 12/10
Belongs to: [Key Ideas and Details](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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.

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

[LACC.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.

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

[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

LACC.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.

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

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

LACC.910.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

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

LACC.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

	<p>(e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol 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). <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
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WL.K12.IL.3 Interpersonal Communication

<p><u>WL.K12.IL.3.6 :</u></p>	<p>Recount and restate information received in a conversation in order to clarify meaning. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<p><u>WL.K12.IL.3.7 :</u></p>	<p>Exchange general information about a few topics outside personal and academic fields of interest. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<p><u>WL.K12.IL.3.8 :</u></p>	<p>Initiate, engage, and exchange basic information to solve a problem. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<p><u>WL.K12.IL.3.1 :</u></p>	<p>Initiate and engage in a conversation on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

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

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

WL.K12.II.1.1 :	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.II.1.2 :	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.II.1.3 :	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.II.1.4 :	Identify key points and essential details on familiar topics presented through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.II.1.5 :	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.II.1.6 :	Demonstrate understanding of multiple-step directions and

	<p>instructions in familiar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
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[WL.K12.IL.2 Interpretative Reading](#)

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

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

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

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

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

WL.K12.IL.5.1 :	Write on familiar topics and experiences using main ideas and supporting details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IL.5.2 :	Describe a familiar event or situation using a variety of sentences and with supporting details Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IL.5.3 :	Express and support opinions on familiar topics using a series of sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IL.5.4 :	Compare and contrast information, concepts, and ideas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IL.5.5 :	Develop questions to obtain and clarify information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IL.5.6 :	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IL.5.7 :	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

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

WL.K12.IL.6.1 :

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

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

Belongs to: [Culture](#)

WL.K12.IL.6.2 :

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

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

Belongs to: [Culture](#)

WL.K12.IL.6.3 :

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

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

Belongs to: [Culture](#)

WL.K12.IL.6.4 :

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

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

Belongs to: [Culture](#)

WL.K12.IL.7 Connections

WL.K12.IL.7.1 :

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

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

Belongs to: [Connections](#)

WL.K12.IL.7.2 :

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

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

Belongs to: [Connections](#)

WL.K12.IL.8 Comparisons

WL.K12.IL.8.1 :

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

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

Belongs to: [Comparisons](#)

WL.K12.IL.8.2 :

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

	<p>are alike and different.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
WL.K12.IL.8.3 :	<p>Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
<u>WL.K12.IL.9 Communities</u>	
WL.K12.IL.9.1 :	<p>Use the target language to participate in different activities for personal enjoyment and enrichment.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
WL.K12.IL.9.2 :	<p>Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
<u>WL.K12.IM.1 Interpretive Listening</u>	
WL.K12.IM.1.1 :	<p>Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.2 :	<p>Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.3 :	<p>Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.4 :	<p>Identify essential information and supporting details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.5 :	<p>Demonstrate understanding of the purpose of a lecture or talk on</p>

	<p>a familiar topic. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.IM.1.6 :	<p>Demonstrate understanding of complex directions and instructions in familiar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>

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

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

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

WL.K12.IM.3.1 :	<p>Express views and effectively engage in conversations on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.IM.3.2 :	<p>Ask and answer questions on familiar topics to clarify information and sustain a conversation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.IM.3.3 :	<p>Express personal views and opinions on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>

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

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

<u>WL.K12.IM.4.1 :</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.IM.4.2 :</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.IM.4.3 :</u>	Retell a story or recount an experience with appropriate facts and relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.IM.4.4 :</u>	Provide supporting evidence using logically connected sentences that include relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.IM.4.5 :</u>	Retell or summarize a storyline using logically connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>

WL.K12.IM.4.6 :

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

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

Belongs to: [Presentational Speaking](#)

WL.K12.IM.5 Presentational Writing

WL.K12.IM.5.1 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.2 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.3 :

State an opinion and provide supporting evidence using connected sentences.

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.4 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.5 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.6 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.7 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.6 Culture

WL.K12.IM.6.1 :

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

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.2 :	Use practices and characteristics of the target cultures for daily activities among peers and adults. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.3 :	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.4 :	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.7 Connections	
WL.K12.IM.7.1 :	Use expanded vocabulary and structures in the target language to increase content area knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
WL.K12.IM.7.2 :	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
WL.K12.IM.8 Comparisons	
WL.K12.IM.8.1 :	Compare language structures and skills that transfer from one language to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.IM.8.2 :	Compare and contrast structural patterns in the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.IM.8.3 :	Compare and contrast the geography and history of countries of

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



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Course: Florida's Pre-International Baccalaureate Portuguese 1- 0713800

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BASIC INFORMATION

Course Title:	Florida's Pre-International Baccalaureate Portuguese 1
Course Number:	0713800
Grade Levels:	9,10,11,12
Course Abbreviated Title:	FL PRE-IB PORTUG 1
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 credit (1)
Course length:	Year (Y)
Course Type:	Elective
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
Version Description:	Portuguese 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

	<p>State Standards (Common Core) 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.</p>
<p>General Notes:</p>	<p><i>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”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</i></p>

STANDARDS (90)

<p><u>LACC.910.RH.1 Key Ideas and Details</u></p>	
<p><u>LACC.910.RH.1.2 :</u></p>	<p>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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p>

LACC.910.SL.1 Comprehension and Collaboration

LACC.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.

- 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.

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

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

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

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

LACC.910.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Text Types and Purposes](#)

WL.K12.NH.3 Interpersonal Communication

<u>WL.K12.NH.3.8 :</u>	Describe a problem or a situation with sufficient details in order to be understood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.1 :</u>	Engage in short social interactions using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.2 :</u>	Exchange information about familiar tasks, topics and activities, including personal information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.3 :</u>	Exchange information using simple language about personal preferences, needs, and feelings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

<u>WL.K12.NH.3.4 :</u>	Ask and answer a variety of questions about personal information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.NH.3.5 :</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.NH.3.6 :</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.NH.3.7 :</u>	Ask for and give simple directions to go somewhere or to complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>

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

<u>WL.K12.NH.4.1 :</u>	Provide basic information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.NH.4.2 :</u>	Describe aspects of daily life using complete sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.NH.4.3 :</u>	Describe familiar experiences or events using both general and specific language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.NH.4.4 :</u>	Present personal information about one's self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.NH.4.5 :</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.NH.4.6 :</u>	Use verbal and non verbal communication when making announcements or introductions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>

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

<u>WL.K12.NH.1.1 :</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NH.1.2 :</u>	Demonstrate understanding of short conversations in familiar contexts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NH.1.3 :</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NH.1.4 :</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NH.1.5 :</u>	Demonstrate understanding of simple stories or narratives. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NH.1.6 :</u>	Follow directions or instructions to complete a task when expressed in short conversations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

<u>WL.K12.NH.2.1 :</u>	Determine main idea from simple texts that contain familiar vocabulary used in context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
<u>WL.K12.NH.2.2 :</u>	Identify the elements of story such as setting, theme and characters. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
<u>WL.K12.NH.2.3 :</u>	Demonstrate understanding of signs and notices in public places. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
<u>WL.K12.NH.2.4 :</u>	Identify key detailed information needed to fill out forms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

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

[WL.K12.NH.5.1 :](#)

Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

[WL.K12.NH.5.2 :](#)

Write simple statements to describe aspects of daily life.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

[WL.K12.NH.5.3 :](#)

Write a description of a familiar experience or event.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

[WL.K12.NH.5.4 :](#)

Write short personal notes using a variety of media.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

[WL.K12.NH.5.5 :](#)

Request information in writing to obtain something needed.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

[WL.K12.NH.5.6 :](#)

Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

[WL.K12.NH.5.7 :](#)

Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

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

[WL.K12.NH.6.1 :](#)

Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[WL.K12.NH.6.2 :](#)

Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

WL.K12.NH.6.3 :

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

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

Belongs to: [Culture](#)

WL.K12.NH.6.4 :

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

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

Belongs to: [Culture](#)

WL.K12.NH.7 Connections

WL.K12.NH.7.1 :

Use vocabulary acquired in the target language to access new knowledge from other disciplines.

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

Belongs to: [Connections](#)

WL.K12.NH.7.2 :

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

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

Belongs to: [Connections](#)

WL.K12.NH.8 Comparisons

WL.K12.NH.8.1 :

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

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

Belongs to: [Comparisons](#)

WL.K12.NH.8.2 :

Compare basic sound patterns and grammatical structures between the target language and own language.

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

Belongs to: [Comparisons](#)

WL.K12.NH.8.3 :

Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

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

Belongs to: [Comparisons](#)

WL.K12.NH.9 Communities

WL.K12.NH.9.1 :

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

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

Belongs to: [Communities](#)

WL.K12.NH.9.2 :

Use communication tools to establish a connection with a peer from a country where the target language is spoken.

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

Belongs to: [Communities](#)

WL.K12.NM.1 Interpretive Listening

WL.K12.NM.1.1 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.NM.1.2 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.NM.1.3 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.NM.1.4 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.NM.1.5 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.NM.1.6 :

Follow short, simple directions.

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

Belongs to: [Interpretive Listening](#)

WL.K12.NM.2 Interpretative Reading

WL.K12.NM.2.1 :

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

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

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

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

WL.K12.NM.3.7 :

Understand and respond appropriately to simple directions.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.NM.3.8 :

Differentiate among oral statements, questions, and exclamations in order to determine meaning.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.NM.4 Presentational Speaking

WL.K12.NM.4.1 :

Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.

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

Belongs to: [Presentational Speaking](#)

WL.K12.NM.4.2 :

Present personal information about self and others.

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

Belongs to: [Presentational Speaking](#)

WL.K12.NM.4.3 :

Express likes and dislikes.

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

Belongs to: [Presentational Speaking](#)

WL.K12.NM.4.4 :

Provide an account of daily activities.

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

Belongs to: [Presentational Speaking](#)

WL.K12.NM.4.5 :

Role-play skits, songs, or poetry in the target language that deal with familiar topics.

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

Belongs to: [Presentational Speaking](#)

WL.K12.NM.4.6 :

Present simple information about a familiar topic using visuals.

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

Belongs to: [Presentational Speaking](#)

WL.K12.NM.5 Presentational Writing

WL.K12.NM.5.1 :

Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

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

Belongs to: [Presentational Writing](#)

WL.K12.NM.5.2 :

Fill out a simple form with basic information.

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

Belongs to: [Presentational Writing](#)

WL.K12.NM.5.3 :

Write simple sentences about self and/or others.

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

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

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

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

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



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Course: Portuguese for Portuguese Speakers 2-0713350

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BASIC INFORMATION

Course Title:	Portuguese for Portuguese Speakers 2
Course Number:	0713350
Course Abbreviated Title:	PORTUGUESE SPEAK 2
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>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.</p> <p>The course content will continue reflecting the cultural values of Portuguese language and societies.</p>

STANDARDS (90)

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

<u>LACC.910.RH.1.2:</u>	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.
<u>LACC.910.SL.1.1:</u>	<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">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.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	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.

<p><u>LACC.910.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<p><u>WL.K12.II.3.6:</u></p>	<p>Recount and restate information received in a conversation in order to clarify meaning.</p>
<p><u>WL.K12.II.3.7:</u></p>	<p>Exchange general information about a few topics outside personal and academic fields of interest.</p>
<p><u>WL.K12.II.3.8:</u></p>	<p>Initiate, engage, and exchange basic information to solve a problem.</p>
<p><u>LACC.910.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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

	<p>relationships among ideas and concepts.</p> <p>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.</p> <p>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.</p> <p>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).</p>
<u>WL.K12.II.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<u>WL.K12.II.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.II.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.II.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.

