

Foreign Language

Power Standard:		
FL.O.LI.3.03	identify perspectives from appropriate authentic sources (e.g., popular media—TV programs, pictorial magazines, news web sites, musical presentations, advertisements).	
	<ul style="list-style-type: none"> <li>Vocabulary: authentic and sources</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>identify perspectives from appropriate authentic sources</li> </ul>	Reasoning
FL.O.LI.3.04	recognize connections between the native and target languages (e.g., cognates*, derivatives*, loan words, formal versus informal address, non-verbal communications).	
	<ul style="list-style-type: none"> <li>Recognize connections between the native languages</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Recognize connections between the target languages</li> </ul>	Reasoning
FL.O.LI.4.02	identify basic linguistic elements (e.g., cognates*, word roots) common to English and the target language in order to derive meaning.	
	<ul style="list-style-type: none"> <li>Linguistic elements in English</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Linguistic elements in target language</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Derive meaning in English</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Derive meaning in target language</li> </ul>	Reasoning
FL.O.LI.4.03	recognize that English and the target language are comprised of words and expressions which denote different registers of language (e.g., formalities, colloquialisms, idiomatic expressions, slang).	
	<ul style="list-style-type: none"> <li>Words and expressions: English</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Words and expressions: target language</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Recognize that English is composed of words and expressions which denote different registers of language</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Recognize that target language is composed of words and expressions which denote different registers of language</li> </ul>	Reasoning
FL.O.LI.4.05	recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.	
	<ul style="list-style-type: none"> <li>Know native culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Know target culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Know daily activities in native culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Know daily activities in target culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Know contributions to daily activities in native culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Know contributions to daily activities in target culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Know practices in native culture</li> </ul>	Knowledge

	<ul style="list-style-type: none"> <li>Know practices in target culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Recognize commonalities in perspectives found in native and target cultures</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Recognize commonalities in practices found in native and target cultures</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Recognize commonalities in contributions found in native and target cultures</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Discuss commonalities in perspectives found in native and target cultures</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Discuss commonalities in practices found in native and target cultures</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Discuss commonalities in contributions found in native and target cultures</li> </ul>	Performance
FL.O.LI.5.02	recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.	
	<ul style="list-style-type: none"> <li>Vocabulary; Target language, benefits</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Recognize benefits for personal growth</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Recognize benefits for personal enrichment</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Recognize benefits for personal enjoyment</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Recognize benefits for personal career opportunities</li> </ul>	Reasoning
FL.O.LI.5.03	identify opportunities for personal use of the target language within and beyond the school setting (e.g., school language clubs, in-school announcements in target language, National Foreign Language Week, International Education Week).	
	<ul style="list-style-type: none"> <li>Identify opportunities for personal use of the target language within the school setting</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Identify opportunities for personal use of the target language beyond the school setting</li> </ul>	Reasoning
FL.O.LI.2.07	identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., flags, foods, monuments).	
	<ul style="list-style-type: none"> <li>Objects commonly associated with the target culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Images commonly associated with the target culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Products commonly associated with the target culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Symbols commonly associated