<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.II.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.II.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.II.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.II.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.II.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.II.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar

	and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.
<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.
<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.
<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected

	sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.
<u>WL.K12.IM.5.4:</u>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<u>WL.K12.IM.5.5:</u>	Draft, edit, and summarize information, concepts, and ideas.
<u>WL.K12.IM.5.6:</u>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<u>WL.K12.IM.5.7:</u>	Write a narrative based on experiences that use descriptive language and details.
<u>WL.K12.IM.6.1:</u>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<u>WL.K12.IM.6.2:</u>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<u>WL.K12.IM.6.3:</u>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<u>WL.K12.IM.6.4:</u>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IM.7.1:</u>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<u>WL.K12.IM.7.2:</u>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<u>WL.K12.IM.8.1:</u>	Compare language structures and skills that transfer from one language to another.
<u>WL.K12.IM.8.2:</u>	Compare and contrast structural patterns in the target language and own.
<u>WL.K12.IM.8.3:</u>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.

<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.IM.9.2:</u>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



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Course: Portuguese for Portuguese Speakers 1-0713340

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BASIC INFORMATION

Course Title:	Portuguese for Portuguese Speakers 1
Course Number:	0713340
Course Abbreviated Title:	PORTUGUESE SPEAK 1
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>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.</p> <p>The course content will reflect the cultural values of Portuguese language and societies.</p>

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<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
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<p><u>LACC.910.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<p><u>WL.K12.NH.3.8:</u></p>	<p>Describe a problem or a situation with sufficient details in order to be understood.</p>
<p><u>WL.K12.NH.4.1:</u></p>	<p>Provide basic information on familiar topics using phrases and simple sentences.</p>
<p><u>WL.K12.NH.4.2:</u></p>	<p>Describe aspects of daily life using complete sentences.</p>
<p><u>WL.K12.NH.4.3:</u></p>	<p>Describe familiar experiences or events using both general and specific language.</p>
<p><u>LACC.910.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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.

	<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).
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.

<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new

	knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.

<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

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



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Course: Portuguese 4 Honors - Advanced Low - Advanced Mid- 0713330

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4734.aspx>

BASIC INFORMATION

Course Title:	Portuguese 4 Honors - Advanced Low - Advanced Mid
Course Number:	0713330
Grade Level(s):	9, 10, 11, 12
Course Abbreviated Title:	PORTUGUESE 4
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
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.

STANDARDS (69)

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.

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	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. 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.
<u>LACC.1112.SL.1.3:</u>	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.
<u>LACC.1112.SL.2.4:</u>	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.
<u>LACC.1112.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.AM.3.6:</u>	Use a variety of idiomatic and culturally authentic expressions appropriately.
<u>WL.K12.AM.3.7:</u>	Exchange general information on a variety of topics outside fields of interest.

<p><u>LACC.1112.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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).
<p><u>WL.K12.AL.1.4:</u></p>	<p>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.</p>
<p><u>WL.K12.AL.1.5:</u></p>	<p>Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.</p>
<p><u>WL.K12.AL.1.6:</u></p>	<p>Follow technical instructions for familiar products and services.</p>
<p><u>WL.K12.AL.2.3:</u></p>	<p>Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.</p>
<p><u>WL.K12.AL.2.4:</u></p>	<p>Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.</p>
<p><u>WL.K12.AL.3.5:</u></p>	<p>Maintain a conversation even when unpredictable situations arise in a familiar context.</p>
<p><u>WL.K12.AL.3.6:</u></p>	<p>Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.</p>

<u>WL.K12.AL.3.7:</u>	Incorporate formal and informal language and the appropriate register in a conversation.
<u>WL.K12.AL.3.8:</u>	Collaborate to develop and propose solutions to problems.
<u>WL.K12.AL.4.4:</u>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<u>WL.K12.AL.4.5:</u>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<u>WL.K12.AL.4.6:</u>	Provide information on academic and job related topics with clarity and detail.
<u>WL.K12.AL.5.5:</u>	Write using different time frames and appropriate mood.
<u>WL.K12.AL.5.6:</u>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<u>WL.K12.AL.5.7:</u>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<u>WL.K12.AL.6.3:</u>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<u>WL.K12.AL.6.4:</u>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.AL.7.2:</u>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<u>WL.K12.AL.8.2:</u>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<u>WL.K12.AL.8.3:</u>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<u>WL.K12.AL.9.2:</u>	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.
<u>WL.K12.AM.1.1:</u>	Demonstrate understanding of factual information about common everyday or job-related topics.
<u>WL.K12.AM.1.2:</u>	Demonstrate understanding of presentations where different accents

	and lexical variations are used.
<u>WL.K12.AM.1.3:</u>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<u>WL.K12.AM.1.4:</u>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<u>WL.K12.AM.1.5:</u>	Demonstrate understanding of different points of view in a discussion.
<u>WL.K12.AM.1.6:</u>	Follow complex technical instructions and specifications in real life settings.
<u>WL.K12.AM.2.1:</u>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<u>WL.K12.AM.2.2:</u>	Demonstrate understanding of different points of view presented through a variety of literary works.
<u>WL.K12.AM.2.3:</u>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<u>WL.K12.AM.2.4:</u>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<u>WL.K12.AM.3.1:</u>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<u>WL.K12.AM.3.2:</u>	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.
<u>WL.K12.AM.3.3:</u>	Elaborate on and justify personal preferences, needs, and feelings.
<u>WL.K12.AM.3.4:</u>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<u>WL.K12.AM.3.5:</u>	Exchange and develop information about personal and academic tasks.
<u>WL.K12.AM.3.8:</u>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<u>WL.K12.AM.4.1:</u>	Deliver an articulated presentation on personal, academic, or professional topics.
<u>WL.K12.AM.4.2:</u>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.

<u>WL.K12.AM.4.3:</u>	Narrate, with ease and detail, events of current, public, or personal interest.
<u>WL.K12.AM.4.4:</u>	Prepare and deliver presentations based on inquiry or research.
<u>WL.K12.AM.4.5:</u>	Narrate a story and describe reactions with clarity and detail.
<u>WL.K12.AM.4.6:</u>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<u>WL.K12.AM.5.1:</u>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<u>WL.K12.AM.5.2:</u>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<u>WL.K12.AM.5.3:</u>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<u>WL.K12.AM.5.4:</u>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<u>WL.K12.AM.5.5:</u>	Write with clarity following consistent control of time frames and mood.
<u>WL.K12.AM.5.6:</u>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<u>WL.K12.AM.5.7:</u>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<u>WL.K12.AM.6.1:</u>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<u>WL.K12.AM.6.2:</u>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<u>WL.K12.AM.6.3:</u>	Evaluate the effects of the target culture's contributions on other societies.
<u>WL.K12.AM.6.4:</u>	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).
<u>WL.K12.AM.7.1:</u>	Analyze, reinforce, and further knowledge of other disciplines through the target language.

<u>WL.K12.AM.7.2:</u>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<u>WL.K12.AM.8.1:</u>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<u>WL.K12.AM.8.2:</u>	Analyze the sound symbol association between the target language and own.
<u>WL.K12.AM.8.3:</u>	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.
<u>WL.K12.AM.9.1:</u>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<u>WL.K12.AM.9.2:</u>	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.



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	<p>a familiar topic. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<u>WL.K12.IM.1.6 :</u>	<p>Demonstrate understanding of complex directions and instructions in familiar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>

WL.K12.IM.2 Interpretative Reading

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

WL.K12.IM.3 Interpersonal Communication

<u>WL.K12.IM.3.1 :</u>	<p>Express views and effectively engage in conversations on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IM.3.2 :</u>	<p>Ask and answer questions on familiar topics to clarify information and sustain a conversation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IM.3.3 :</u>	<p>Express personal views and opinions on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>

WL.K12.IM.3.4 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).

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

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.5 : Initiate and maintain a conversation on a variety of familiar topics.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.6 : Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.7 : Follow grammatical rules for self-correction when speaking.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.8 : Describe a problem or situation with details and state an opinion.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.4 Presentational Speaking

WL.K12.IM.4.1 : Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IM.4.2 : Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IM.4.3 : Retell a story or recount an experience with appropriate facts and relevant details.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IM.4.4 : Provide supporting evidence using logically connected sentences that include relevant details.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IM.4.5 : Retell or summarize a storyline using logically connected sentences with relevant details.

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

Belongs to: [Presentational Speaking](#)

WL.K12.IM.4.6 :

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

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

Belongs to: [Presentational Speaking](#)

WL.K12.IM.5 Presentational Writing

WL.K12.IM.5.1 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.2 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.3 :

State an opinion and provide supporting evidence using connected sentences.

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.4 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.5 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.6 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.7 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.IM.6 Culture

WL.K12.IM.6.1 :

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

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.2 :	Use practices and characteristics of the target cultures for daily activities among peers and adults. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.3 :	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.4 :	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.7 Connections	
WL.K12.IM.7.1 :	Use expanded vocabulary and structures in the target language to increase content area knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
WL.K12.IM.7.2 :	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
WL.K12.IM.8 Comparisons	
WL.K12.IM.8.1 :	Compare language structures and skills that transfer from one language to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.IM.8.2 :	Compare and contrast structural patterns in the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.IM.8.3 :	Compare and contrast the geography and history of countries of

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



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Course: Chinese 5 Honors - Advanced High-0711335

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3929.aspx>

BASIC INFORMATION

Course Title:	Chinese 5 Honors - Advanced High
Course Number:	0711335
Course Abbreviated Title:	CHINESE 5 HON
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
General Notes:	Major Concepts/Content: Chinese 5 expands the skills acquired by students in Chinese 4. Specific content to be covered includes, but is not limited to, developing communication 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. Writing is enhanced through compositions using correct language structures.

STANDARDS (47)

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

[LACC.1112.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

LACC.1112.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

WL.K12.AH.3 Interpersonal Communication

WL.K12.AH.3.5 :

Exchange, develop, and synthesize complex information about

	<p>personal, academic, and professional tasks. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.AH.3.6 :	<p>Provide structured arguments and develop and support hypotheses, working around occasional difficulties. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.AH.3.1 :	<p>Express self with fluency, flexibility, and precision on concrete and abstract topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.AH.3.2 :	<p>Communicate with native speakers in a variety of settings, types of discourse, topics, and registers. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.AH.3.3 :	<p>Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.AH.3.4 :	<p>Develop and defend complex information during debates or meetings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.AH.3.7 :	<p>Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.AH.3.8 :	<p>Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.AH.1 Interpretive Listening	
WL.K12.AH.1.1 :	<p>Demonstrate understanding of extended speech and short lectures on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.AH.1.2 :	<p>Demonstrate understanding of the main ideas on both concrete and abstract topics.</p>

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.AH.1.3 :	Analyze the speaker’s perspective, tone and style as well as differentiate viewpoints heard in a variety of situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

WL.K12.AH.2.1 :	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.AH.2.2 :	Interpret and synthesize meaning from a variety of fictional works and recognize the author’s purpose. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.AH.2.3 :	Analyze the primary argument and supporting details in written texts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

<u>WL.K12.AH.4.1 :</u>	<p>Deliver a clear and precise presentation that engages and informs a specific type of audience.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
<u>WL.K12.AH.4.2 :</u>	<p>Communicate with accuracy, clarity, and precision on many concrete and abstract topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
<u>WL.K12.AH.4.3 :</u>	<p>Deliver and defend a viewpoint on an academic or professional issue.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
<u>WL.K12.AH.4.4 :</u>	<p>Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
<u>WL.K12.AH.4.6 :</u>	<p>Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>

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

<u>WL.K12.AH.5.1 :</u>	<p>Write with fluency and clarity well-structured documents on complex topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
<u>WL.K12.AH.5.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
<u>WL.K12.AH.5.3 :</u>	<p>Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
<u>WL.K12.AH.5.4 :</u>	<p>Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: Presentational Writing
WL.K12.AH.5.5 :	Write a narrative about an experience in a clear, fluent style appropriate to different genres. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AH.5.6 :	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AH.5.7 :	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

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

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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.AH.6.2 :	Analyze aspects of the target language that are expressions of culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.AH.6.3 :	Summarize the impact of influential people and events, and their contributions to the global community. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

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

WL.K12.AH.7.1 :	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
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	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

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

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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.AH.8.2 :	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons

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

WL.K12.AH.9.1 :	Use language skills and cultural understanding beyond immediate environment for personal growth. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities



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Course: Chinese 4- 0711330

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BASIC INFORMATION

Course Title:	Chinese 4
Course Number:	0711330
Course Abbreviated Title:	CHINESE 4
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
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.

STANDARDS (69)

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

LACC.1112.RH.1 Key Ideas and Details

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.1112.SL.1 Comprehension and Collaboration

LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

	Adopted or Revised: 12/10 Belongs to: Text Types and Purposes
<u>LACC.1112.WHST.1.2</u> :	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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). <p>Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
<u>WL.K12.AM.3 Interpersonal Communication</u>	
<u>WL.K12.AM.3.6</u> :	<p>Use a variety of idiomatic and culturally authentic expressions appropriately.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WI K12 AM 3 7</u> .	Exchange general information on a variety of topics outside fields

	<p>of interest.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.1 :	<p>Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.2 :	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.3 :	<p>Elaborate on and justify personal preferences, needs, and feelings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.4 :	<p>Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.5 :	<p>Exchange and develop information about personal and academic tasks.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.8 :	<p>Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>

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

WL.K12.AL.1.4 :	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.AL.1.5 :	<p>Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>

WL.K12.AL.1.6 :

Follow technical instructions for familiar products and services.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.2 Interpretative Reading

WL.K12.AL.2.3 :

Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.2.4 :

Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.3 Interpersonal Communication

WL.K12.AL.3.5 :

Maintain a conversation even when unpredictable situations arise in a familiar context.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.6 :

Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.7 :

Incorporate formal and informal language and the appropriate register in a conversation.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.8 :

Collaborate to develop and propose solutions to problems.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.4 Presentational Speaking

WL.K12.AL.4.4 :

Communicate ideas on a variety of topics with accuracy, clarity, and precision.

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

Belongs to: [Presentational Speaking](#)

WL.K12.AL.4.5 :

Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use

	<p>of gestures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.AL.4.6 :	<p>Provide information on academic and job related topics with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>

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

WL.K12.AL.5.5 :	<p>Write using different time frames and appropriate mood.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.AL.5.6 :	<p>Write using style, language, and tone appropriate to the audience and purpose of the presentation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.AL.5.7 :	<p>Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>

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

WL.K12.AL.6.3 :	<p>Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Culture</p>
WL.K12.AL.6.4 :	<p>Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Culture</p>

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

WL.K12.AL.7.2 :	<p>Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections</p>
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WL.K12.AL.8 Comparisons

<u>WL.K12.AL.8.2 :</u>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
<u>WL.K12.AL.8.3 :</u>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons

WL.K12.AL.9 Communities

<u>WL.K12.AL.9.2 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
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WL.K12.AM.1 Interpretive Listening

<u>WL.K12.AM.1.1 :</u>	Demonstrate understanding of factual information about common everyday or job-related topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.AM.1.2 :</u>	Demonstrate understanding of presentations where different accents and lexical variations are used. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.AM.1.3 :</u>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.AM.1.4 :</u>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.AM.1.5 :</u>	Demonstrate understanding of different points of view in a discussion.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.AM.1.6 :	Follow complex technical instructions and specifications in real life settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.AM.2.2 :	Demonstrate understanding of different points of view presented through a variety of literary works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.AM.2.4 :	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

WL.K12.AM.4.1 :	Deliver an articulated presentation on personal, academic, or professional topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AM.4.2 :	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AM.4.3 :	Narrate, with ease and detail, events of current, public, or personal interest. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

<u>WL.K12.AM.4.4 :</u>	Prepare and deliver presentations based on inquiry or research. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
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<u>WL.K12.AM.4.5 :</u>	Narrate a story and describe reactions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
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<u>WL.K12.AM.4.6 :</u>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
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WL.K12.AM.5 Presentational Writing

<u>WL.K12.AM.5.1 :</u>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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<u>WL.K12.AM.5.2 :</u>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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<u>WL.K12.AM.5.3 :</u>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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<u>WL.K12.AM.5.4 :</u>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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<u>WL.K12.AM.5.5 :</u>	Write with clarity following consistent control of time frames and mood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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<u>WL.K12.AM.5.6 :</u>	Produce a persuasive essay and sustain and justify opinions and arguments in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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<u>WL.K12.AM.5.7 :</u>	Incorporate figurative language, emotions, gestures, rhythm, and
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appropriate format into a literary original piece.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

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

[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).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[WL.K12.AM.6.3](#) : Evaluate the effects of the target culture's contributions on other societies.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[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).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

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

[WL.K12.AM.7.1](#) : Analyze, reinforce, and further knowledge of other disciplines through the target language.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

[WL.K12.AM.7.2](#) : Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

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

[WL.K12.AM.8.1](#) : Describe cultural perspectives as reflected in a variety of literary

	<p>genres and compare and contrast to own culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.AM.8.2 :	<p>Analyze the sound symbol association between the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.AM.8.3 :	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.AM.9 Communities	
WL.K12.AM.9.1 :	<p>Use knowledge acquired in the target language to access information on careers and employment opportunities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
WL.K12.AM.9.2 :	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>



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Course: Chinese 3- 0711320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3923.aspx>

BASIC INFORMATION

Course Title:	Chinese 3
Course Number:	0711320
Course Abbreviated Title:	CHINESE 3
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
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.

STANDARDS (69)

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

LACC.1112.RH.1 Key Ideas and Details

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.1112.SL.1 Comprehension and Collaboration

LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1112.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1112.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

	Adopted or Revised: 12/10 Belongs to: Text Types and Purposes
<u>LACC.1112.WHST.1.2</u> :	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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). <p>Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>

WL.K12.AL.6 Culture

<u>WL.K12.AL.6.1</u> :	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.AL.6.2</u> :	Explain why the target language has value in culture and in a global

	<p>society.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Culture</p>
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[WL.K12.AL.1 Interpretive Listening](#)

<u>WL.K12.AL.1.1</u> :	<p>Demonstrate understanding of extended speech on familiar and unfamiliar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
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<u>WL.K12.AL.1.2</u> :	<p>Follow presentations on familiar and unfamiliar topics in different situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
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<u>WL.K12.AL.1.3</u> :	<p>Demonstrate understanding of factual information about everyday life, study, or work- related topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
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[WL.K12.AL.2 Interpretative Reading](#)

<u>WL.K12.AL.2.1</u> :	<p>Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
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<u>WL.K12.AL.2.2</u> :	<p>Make inferences and predictions from a written source.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
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[WL.K12.AL.3 Interpersonal Communication](#)

<u>WL.K12.AL.3.1</u> :	<p>Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
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<u>WL.K12.AL.3.2</u> :	<p>Express and connect ideas when engaged in a lengthy conversation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
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<u>WL.K12.AL.3.3</u> :	<p>Justify personal preferences, needs and feelings in order to persuade others.</p>
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	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.AL.3.4 :	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

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

WL.K12.AL.4.1 :	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AL.4.2 :	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AL.4.3 :	Speak using different time frames and appropriate mood with good control. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

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

WL.K12.AL.5.1 :	Express, in writing, ideas on a variety of topics presented in clear, organized texts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AL.5.2 :	Write work-related documents (fill out an application, prepare a resume, write a business letter). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AL.5.4 :	Use idioms and idiomatic expressions in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

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

[WL.K12.AL.7.1 :](#)

Apply knowledge gained in the target language to make connections to other content areas.

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

Belongs to: [Connections](#)

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

[WL.K12.AL.8.1 :](#)

Apply new structural patterns acquired in the target language.

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

Belongs to: [Comparisons](#)

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

[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.

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

Belongs to: [Communities](#)

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

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

Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.

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

Belongs to: [Interpretive Listening](#)

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

Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

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

Follow informal presentations on a variety of topics.

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

Belongs to: [Interpretive Listening](#)

[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.

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

Belongs to: [Interpretive Listening](#)

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

Identify the main idea and supporting details from discussions and interviews on familiar topics.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IH.1.6 :	Demonstrate understanding of complex directions and instructions in unfamiliar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

WL.K12.IH.2.1 :	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

WL.K12.IH.3.1 :	State and support different points of views and take an active part in discussions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.2 :	Sustain a conversation in uncomplicated situations on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.3 :	Express degrees of emotion and respond appropriately to the feelings and emotions of others.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.4 :	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.5 :	Initiate, maintain, and end a conversation on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.6 :	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.7 :	Ask for, follow, and give directions in complex situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.8 :	Describe and elaborate on a personal situation or problem using details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.4 Presentational Speaking	
WL.K12.IH.4.1 :	Present information on familiar topics with clarity and detail using multimedia resources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.2 :	Present viewpoints on an issue and support opinions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.3 :	Describe personal experiences and interests with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.4 :	Produce reports and multimedia compositions in order to present a group project. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WI K12 IH 4 5 :	Use paraphrasing, circumlocution, and illustrations to make self

	<p>more clearly understood when relating experiences and retelling a story.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
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WL.K12.IH.4.6 :	<p>Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
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[WL.K12.IH.5 Presentational Writing](#)

WL.K12.IH.5.1 :	<p>Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.2 :	<p>Describe, in writing, personal experiences and interests with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.3 :	<p>Present, in writing, viewpoints on an issue and support opinion with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.4 :	<p>Provide clear and detailed information in writing on academic and work topics with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.5 :	<p>Describe, in writing, events in chronological order.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.6 :	<p>Write about a story and describe reactions with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.7 :	<p>Write a short essay or biography using descriptive details and a variety of sentence structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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[WL.K12.IH.6 Culture](#)

WL.K12.IH.6.1 :	<p>Investigate practices and perspectives of past and contemporary</p>
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	<p>life in the target culture through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
WL.K12.IH.6.2 :	<p>Apply language and behaviors that are appropriate to the target culture in an authentic situation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
WL.K12.IH.6.3 :	<p>Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
WL.K12.IH.6.4 :	<p>Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
WL.K12.IH.7 Connections	
WL.K12.IH.7.1 :	<p>Gather and interpret information from various disciplines in the target language to reinforce academic knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections</p>
WL.K12.IH.7.2 :	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections</p>
WL.K12.IH.8 Comparisons	
WL.K12.IH.8.1 :	<p>Compare similarities and differences between the target language and own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.IH.8.2 :	<p>Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.IH.8.3 :	<p>Compare the cultural traditions and celebrations that exist in the</p>

	<p>target cultures and other cultures with own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
<p><u>WL.K12.IH.9 Communities</u></p>	
<p><u>WL.K12.IH.9.1 :</u></p>	<p>Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
<p><u>WL.K12.IH.9.2 :</u></p>	<p>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). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>



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Course: Chinese 2- 0711310

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3920.aspx>

BASIC INFORMATION

Course Title:	Chinese 2
Course Number:	0711310
Course Abbreviated Title:	CHINESE 2
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (89)

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

LACC.910.RH.1 Key Ideas and Details

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

[LACC.910.WHST.1 Text Types and Purposes](#)

[LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

[LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

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

[WL.K12.II.3.6 :](#)

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

[WL.K12.II.3.7 :](#)

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

<u>WL.K12.IL.3.8 :</u>	<p>Initiate, engage, and exchange basic information to solve a problem.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.1 :</u>	<p>Initiate and engage in a conversation on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.2 :</u>	<p>Interact with others in everyday situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.3 :</u>	<p>Express and react to feelings and emotions in real life situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.4 :</u>	<p>Exchange information about familiar academic and social topics including participation in an interview.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>
<u>WL.K12.IL.3.5 :</u>	<p>Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpersonal Communication</u></p>

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

<u>WL.K12.IL.1.1 :</u>	<p>Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpretive Listening</u></p>
<u>WL.K12.IL.1.2 :</u>	<p>Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpretive Listening</u></p>
<u>WL.K12.IL.1.3 :</u>	<p>Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpretive Listening</u></p>
<u>WL.K12.IL.1.4 :</u>	<p>Identify key points and essential details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Interpretive Listening</u></p>

WL.K12.IL.1.5 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.IL.1.6 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.IL.2 Interpretative Reading

WL.K12.IL.2.1 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.2 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.3 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.4 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.4 Presentational Speaking

WL.K12.IL.4.1 :

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

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

Belongs to: [Presentational Speaking](#)

WL.K12.IL.4.2 :

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

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

Belongs to: [Presentational Speaking](#)

WL.K12.IL.4.3 :

Express needs, wants, and plans using a series of sentences that

	<p>include essential details.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.IL.4.4 :	<p>Provide a logical sequence of instructions on how to make something or complete a task.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.IL.4.5 :	<p>Present a short skit or play using well-structured sentences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.IL.4.6 :	<p>Describe events in chronological order using connected sentences with relevant details.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>

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

WL.K12.IL.5.1 :	<p>Write on familiar topics and experiences using main ideas and supporting details.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.IL.5.2 :	<p>Describe a familiar event or situation using a variety of sentences and with supporting details</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.IL.5.3 :	<p>Express and support opinions on familiar topics using a series of sentences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.IL.5.4 :	<p>Compare and contrast information, concepts, and ideas.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.IL.5.6 :	<p>Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.IL.5.7 :	<p>Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>

WL.K12.IL.6 Culture

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

WL.K12.IL.7 Connections

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

WL.K12.IL.8 Comparisons

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

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

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

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

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

WL.K12.IM.1.1 :	<p>Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.2 :	<p>Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.3 :	<p>Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.4 :	<p>Identify essential information and supporting details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>

WL.K12.IM.1.5 :

Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.

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

Belongs to: [Interpretive Listening](#)

WL.K12.IM.1.6 :

Demonstrate understanding of complex directions and instructions in familiar settings.

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

Belongs to: [Interpretive Listening](#)

WL.K12.IM.2 Interpretative Reading**WL.K12.IM.2.1 :**

Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.

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

Belongs to: [Interpretative Reading](#)

WL.K12.IM.2.2 :

Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.

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

Belongs to: [Interpretative Reading](#)

WL.K12.IM.2.3 :

Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

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

Belongs to: [Interpretative Reading](#)

WL.K12.IM.2.4 :

Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

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

Belongs to: [Interpretative Reading](#)

WL.K12.IM.3 Interpersonal Communication**WL.K12.IM.3.1 :**

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

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

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.2 :

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

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

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.3 :

Express personal views and opinions on a variety of topics.

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

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

WL.K12.IM.4.1 :	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.2 :	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.3 :	Retell a story or recount an experience with appropriate facts and relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.4 :	Provide supporting evidence using logically connected sentences that include relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.5 :	Retell or summarize a storyline using logically connected sentences

	<p>with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.IM.4.6 :	<p>Describe, explain and react to personal experiences using logically connected paragraphs with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>

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

WL.K12.IM.5.1 :	<p>Write narratives on familiar topics using logically connected sentences with supporting details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IM.5.2 :	<p>Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IM.5.3 :	<p>State an opinion and provide supporting evidence using connected sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IM.5.4 :	<p>Conduct research and write a report on a variety of topics using connected detailed paragraphs. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IM.5.5 :	<p>Draft, edit, and summarize information, concepts, and ideas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IM.5.6 :	<p>Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.IM.5.7 :	<p>Write a narrative based on experiences that use descriptive language and details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>

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

WL.K12.IM.6.1 :

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

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

Belongs to: [Culture](#)

WL.K12.IM.6.2 :

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

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

Belongs to: [Culture](#)

WL.K12.IM.6.3 :

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

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

Belongs to: [Culture](#)

WL.K12.IM.6.4 :

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

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

Belongs to: [Culture](#)

WL.K12.IM.7 Connections

WL.K12.IM.7.1 :

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

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

Belongs to: [Connections](#)

WL.K12.IM.7.2 :

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

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

Belongs to: [Connections](#)

WL.K12.IM.8 Comparisons

WL.K12.IM.8.1 :

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

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

Belongs to: [Comparisons](#)

WL.K12.IM.8.2 :

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

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

Belongs to: [Comparisons](#)

WL.K12.IM.8.3 :

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

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

Belongs to: [Comparisons](#)

WL.K12.IM.9 Communities

WL.K12.IM.9.1 :

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

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

Belongs to: [Communities](#)

WL.K12.IM.9.2 :

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

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

Belongs to: [Communities](#)



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Course: Chinese 1- 0711300

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BASIC INFORMATION

Course Title:	Chinese 1
Course Number:	0711300
Course Abbreviated Title:	CHINESE 1
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (90)

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

LACC.910.RH.1 Key Ideas and Details

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

[LACC.910.WHST.1 Text Types and Purposes](#)

[LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

[LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

WL.K12.NH.3 Interpersonal Communication

WL.K12.NH.3.8 :

Describe a problem or a situation with sufficient details in order to be understood.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

WL.K12.NH.3.1 :

Engage in short social interactions using phrases and simple sentences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

<u>WL.K12.NH.3.2 :</u>	Exchange information about familiar tasks, topics and activities, including personal information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.NH.3.3 :</u>	Exchange information using simple language about personal preferences, needs, and feelings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.NH.3.4 :</u>	Ask and answer a variety of questions about personal information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.NH.3.5 :</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.NH.3.6 :</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.NH.3.7 :</u>	Ask for and give simple directions to go somewhere or to complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>

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

<u>WL.K12.NH.4.1 :</u>	Provide basic information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.NH.4.2 :</u>	Describe aspects of daily life using complete sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.NH.4.3 :</u>	Describe familiar experiences or events using both general and specific language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.NH.4.4 :</u>	Present personal information about one's self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>

WL.K12.NH.4.5 :

Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.

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

Belongs to: [Presentational Speaking](#)

WL.K12.NH.4.6 :

Use verbal and non verbal communication when making announcements or introductions.

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

Belongs to: [Presentational Speaking](#)

WL.K12.NH.1 Interpretive Listening**WL.K12.NH.1.1 :**

Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

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

Belongs to: [Interpretive Listening](#)

WL.K12.NH.1.2 :

Demonstrate understanding of short conversations in familiar contexts.

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

Belongs to: [Interpretive Listening](#)

WL.K12.NH.1.3 :

Demonstrate understanding of short, simple messages and announcements on familiar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.NH.1.4 :

Demonstrate understanding of key points on familiar topics presented through a variety of media.

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

Belongs to: [Interpretive Listening](#)

WL.K12.NH.1.5 :

Demonstrate understanding of simple stories or narratives.

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

Belongs to: [Interpretive Listening](#)

WL.K12.NH.1.6 :

Follow directions or instructions to complete a task when expressed in short conversations.

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

Belongs to: [Interpretive Listening](#)

WL.K12.NH.2 Interpretative Reading**WL.K12.NH.2.1 :**

Determine main idea from simple texts that contain familiar vocabulary used in context.

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

Belongs to: [Interpretative Reading](#)

WL.K12.NH.2.2 :

Identify the elements of story such as setting, theme and characters.

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

Belongs to: [Interpretative Reading](#)

WL.K12.NH.2.3 :

Demonstrate understanding of signs and notices in public places.

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

Belongs to: [Interpretative Reading](#)

WL.K12.NH.2.4 :

Identify key detailed information needed to fill out forms.

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

Belongs to: [Interpretative Reading](#)

WL.K12.NH.5 Presentational Writing

WL.K12.NH.5.1 :

Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

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

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.2 :

Write simple statements to describe aspects of daily life.

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

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.3 :

Write a description of a familiar experience or event.

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

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.4 :

Write short personal notes using a variety of media.

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

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.5 :

Request information in writing to obtain something needed.

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

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.6 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.7 :

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

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

Belongs to: [Presentational Writing](#)

WL.K12.NH.6 Culture

WL.K12.NH.6.1 :

Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

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

Belongs to: [Culture](#)

WL.K12.NH.6.2 :

Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

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

Belongs to: [Culture](#)

WL.K12.NH.6.3 :

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

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

Belongs to: [Culture](#)

WL.K12.NH.6.4 :

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

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

Belongs to: [Culture](#)

WL.K12.NH.7 Connections

WL.K12.NH.7.1 :

Use vocabulary acquired in the target language to access new knowledge from other disciplines.

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

Belongs to: [Connections](#)

WL.K12.NH.7.2 :

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

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

Belongs to: [Connections](#)

WL.K12.NH.8 Comparisons

WL.K12.NH.8.1 :

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

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

Belongs to: [Comparisons](#)

WL.K12.NH.8.2 :

Compare basic sound patterns and grammatical structures

	<p>between the target language and own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.NH.8.3 :	<p>Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.NH.9 Communities	
WL.K12.NH.9.1 :	<p>Use key target language vocabulary to communicate with others within and beyond the school setting. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
WL.K12.NH.9.2 :	<p>Use communication tools to establish a connection with a peer from a country where the target language is spoken. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
WL.K12.NM.1 Interpretive Listening	
WL.K12.NM.1.1 :	<p>Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.NM.1.2 :	<p>Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.NM.1.3 :	<p>Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WL.K12.NM.1.4 :	<p>Demonstrate understanding of simple information supported by visuals through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
WI K12 NM 1 5 :	<p>Demonstrate understanding of simple rhymes, songs, poems, and</p>

	<p>read aloud stories.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.NM.1.6 :	<p>Follow short, simple directions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>

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

WL.K12.NM.2.1 :	<p>Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.NM.2.2 :	<p>Demonstrate understanding of short, simple literary stories.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.NM.2.3 :	<p>Demonstrate understanding of simple written announcements with prompting and support.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.NM.2.4 :	<p>Recognize words and phrases when used in context on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>

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

WL.K12.NM.3.1 :	<p>Introduce self and others using basic, culturally-appropriate greetings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.NM.3.2 :	<p>Participate in basic conversations using words, phrases, and memorized expressions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.NM.3.3 :	<p>Ask simple questions and provide simple responses related to personal preferences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.NM.3.4 :	<p>Exchange essential information about self, family, and familiar topics.</p>

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.5 :	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.6 :	Use appropriate gestures, body language, and intonation to clarify a message. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.7 :	Understand and respond appropriately to simple directions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.8 :	Differentiate among oral statements, questions, and exclamations in order to determine meaning. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

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

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

WL.K12.NM.5 Presentational Writing

<u>WL.K12.NM.5.1</u> :	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.NM.5.2</u> :	Fill out a simple form with basic information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.NM.5.3</u> :	Write simple sentences about self and/or others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.NM.5.4</u> :	Write simple sentences that help in day-to-day life communication. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.NM.5.5</u> :	Write about previously acquired knowledge and experiences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.NM.5.6</u> :	Pre-write by drawing pictures to support ideas related to a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
<u>WL.K12.NM.5.7</u> :	Draw pictures in sequence to demonstrate a story plot. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

WL.K12.NM.6 Culture

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

	Belongs to: Culture
WL.K12.NM.6.4 :	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

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

WL.K12.NM.7.1 :	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
WL.K12.NM.7.2 :	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

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

WL.K12.NM.8.1 :	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.NM.8.2 :	Recognize true and false cognates in the target language and compare them to own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.NM.8.3 :	Identify celebrations typical of the target culture and one's own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons

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

WL.K12.NM.9.1 :	Use key words and phrases in the target language to participate in different activities in the school and community settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
WL.K12.NM.9.2 :	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

Belongs to: [Communities](#)



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Course: Arabic 4 Honors - Advanced Low - Advanced Mid- 0710330

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BASIC INFORMATION

Course Title:	Arabic 4 Honors - Advanced Low - Advanced Mid
Course Number:	0710330
Course Abbreviated Title:	ARABIC 4 HON
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
General Notes:	Major Concepts/Content: Arabic 4 expands the skills acquired by the students in Arabic 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.

STANDARDS (68)

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

[LACC.1112.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

[LACC.1112.WHST.1 Text Types and Purposes](#)

[LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

WL.K12.AM.3 Interpersonal Communication

WL.K12.AM.3.7 :

Exchange general information on a variety of topics outside fields

	<p>of interest.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.8 :	<p>Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.1 :	<p>Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.2 :	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.3 :	<p>Elaborate on and justify personal preferences, needs, and feelings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.4 :	<p>Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.5 :	<p>Exchange and develop information about personal and academic tasks.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AM.3.6 :	<p>Use a variety of idiomatic and culturally authentic expressions appropriately.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpersonal Communication</p>
WL.K12.AL.1 Interpretive Listening	
WL.K12.AL.1.4 :	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>

WL.K12.AL.1.5 :

Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.1.6 :

Follow technical instructions for familiar products and services.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.2 Interpretative Reading

WL.K12.AL.2.3 :

Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.2.4 :

Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.3 Interpersonal Communication

WL.K12.AL.3.5 :

Maintain a conversation even when unpredictable situations arise in a familiar context.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.6 :

Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.7 :

Incorporate formal and informal language and the appropriate register in a conversation.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.8 :

Collaborate to develop and propose solutions to problems.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.4 Presentational Speaking

WL.K12.AL.4.4 :

Communicate ideas on a variety of topics with accuracy, clarity, and precision.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AL.4.6 :	Provide information on academic and job related topics with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

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

WL.K12.AL.5.5 :	Write using different time frames and appropriate mood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AL.5.6 :	Write using style, language, and tone appropriate to the audience and purpose of the presentation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.AL.5.7 :	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

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

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). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

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

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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
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WL.K12.AL.8 Comparisons

<u>WL.K12.AL.8.2 :</u>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
<u>WL.K12.AL.8.3 :</u>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons

WL.K12.AL.9 Communities

<u>WL.K12.AL.9.2 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
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WL.K12.AM.1 Interpretive Listening

<u>WL.K12.AM.1.1 :</u>	Demonstrate understanding of factual information about common everyday or job-related topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.AM.1.2 :</u>	Demonstrate understanding of presentations where different accents and lexical variations are used. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.AM.1.3 :</u>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.AM.1.4 :</u>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.AM.1.5 :</u>	Demonstrate understanding of different points of view in a discussion.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.AM.1.6 :	Follow complex technical instructions and specifications in real life settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.AM.2.2 :	Demonstrate understanding of different points of view presented through a variety of literary works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.AM.2.4 :	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

WL.K12.AM.4.1 :	Deliver an articulated presentation on personal, academic, or professional topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AM.4.2 :	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.AM.4.3 :	Narrate, with ease and detail, events of current, public, or personal interest. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

<u>WL.K12.AM.4.4 :</u>	Prepare and deliver presentations based on inquiry or research. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.AM.4.5 :</u>	Narrate a story and describe reactions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.AM.4.6 :</u>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>

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

<u>WL.K12.AM.5.1 :</u>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Writing</u>
<u>WL.K12.AM.5.2 :</u>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Writing</u>
<u>WL.K12.AM.5.3 :</u>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Writing</u>
<u>WL.K12.AM.5.4 :</u>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Writing</u>
<u>WL.K12.AM.5.5 :</u>	Write with clarity following consistent control of time frames and mood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Writing</u>
<u>WL.K12.AM.5.6 :</u>	Produce a persuasive essay and sustain and justify opinions and arguments in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Writing</u>
<u>WL.K12.AM.5.7 :</u>	Incorporate figurative language, emotions, gestures, rhythm, and

appropriate format into a literary original piece.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Presentational Writing](#)

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

[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).
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[WL.K12.AM.6.3](#) : Evaluate the effects of the target culture's contributions on other societies.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

[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).
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

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

[WL.K12.AM.7.1](#) : Analyze, reinforce, and further knowledge of other disciplines through the target language.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

[WL.K12.AM.7.2](#) : Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

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

[WL.K12.AM.8.1](#) : Describe cultural perspectives as reflected in a variety of literary

	<p>genres and compare and contrast to own culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
<p>WL.K12.AM.8.2 :</p>	<p>Analyze the sound symbol association between the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
<p>WL.K12.AM.8.3 :</p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
<p>WL.K12.AM.9 Communities</p>	
<p>WL.K12.AM.9.1 :</p>	<p>Use knowledge acquired in the target language to access information on careers and employment opportunities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
<p>WL.K12.AM.9.2 :</p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>



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Course: Arabic 3 Honors - Intermediate High - Advanced Low- 0710320

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3896.aspx>

BASIC INFORMATION

Course Title:	Arabic 3 Honors - Intermediate High - Advanced Low
Course Number:	0710320
Course Abbreviated Title:	ARABIC 3 HON
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
General Notes:	Major Concepts/Content: Arabic 3 provides mastery and expansion of skills acquired by the students in Arabic 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.

STANDARDS (66)

Note: Connections, Comparisons and Communities are combined here under one standard.

However, teachers may divide this standard into three separate ones to align them with the national standards.

[LACC.1112.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

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

[LACC.1112.WHST.1 Text Types and Purposes](#)

[LACC.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.

	<p>Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
<p>LACC.1112.WHST.1.2 :</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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). <p>Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
<p>WL.K12.AL.6 Culture</p>	
<p>WL.K12.AL.6.1 :</p>	<p>Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>

WL.K12.AL.6.2 :

Explain why the target language has value in culture and in a global society.

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

Belongs to: [Culture](#)

WL.K12.AL.1 Interpretive Listening

WL.K12.AL.1.1 :

Demonstrate understanding of extended speech on familiar and unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.1.2 :

Follow presentations on familiar and unfamiliar topics in different situations.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.1.3 :

Demonstrate understanding of factual information about everyday life, study, or work- related topics.

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

Belongs to: [Interpretive Listening](#)

WL.K12.AL.2 Interpretative Reading

WL.K12.AL.2.1 :

Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.2.2 :

Make inferences and predictions from a written source.

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

Belongs to: [Interpretative Reading](#)

WL.K12.AL.3 Interpersonal Communication

WL.K12.AL.3.1 :

Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.2 :

Express and connect ideas when engaged in a lengthy conversation.

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

Belongs to: [Interpersonal Communication](#)

WL.K12.AL.3.3 :

Justify personal preferences, needs and feelings in order to

	<p>persuade others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
WL.K12.AL.3.4 :	<p>Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>

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

WL.K12.AL.4.1 :	<p>Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.AL.4.2 :	<p>Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
WL.K12.AL.4.3 :	<p>Speak using different time frames and appropriate mood with good control. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>

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

WL.K12.AL.5.1 :	<p>Express, in writing, ideas on a variety of topics presented in clear, organized texts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AL.5.2 :	<p>Write work-related documents (fill out an application, prepare a resume, write a business letter). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AL.5.3 :	<p>Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
WL.K12.AL.5.4 :	<p>Use idioms and idiomatic expressions in writing. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>

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

[WL.K12.AL.7.1 :](#)

Apply knowledge gained in the target language to make connections to other content areas.

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

Belongs to: [Connections](#)

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

[WL.K12.AL.8.1 :](#)

Apply new structural patterns acquired in the target language.

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

Belongs to: [Comparisons](#)

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

[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.

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

Belongs to: [Communities](#)

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

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

Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.

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

Belongs to: [Interpretive Listening](#)

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

Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.

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

Belongs to: [Interpretive Listening](#)

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

Follow informal presentations on a variety of topics.

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

Belongs to: [Interpretive Listening](#)

[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.

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

Belongs to: [Interpretive Listening](#)

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

Identify the main idea and supporting details from discussions and interviews on familiar topics.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IH.1.6 :	Demonstrate understanding of complex directions and instructions in unfamiliar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

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

WL.K12.IH.2.1 :	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

WL.K12.IH.3.1 :	State and support different points of views and take an active part in discussions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.2 :	Sustain a conversation in uncomplicated situations on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.3 :	Express degrees of emotion and respond appropriately to the feelings and emotions of others.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.4 :	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.5 :	Initiate, maintain, and end a conversation on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.6 :	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.7 :	Ask for, follow, and give directions in complex situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.3.8 :	Describe and elaborate on a personal situation or problem using details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IH.4 Presentational Speaking	
WL.K12.IH.4.1 :	Present information on familiar topics with clarity and detail using multimedia resources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.2 :	Present viewpoints on an issue and support opinions with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.3 :	Describe personal experiences and interests with clarity and detail. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IH.4.4 :	Produce reports and multimedia compositions in order to present a group project. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WI K12 IH 4 5 :	Use paraphrasing, circumlocution, and illustrations to make self

	<p>more clearly understood when relating experiences and retelling a story.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
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WL.K12.IH.4.6 :	<p>Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
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[WL.K12.IH.5 Presentational Writing](#)

WL.K12.IH.5.1 :	<p>Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.2 :	<p>Describe, in writing, personal experiences and interests with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.3 :	<p>Present, in writing, viewpoints on an issue and support opinion with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.4 :	<p>Provide clear and detailed information in writing on academic and work topics with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.5 :	<p>Describe, in writing, events in chronological order.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.6 :	<p>Write about a story and describe reactions with clarity and detail.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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WL.K12.IH.5.7 :	<p>Write a short essay or biography using descriptive details and a variety of sentence structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
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[WL.K12.IH.6 Culture](#)

WL.K12.IH.6.1 :	<p>Investigate practices and perspectives of past and contemporary</p>
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life in the target culture through a variety of media.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Culture](#)

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

[WL.K12.IH.7.1 :](#)

Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

[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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections](#)

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

[WL.K12.IH.8.1 :](#)

Compare similarities and differences between the target language and own language.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Comparisons](#)

[WL.K12.IH.8.2 :](#)

Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Comparisons](#)

[WL.K12.IH.8.3 :](#)

Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Comparisons](#)

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

[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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Communities](#)

[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).
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Communities](#)



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Course: Florida's Preinternational Baccalaureate Japanese 2- 0712820

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3021.aspx>

BASIC INFORMATION

Course Title:	Florida's Preinternational Baccalaureate Japanese 2
Course Number:	0712820
Course Abbreviated Title:	FL PRE-IB JAPANESE 2
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 credit (1)
Course Level:	3
Status:	State Board Approved
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 (Common Core) 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:	<p>Special Note. <i>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”.</i></p> <p>Source: What is meant by “the pre-IB”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</p>

STANDARDS (90)

<u>LACC.910.RH.1.2:</u>	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.
<u>LACC.910.SL.1.1:</u>	<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> <p>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</p>

	<p>exchange of ideas.</p> <ol 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.
<p><u>LACC.910.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LACC.910.SL.2.4:</u></p>	<p>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.</p>
<p><u>LACC.910.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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).
<u>WL.K12.II.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<u>WL.K12.II.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

<u>WL.K12.II.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.II.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.

<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.II.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.II.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.II.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IL.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).

<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.
<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.
<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.
<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.
<u>WL.K12.IM.5.4:</u>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<u>WL.K12.IM.5.5:</u>	Draft, edit, and summarize information, concepts, and ideas.
<u>WL.K12.IM.5.6:</u>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<u>WL.K12.IM.5.7:</u>	Write a narrative based on experiences that use descriptive language and details.
<u>WL.K12.IM.6.1:</u>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).

<u>WL.K12.IM.6.2:</u>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<u>WL.K12.IM.6.3:</u>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<u>WL.K12.IM.6.4:</u>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IM.7.1:</u>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<u>WL.K12.IM.7.2:</u>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<u>WL.K12.IM.8.1:</u>	Compare language structures and skills that transfer from one language to another.
<u>WL.K12.IM.8.2:</u>	Compare and contrast structural patterns in the target language and own.
<u>WL.K12.IM.8.3:</u>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.IM.9.2:</u>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



Course: Florida's Preinternational Baccalaureate Japanese 1- 0712810

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3020.aspx>

BASIC INFORMATION

Course Title:	Florida's Preinternational Baccalaureate Japanese 1
Course Number:	0712810
Course Abbreviated Title:	FL PRE-IB JAPANESE 1
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 credit (1)
Course Level:	3
Status:	State Board Approved
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 (Common Core) 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:	<p>Special Note. <i>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”.</i></p> <p>Source: What is meant by “the pre-IB”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</p>

STANDARDS (90)

<u>LACC.910.RH.1 Key Ideas and Details</u>	
<u>LACC.910.RH.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p>
<u>LACC.910.SL.1 Comprehension and Collaboration</u>	
<u>LACC.910.SL.1.1 :</u>	<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>

- 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.

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

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

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

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.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.

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

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

LACC.910.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

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

LACC.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

	<p>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.</p> <p>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.</p> <p>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).</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
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WL.K12.NH.3 Interpersonal Communication

<u>WL.K12.NH.3.8 :</u>	<p>Describe a problem or a situation with sufficient details in order to be understood.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.1 :</u>	<p>Engage in short social interactions using phrases and simple sentences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.2 :</u>	<p>Exchange information about familiar tasks, topics and activities, including personal information.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.3 :</u>	<p>Exchange information using simple language about personal preferences, needs, and feelings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.4 :</u>	<p>Ask and answer a variety of questions about personal information.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.5 :</u>	<p>Exchange information about meeting someone including where to go, how to get there, and what to do and why.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.6 :</u>	<p>Use basic language skills supported by body language and gestures</p>

	to express agreement and disagreement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NH.3.7 :	Ask for and give simple directions to go somewhere or to complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

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

WL.K12.NH.4.1 :	Provide basic information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.2 :	Describe aspects of daily life using complete sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.3 :	Describe familiar experiences or events using both general and specific language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.4 :	Present personal information about one's self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.5 :	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.6 :	Use verbal and non verbal communication when making announcements or introductions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

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

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

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

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

WL.K12.NH.2.1 :	Determine main idea from simple texts that contain familiar vocabulary used in context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NH.2.2 :	Identify the elements of story such as setting, theme and characters. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NH.2.3 :	Demonstrate understanding of signs and notices in public places. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NH.2.4 :	Identify key detailed information needed to fill out forms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

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

	Belongs to: Presentational Writing
WL.K12.NH.5.3 :	Write a description of a familiar experience or event. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NH.5.4 :	Write short personal notes using a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NH.5.5 :	Request information in writing to obtain something needed. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NH.5.6 :	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NH.5.7 :	Pre-write by generating ideas from multiple sources based upon teacher- directed topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

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

WL.K12.NH.6.1 :	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NH.6.2 :	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NH.6.3 :	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NH.6.4 :	Identify cultural artifacts, symbols, and images of the target culture(s). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

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

<u>WL.K12.NH.7.1 :</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
<u>WL.K12.NH.7.2 :</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

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

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

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

<u>WL.K12.NH.9.1 :</u>	Use key target language vocabulary to communicate with others within and beyond the school setting. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
<u>WL.K12.NH.9.2 :</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities

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

<u>WL.K12.NM.1.1 :</u>	<p>Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<u>WL.K12.NM.1.2 :</u>	<p>Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<u>WL.K12.NM.1.3 :</u>	<p>Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<u>WL.K12.NM.1.4 :</u>	<p>Demonstrate understanding of simple information supported by visuals through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<u>WL.K12.NM.1.5 :</u>	<p>Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<u>WL.K12.NM.1.6 :</u>	<p>Follow short, simple directions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<p><u>WL.K12.NM.2 Interpretative Reading</u></p>	
<u>WL.K12.NM.2.1 :</u>	<p>Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
<u>WL.K12.NM.2.2 :</u>	<p>Demonstrate understanding of short, simple literary stories.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
<u>WL.K12.NM.2.3 :</u>	<p>Demonstrate understanding of simple written announcements with prompting and support.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
<u>WL.K12.NM.2.4 :</u>	<p>Recognize words and phrases when used in context on familiar topics.</p>

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpretative Reading](#)

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

[WL.K12.NM.3.1](#) : Introduce self and others using basic, culturally-appropriate greetings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

[WL.K12.NM.3.2](#) : Participate in basic conversations using words, phrases, and memorized expressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

[WL.K12.NM.3.3](#) : Ask simple questions and provide simple responses related to personal preferences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

[WL.K12.NM.3.4](#) : Exchange essential information about self, family, and familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

[WL.K12.NM.3.5](#) : Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

[WL.K12.NM.3.6](#) : Use appropriate gestures, body language, and intonation to clarify a message.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

[WL.K12.NM.3.7](#) : Understand and respond appropriately to simple directions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

[WL.K12.NM.3.8](#) : Differentiate among oral statements, questions, and exclamations in order to determine meaning.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Interpersonal Communication](#)

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

[WL.K12.NM.4.1](#) : Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.

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

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

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

WL.K12.NM.5.1 :	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.2 :	Fill out a simple form with basic information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.3 :	Write simple sentences about self and/or others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.4 :	Write simple sentences that help in day-to-day life communication. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.5 :	Write about previously acquired knowledge and experiences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.6 :	Pre-write by drawing pictures to support ideas related to a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.7 :	Draw pictures in sequence to demonstrate a story plot. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NM.6 Culture

WL.K12.NM.6.1 :

Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

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

Belongs to: [Culture](#)

WL.K12.NM.6.2 :

Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

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

Belongs to: [Culture](#)

WL.K12.NM.6.3 :

Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

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

Belongs to: [Culture](#)

WL.K12.NM.6.4 :

Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

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

Belongs to: [Culture](#)

WL.K12.NM.7 Connections

WL.K12.NM.7.1 :

Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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

Belongs to: [Connections](#)

WL.K12.NM.7.2 :

Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

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

Belongs to: [Connections](#)

WL.K12.NM.8 Comparisons

WL.K12.NM.8.1 :

Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

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

Belongs to: [Comparisons](#)

WL.K12.NM.8.2 :

Recognize true and false cognates in the target language and

	<p>compare them to own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
<p><u>WL.K12.NM.8.3 :</u></p>	<p>Identify celebrations typical of the target culture and one’s own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
<p><u>WL.K12.NM.9 Communities</u></p>	
<p><u>WL.K12.NM.9.1 :</u></p>	<p>Use key words and phrases in the target language to participate in different activities in the school and community settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
<p><u>WL.K12.NM.9.2 :</u></p>	<p>Participate in simple presentations, activities, and cultural events in local, global, and/or online communities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>



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Course: Japanese 4 Honors - Advanced Low - Advanced Mid- 0712330

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BASIC INFORMATION

Course Title:	Japanese 4 Honors - Advanced Low - Advanced Mid
Course Number:	0712330
Grade Level(s):	9, 10, 11, 12
Course Abbreviated Title:	JAPANESE 4
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
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.

STANDARDS (69)

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.

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	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. 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.
<u>LACC.1112.SL.1.3:</u>	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.
<u>LACC.1112.SL.2.4:</u>	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.
<u>LACC.1112.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.AM.3.6:</u>	Use a variety of idiomatic and culturally authentic expressions appropriately.
<u>WL.K12.AM.3.7:</u>	Exchange general information on a variety of topics outside fields of interest.

<p><u>LACC.1112.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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).
<p><u>WL.K12.AL.1.4:</u></p>	<p>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.</p>
<p><u>WL.K12.AL.1.5:</u></p>	<p>Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.</p>
<p><u>WL.K12.AL.1.6:</u></p>	<p>Follow technical instructions for familiar products and services.</p>
<p><u>WL.K12.AL.2.3:</u></p>	<p>Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.</p>
<p><u>WL.K12.AL.2.4:</u></p>	<p>Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.</p>
<p><u>WL.K12.AL.3.5:</u></p>	<p>Maintain a conversation even when unpredictable situations arise in a familiar context.</p>
<p><u>WL.K12.AL.3.6:</u></p>	<p>Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.</p>

<u>WL.K12.AL.3.7:</u>	Incorporate formal and informal language and the appropriate register in a conversation.
<u>WL.K12.AL.3.8:</u>	Collaborate to develop and propose solutions to problems.
<u>WL.K12.AL.4.4:</u>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<u>WL.K12.AL.4.5:</u>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<u>WL.K12.AL.4.6:</u>	Provide information on academic and job related topics with clarity and detail.
<u>WL.K12.AL.5.5:</u>	Write using different time frames and appropriate mood.
<u>WL.K12.AL.5.6:</u>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<u>WL.K12.AL.5.7:</u>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<u>WL.K12.AL.6.3:</u>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<u>WL.K12.AL.6.4:</u>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.AL.7.2:</u>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<u>WL.K12.AL.8.2:</u>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<u>WL.K12.AL.8.3:</u>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<u>WL.K12.AL.9.2:</u>	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.
<u>WL.K12.AM.1.1:</u>	Demonstrate understanding of factual information about common everyday or job-related topics.
<u>WL.K12.AM.1.2:</u>	Demonstrate understanding of presentations where different accents

	and lexical variations are used.
<u>WL.K12.AM.1.3:</u>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<u>WL.K12.AM.1.4:</u>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<u>WL.K12.AM.1.5:</u>	Demonstrate understanding of different points of view in a discussion.
<u>WL.K12.AM.1.6:</u>	Follow complex technical instructions and specifications in real life settings.
<u>WL.K12.AM.2.1:</u>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<u>WL.K12.AM.2.2:</u>	Demonstrate understanding of different points of view presented through a variety of literary works.
<u>WL.K12.AM.2.3:</u>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
<u>WL.K12.AM.2.4:</u>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<u>WL.K12.AM.3.1:</u>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<u>WL.K12.AM.3.2:</u>	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.
<u>WL.K12.AM.3.3:</u>	Elaborate on and justify personal preferences, needs, and feelings.
<u>WL.K12.AM.3.4:</u>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<u>WL.K12.AM.3.5:</u>	Exchange and develop information about personal and academic tasks.
<u>WL.K12.AM.3.8:</u>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<u>WL.K12.AM.4.1:</u>	Deliver an articulated presentation on personal, academic, or professional topics.
<u>WL.K12.AM.4.2:</u>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.

<u>WL.K12.AM.4.3:</u>	Narrate, with ease and detail, events of current, public, or personal interest.
<u>WL.K12.AM.4.4:</u>	Prepare and deliver presentations based on inquiry or research.
<u>WL.K12.AM.4.5:</u>	Narrate a story and describe reactions with clarity and detail.
<u>WL.K12.AM.4.6:</u>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<u>WL.K12.AM.5.1:</u>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<u>WL.K12.AM.5.2:</u>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<u>WL.K12.AM.5.3:</u>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
<u>WL.K12.AM.5.4:</u>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<u>WL.K12.AM.5.5:</u>	Write with clarity following consistent control of time frames and mood.
<u>WL.K12.AM.5.6:</u>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<u>WL.K12.AM.5.7:</u>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<u>WL.K12.AM.6.1:</u>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<u>WL.K12.AM.6.2:</u>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<u>WL.K12.AM.6.3:</u>	Evaluate the effects of the target culture's contributions on other societies.
<u>WL.K12.AM.6.4:</u>	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).
<u>WL.K12.AM.7.1:</u>	Analyze, reinforce, and further knowledge of other disciplines through the target language.

<u>WL.K12.AM.7.2:</u>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<u>WL.K12.AM.8.1:</u>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<u>WL.K12.AM.8.2:</u>	Analyze the sound symbol association between the target language and own.
<u>WL.K12.AM.8.3:</u>	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.
<u>WL.K12.AM.9.1:</u>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<u>WL.K12.AM.9.2:</u>	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.



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Course: Japanese 3 Honors - Intermediate High - Advanced Low- 0712320

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BASIC INFORMATION

Course Title:	Japanese 3 Honors - Intermediate High - Advanced Low
Course Number:	0712320
Grade Level(s):	9, 10, 11, 12
Course Abbreviated Title:	JAPANESE 3
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 credit (1)
Course Level:	3
Status:	Draft - Board Approval Pending
Honors?	Yes
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.

STANDARDS (69)

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.

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	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. 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.

<u>LACC.1112.SL.1.3:</u>	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.
<u>LACC.1112.SL.2.4:</u>	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.
<u>LACC.1112.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.AL.6.1:</u>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<u>WL.K12.AL.6.2:</u>	Explain why the target language has value in culture and in a global society.
<u>LACC.1112.WHST.1.2:</u>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical

	<p>processes.</p> <ol 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).
<u>WL.K12.AL.1.1:</u>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<u>WL.K12.AL.1.2:</u>	Follow presentations on familiar and unfamiliar topics in different situations.
<u>WL.K12.AL.1.3:</u>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<u>WL.K12.AL.2.1:</u>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<u>WL.K12.AL.2.2:</u>	Make inferences and predictions from a written source.
<u>WL.K12.AL.3.1:</u>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<u>WL.K12.AL.3.2:</u>	Express and connect ideas when engaged in a lengthy conversation.
<u>WL.K12.AL.3.3:</u>	Justify personal preferences, needs and feelings in order to persuade others.
<u>WL.K12.AL.3.4:</u>	Engage comfortably in extended conversations and discussions on a

	wide variety of topics related to daily life.
<u>WL.K12.AL.4.1:</u>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<u>WL.K12.AL.4.2:</u>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<u>WL.K12.AL.4.3:</u>	Speak using different time frames and appropriate mood with good control.
<u>WL.K12.AL.5.1:</u>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<u>WL.K12.AL.5.2:</u>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<u>WL.K12.AL.5.3:</u>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<u>WL.K12.AL.5.4:</u>	Use idioms and idiomatic expressions in writing.
<u>WL.K12.AL.7.1:</u>	Apply knowledge gained in the target language to make connections to other content areas.
<u>WL.K12.AL.8.1:</u>	Apply new structural patterns acquired in the target language.
<u>WL.K12.AL.9.1:</u>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<u>WL.K12.IH.1.1:</u>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
<u>WL.K12.IH.1.2:</u>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<u>WL.K12.IH.1.3:</u>	Follow informal presentations on a variety of topics.
<u>WL.K12.IH.1.4:</u>	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.
<u>WL.K12.IH.1.5:</u>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<u>WL.K12.IH.1.6:</u>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<u>WL.K12.IH.2.1:</u>	Demonstrate understanding of the main idea and supporting details

	in texts on familiar and unfamiliar topics.
<u>WL.K12.IH.2.2:</u>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<u>WL.K12.IH.2.3:</u>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<u>WL.K12.IH.2.4:</u>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<u>WL.K12.IH.3.1:</u>	State and support different points of views and take an active part in discussions.
<u>WL.K12.IH.3.2:</u>	Sustain a conversation in uncomplicated situations on a variety of topics.
<u>WL.K12.IH.3.3:</u>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<u>WL.K12.IH.3.4:</u>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<u>WL.K12.IH.3.5:</u>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<u>WL.K12.IH.3.6:</u>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<u>WL.K12.IH.3.7:</u>	Ask for, follow, and give directions in complex situations.
<u>WL.K12.IH.3.8:</u>	Describe and elaborate on a personal situation or problem using details.
<u>WL.K12.IH.4.1:</u>	Present information on familiar topics with clarity and detail using multimedia resources.
<u>WL.K12.IH.4.2:</u>	Present viewpoints on an issue and support opinions with clarity and detail.
<u>WL.K12.IH.4.3:</u>	Describe personal experiences and interests with clarity and detail.
<u>WL.K12.IH.4.4:</u>	Produce reports and multimedia compositions in order to present a group project.
<u>WL.K12.IH.4.5:</u>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<u>WL.K12.IH.4.6:</u>	Formulate and deliver a presentation on an assigned topic using

	multimedia resources to support the presentation.
<u>WL.K12.IH.5.1:</u>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<u>WL.K12.IH.5.2:</u>	Describe, in writing, personal experiences and interests with clarity and detail.
<u>WL.K12.IH.5.3:</u>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<u>WL.K12.IH.5.4:</u>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<u>WL.K12.IH.5.5:</u>	Describe, in writing, events in chronological order.
<u>WL.K12.IH.5.6:</u>	Write about a story and describe reactions with clarity and detail.
<u>WL.K12.IH.5.7:</u>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<u>WL.K12.IH.6.1:</u>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<u>WL.K12.IH.6.2:</u>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<u>WL.K12.IH.6.3:</u>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<u>WL.K12.IH.6.4:</u>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IH.7.1:</u>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<u>WL.K12.IH.7.2:</u>	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.
<u>WL.K12.IH.8.1:</u>	Compare similarities and differences between the target language and own language.
<u>WL.K12.IH.8.2:</u>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<u>WL.K12.IH.8.3:</u>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<u>WL.K12.IH.9.1:</u>	Use knowledge acquired in the target language to reach out to the

	community to discuss a variety of topics and present point of view.
<u>WL.K12.IH.9.2:</u>	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).



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Course: Japanese 2 - Intermediate Low - Intermediate Mid- 0712310

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BASIC INFORMATION

Course Title:	Japanese 2 - Intermediate Low - Intermediate Mid
Course Number:	0712310
Grade Level(s):	9, 10, 11, 12
Course Abbreviated Title:	JAPANESE 2
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (90)

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.

<u>LACC.910.RH.1.2:</u>	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.
<u>LACC.910.SL.1.1:</u>	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.

<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	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.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions;

	<p>include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol 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).
<u>WL.K12.II.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<u>WL.K12.II.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.II.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.II.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.

<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.II.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical

	sequence, and a time frame for completion.
<u>WL.K12.IL.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.IL.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.IL.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.IL.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.IL.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IL.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar

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

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

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



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Course: Japanese 2 - Intermediate Low - Intermediate Mid- 0712310

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4230.aspx>

BASIC INFORMATION

Course Title:	Japanese 2 - Intermediate Low - Intermediate Mid
Course Number:	0712310
Grade Level(s):	9, 10, 11, 12
Course Abbreviated Title:	JAPANESE 2
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (90)

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

[LACC.910.RH.1 Key Ideas and Details](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.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.

- 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

	Belongs to: Comprehension and Collaboration
<u>LACC.910.SL.1.3 :</u>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>

LACC.910.SL.2 Presentation of Knowledge and Ideas

<u>LACC.910.SL.2.4 :</u>	<p>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.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.910.WHST.1 Text Types and Purposes

<u>LACC.910.WHST.1.1 :</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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. <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date</p>
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	Adopted or Revised: 12/10 Belongs to: Text Types and Purposes
<u>LACC.910.WHST.1.2 :</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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). <p>Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>

WL.K12.IL.3 Interpersonal Communication

<u>WL.K12.IL.3.6 :</u>	<p>Recount and restate information received in a conversation in order to clarify meaning.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WI K12 II 37 ·</u>	<p>Exchange general information about a few topics outside personal</p>

	and academic fields of interest. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.II.3.8 :	Initiate, engage, and exchange basic information to solve a problem. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.II.3.1 :	Initiate and engage in a conversation on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.II.3.2 :	Interact with others in everyday situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.II.3.3 :	Express and react to feelings and emotions in real life situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.II.3.4 :	Exchange information about familiar academic and social topics including participation in an interview. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.II.3.5 :	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

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

WL.K12.II.1.1 :	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.II.1.2 :	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.II.1.3 :	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

WL.K12.IL.1.4 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.IL.1.5 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.IL.1.6 :

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

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

Belongs to: [Interpretive Listening](#)

WL.K12.IL.2 Interpretative Reading

WL.K12.IL.2.1 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.2 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.3 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.4 :

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

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

Belongs to: [Interpretative Reading](#)

WL.K12.IL.4 Presentational Speaking

WL.K12.IL.4.1 :

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

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

Belongs to: [Presentational Speaking](#)

WL.K12.IL.4.2 :

Describe people, objects, and situations using a series of

	<p>sequenced sentences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.IL.4.3 :	<p>Express needs, wants, and plans using a series of sentences that include essential details.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.IL.4.4 :	<p>Provide a logical sequence of instructions on how to make something or complete a task.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.IL.4.5 :	<p>Present a short skit or play using well-structured sentences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>
WL.K12.IL.4.6 :	<p>Describe events in chronological order using connected sentences with relevant details.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Speaking</p>

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

WL.K12.IL.5.1 :	<p>Write on familiar topics and experiences using main ideas and supporting details.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.IL.5.2 :	<p>Describe a familiar event or situation using a variety of sentences and with supporting details</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.IL.5.3 :	<p>Express and support opinions on familiar topics using a series of sentences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.IL.5.4 :	<p>Compare and contrast information, concepts, and ideas.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.IL.5.5 :	<p>Develop questions to obtain and clarify information.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WI K12 II 5.6 :	<p>Conduct research and write a detailed plan (e.g.; a trip to a country</p>

	<p>where the target language is spoken).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
<p>WL.K12.IL.5.7 :</p>	<p>Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
<p>WL.K12.IL.6 Culture</p>	
<p>WL.K12.IL.6.1 :</p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
<p>WL.K12.IL.6.2 :</p>	<p>Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
<p>WL.K12.IL.6.3 :</p>	<p>Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
<p>WL.K12.IL.6.4 :</p>	<p>Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture</p>
<p>WL.K12.IL.7 Connections</p>	
<p>WL.K12.IL.7.1 :</p>	<p>Access information in the target language to reinforce previously acquired content area knowledge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections</p>
<p>WL.K12.IL.7.2 :</p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections</p>

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

<u>WL.K12.IL.8.1 :</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
<u>WL.K12.IL.8.2 :</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
<u>WL.K12.IL.8.3 :</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons

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

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

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

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

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

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.2 :	Ask and answer questions on familiar topics to clarify information and sustain a conversation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.3 :	Express personal views and opinions on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.4 :	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.5 :	Initiate and maintain a conversation on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.6 :	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.7 :	Follow grammatical rules for self-correction when speaking. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.8 :	Describe a problem or situation with details and state an opinion. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.4 Presentational Speaking	
WL.K12.IM.4.1 :	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.2 :	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.3 :	Retell a story or recount an experience with appropriate facts and relevant details.

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

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

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

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

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

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

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

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

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

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



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Course: Japanese 1- 0712300

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BASIC INFORMATION

Course Title:	Japanese 1
Course Number:	0712300
Course Abbreviated Title:	JAPANESE 1
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 credit (1)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (90)

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

LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary
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	source; provide an accurate summary of how key events or ideas develop over the course of the text.
<u>LACC.910.SL.1.1:</u>	<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"> 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.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	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.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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

	<p>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.</p> <ul style="list-style-type: none"> 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.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic 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.

	<p>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.</p> <p>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).</p>
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.

<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in

	the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.

<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing,

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



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Course: Florida's Preinternational Baccalaureate Mandarin Chinese 3- 0711812

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BASIC INFORMATION

Course Title:	Florida's Preinternational Baccalaureate Mandarin Chinese 3
Course Number:	0711812
Course Abbreviated Title:	FL PRE-IB MAND CHIN3
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 credit (1)
Course Level:	3
Status:	State Board Approved
Version Description:	<p>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 (Common Core) 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</p>

	and how to critically evaluate information is as important as the content of the disciplines themselves.
General Notes:	<p>Special Note. <i>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”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</i></p>

STANDARDS (69)

<u>LACC.1112.RH.1.2:</u>	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.
<u>LACC.1112.SL.1.1:</u>	<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"> 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

	<p>individual roles as needed.</p> <ul style="list-style-type: none"> 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.
<p><u>LACC.1112.SL.1.3:</u></p>	<p>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.</p>
<p><u>LACC.1112.SL.2.4:</u></p>	<p>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>
<p><u>LACC.1112.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <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.

	<p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<u>WL.K12.AL.6.1:</u>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<u>WL.K12.AL.6.2:</u>	Explain why the target language has value in culture and in a global society.
<u>LACC.1112.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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).
<u>WL.K12.AL.1.1:</u>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
<u>WL.K12.AL.1.2:</u>	Follow presentations on familiar and unfamiliar topics in different situations.
<u>WL.K12.AL.1.3:</u>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.

<u>WL.K12.AL.2.1:</u>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<u>WL.K12.AL.2.2:</u>	Make inferences and predictions from a written source.
<u>WL.K12.AL.3.1:</u>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<u>WL.K12.AL.3.2:</u>	Express and connect ideas when engaged in a lengthy conversation.
<u>WL.K12.AL.3.3:</u>	Justify personal preferences, needs and feelings in order to persuade others.
<u>WL.K12.AL.3.4:</u>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<u>WL.K12.AL.4.1:</u>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<u>WL.K12.AL.4.2:</u>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<u>WL.K12.AL.4.3:</u>	Speak using different time frames and appropriate mood with good control.
<u>WL.K12.AL.5.1:</u>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<u>WL.K12.AL.5.2:</u>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<u>WL.K12.AL.5.3:</u>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<u>WL.K12.AL.5.4:</u>	Use idioms and idiomatic expressions in writing.
<u>WL.K12.AL.7.1:</u>	Apply knowledge gained in the target language to make connections to other content areas.
<u>WL.K12.AL.8.1:</u>	Apply new structural patterns acquired in the target language.
<u>WL.K12.AL.9.1:</u>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<u>WL.K12.IH.1.1:</u>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
<u>WL.K12.IH.1.2:</u>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.

<u>WL.K12.IH.1.3:</u>	Follow informal presentations on a variety of topics.
<u>WL.K12.IH.1.4:</u>	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.
<u>WL.K12.IH.1.5:</u>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<u>WL.K12.IH.1.6:</u>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<u>WL.K12.IH.2.1:</u>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<u>WL.K12.IH.2.2:</u>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<u>WL.K12.IH.2.3:</u>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<u>WL.K12.IH.2.4:</u>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<u>WL.K12.IH.3.1:</u>	State and support different points of views and take an active part in discussions.
<u>WL.K12.IH.3.2:</u>	Sustain a conversation in uncomplicated situations on a variety of topics.
<u>WL.K12.IH.3.3:</u>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<u>WL.K12.IH.3.4:</u>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
<u>WL.K12.IH.3.5:</u>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<u>WL.K12.IH.3.6:</u>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<u>WL.K12.IH.3.7:</u>	Ask for, follow, and give directions in complex situations.
<u>WL.K12.IH.3.8:</u>	Describe and elaborate on a personal situation or problem using details.
<u>WL.K12.IH.4.1:</u>	Present information on familiar topics with clarity and detail using

	multimedia resources.
<u>WL.K12.IH.4.2:</u>	Present viewpoints on an issue and support opinions with clarity and detail.
<u>WL.K12.IH.4.3:</u>	Describe personal experiences and interests with clarity and detail.
<u>WL.K12.IH.4.4:</u>	Produce reports and multimedia compositions in order to present a group project.
<u>WL.K12.IH.4.5:</u>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<u>WL.K12.IH.4.6:</u>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<u>WL.K12.IH.5.1:</u>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<u>WL.K12.IH.5.2:</u>	Describe, in writing, personal experiences and interests with clarity and detail.
<u>WL.K12.IH.5.3:</u>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<u>WL.K12.IH.5.4:</u>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<u>WL.K12.IH.5.5:</u>	Describe, in writing, events in chronological order.
<u>WL.K12.IH.5.6:</u>	Write about a story and describe reactions with clarity and detail.
<u>WL.K12.IH.5.7:</u>	Write a short essay or biography using descriptive details and a variety of sentence structure.
<u>WL.K12.IH.6.1:</u>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<u>WL.K12.IH.6.2:</u>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<u>WL.K12.IH.6.3:</u>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<u>WL.K12.IH.6.4:</u>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IH.7.1:</u>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.

<u>WL.K12.IH.7.2:</u>	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.
<u>WL.K12.IH.8.1:</u>	Compare similarities and differences between the target language and own language.
<u>WL.K12.IH.8.2:</u>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<u>WL.K12.IH.8.3:</u>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<u>WL.K12.IH.9.1:</u>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
<u>WL.K12.IH.9.2:</u>	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).



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Course: Florida's Preinternational Baccalaureate Mandarin Chinese 2 - 0711810

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BASIC INFORMATION

Course Title:	Florida's Preinternational Baccalaureate Mandarin Chinese 2
Course Number:	0711810
Course Abbreviated Title:	FL PRE-IB MAND CHIN2
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 credit (1)
Course Level:	3
Status:	State Board Approved
Version Description:	<p>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 (Common Core) 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</p>

	<p>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.</p>
<p>General Notes:</p>	<p>Special Note. <i>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”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</i></p>

STANDARDS (88)

<p><u>WL.K12.IL.4.4:</u></p>	<p>Provide a logical sequence of instructions on how to make something or complete a task.</p>
<p><u>LACC.910.SL.1.1:</u></p>	<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"> 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

	<p>decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>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.</p> <p>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.</p>
<p><u>LACC.910.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LACC.910.SL.2.4:</u></p>	<p>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.</p>
<p><u>LACC.910.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>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.</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>

<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic 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).
<u>WL.K12.II.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

<u>WL.K12.II.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.II.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details

<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.II.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.II.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.II.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.II.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.II.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.II.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.

<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.

<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.
<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.
<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.
<u>WL.K12.IM.5.4:</u>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<u>WL.K12.IM.5.5:</u>	Draft, edit, and summarize information, concepts, and ideas.
<u>WL.K12.IM.5.6:</u>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<u>WL.K12.IM.5.7:</u>	Write a narrative based on experiences that use descriptive language and details.
<u>WL.K12.IM.6.1:</u>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<u>WL.K12.IM.6.2:</u>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<u>WL.K12.IM.6.3:</u>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<u>WL.K12.IM.6.4:</u>	Identify similarities and differences in products across cultures (e.g.,

	food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IM.7.1:</u>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<u>WL.K12.IM.7.2:</u>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<u>WL.K12.IM.8.1:</u>	Compare language structures and skills that transfer from one language to another.
<u>WL.K12.IM.8.2:</u>	Compare and contrast structural patterns in the target language and own.
<u>WL.K12.IM.8.3:</u>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.IM.9.2:</u>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



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Course: Florida's Preinternational Baccalaureate Mandarin Chinese 1 - 0711800

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BASIC INFORMATION

Course Title:	Florida's Preinternational Baccalaureate Mandarin Chinese 1
Course Number:	0711800
Course Abbreviated Title:	FL PRE-IB MAND CHIN1
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 credit (1)
Course Level:	3
Status:	State Board Approved
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 (Common Core) 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:	<p>Special Note. <i>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”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</i></p>

STANDARDS (90)

<u>LACC.910.RH.1 Key Ideas and Details</u>	
<u>LACC.910.RH.1.2 :</u>	<p>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.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Key Ideas and Details</p>
<u>LACC.910.SL.1 Comprehension and Collaboration</u>	
<u>LACC.910.SL.1.1 :</u>	<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>

- 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.

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

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

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

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.2 Presentation of Knowledge and Ideas

LACC.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.

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

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

LACC.910.WHST.1 Text Types and Purposes

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

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

LACC.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

	<p>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.</p> <p>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.</p> <p>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).</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
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WL.K12.NH.3 Interpersonal Communication

<u>WL.K12.NH.3.8 :</u>	<p>Describe a problem or a situation with sufficient details in order to be understood.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.1 :</u>	<p>Engage in short social interactions using phrases and simple sentences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.2 :</u>	<p>Exchange information about familiar tasks, topics and activities, including personal information.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.3 :</u>	<p>Exchange information using simple language about personal preferences, needs, and feelings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.4 :</u>	<p>Ask and answer a variety of questions about personal information.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.5 :</u>	<p>Exchange information about meeting someone including where to go, how to get there, and what to do and why.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.NH.3.6 :</u>	<p>Use basic language skills supported by body language and gestures</p>

	to express agreement and disagreement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NH.3.7 :	Ask for and give simple directions to go somewhere or to complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

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

WL.K12.NH.4.1 :	Provide basic information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.2 :	Describe aspects of daily life using complete sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.3 :	Describe familiar experiences or events using both general and specific language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.4 :	Present personal information about one's self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.5 :	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NH.4.6 :	Use verbal and non verbal communication when making announcements or introductions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

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

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

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

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

WL.K12.NH.2.1 :	Determine main idea from simple texts that contain familiar vocabulary used in context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NH.2.2 :	Identify the elements of story such as setting, theme and characters. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NH.2.3 :	Demonstrate understanding of signs and notices in public places. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NH.2.4 :	Identify key detailed information needed to fill out forms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

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

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

	Belongs to: Presentational Writing
WL.K12.NH.5.3 :	Write a description of a familiar experience or event. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NH.5.4 :	Write short personal notes using a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NH.5.5 :	Request information in writing to obtain something needed. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NH.5.6 :	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NH.5.7 :	Pre-write by generating ideas from multiple sources based upon teacher- directed topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

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

WL.K12.NH.6.1 :	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NH.6.2 :	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NH.6.3 :	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NH.6.4 :	Identify cultural artifacts, symbols, and images of the target culture(s). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

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

<u>WL.K12.NH.7.1 :</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
<u>WL.K12.NH.7.2 :</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

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

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

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

<u>WL.K12.NH.9.1 :</u>	Use key target language vocabulary to communicate with others within and beyond the school setting. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
<u>WL.K12.NH.9.2 :</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities

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

<u>WL.K12.NM.1.1 :</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NM.1.2 :</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NM.1.3 :</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NM.1.4 :</u>	Demonstrate understanding of simple information supported by visuals through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NM.1.5 :</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NM.1.6 :</u>	Follow short, simple directions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
<u>WL.K12.NM.2 Interpretative Reading</u>	
<u>WL.K12.NM.2.1 :</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
<u>WL.K12.NM.2.2 :</u>	Demonstrate understanding of short, simple literary stories. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
<u>WL.K12.NM.2.3 :</u>	Demonstrate understanding of simple written announcements with prompting and support. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
<u>WL.K12.NM.2.4 :</u>	Recognize words and phrases when used in context on familiar topics.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
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WL.K12.NM.3 Interpersonal Communication

<u>WL.K12.NM.3.1 :</u>	Introduce self and others using basic, culturally-appropriate greetings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
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<u>WL.K12.NM.3.2 :</u>	Participate in basic conversations using words, phrases, and memorized expressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
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<u>WL.K12.NM.3.3 :</u>	Ask simple questions and provide simple responses related to personal preferences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
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<u>WL.K12.NM.3.4 :</u>	Exchange essential information about self, family, and familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
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<u>WL.K12.NM.3.5 :</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
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<u>WL.K12.NM.3.6 :</u>	Use appropriate gestures, body language, and intonation to clarify a message. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
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<u>WL.K12.NM.3.7 :</u>	Understand and respond appropriately to simple directions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
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<u>WL.K12.NM.3.8 :</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
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WL.K12.NM.4 Presentational Speaking

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

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

WL.K12.NM.5.1 :	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.2 :	Fill out a simple form with basic information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.3 :	Write simple sentences about self and/or others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.4 :	Write simple sentences that help in day-to-day life communication. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.5 :	Write about previously acquired knowledge and experiences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.6 :	Pre-write by drawing pictures to support ideas related to a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.7 :	Draw pictures in sequence to demonstrate a story plot. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

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

[WL.K12.NM.6.1 :](#)

Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

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

Belongs to: [Culture](#)

[WL.K12.NM.6.2 :](#)

Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

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

Belongs to: [Culture](#)

[WL.K12.NM.6.3 :](#)

Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

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

Belongs to: [Culture](#)

[WL.K12.NM.6.4 :](#)

Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

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

Belongs to: [Culture](#)

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

[WL.K12.NM.7.1 :](#)

Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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

Belongs to: [Connections](#)

[WL.K12.NM.7.2 :](#)

Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

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

Belongs to: [Connections](#)

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

[WL.K12.NM.8.1 :](#)

Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

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

Belongs to: [Comparisons](#)

[WL.K12.NM.8.2 :](#)

Recognize true and false cognates in the target language and

	<p>compare them to own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
<p><u>WL.K12.NM.8.3 :</u></p>	<p>Identify celebrations typical of the target culture and one’s own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
<p><u>WL.K12.NM.9 Communities</u></p>	
<p><u>WL.K12.NM.9.1 :</u></p>	<p>Use key words and phrases in the target language to participate in different activities in the school and community settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
<p><u>WL.K12.NM.9.2 :</u></p>	<p>Participate in simple presentations, activities, and cultural events in local, global, and/or online communities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>



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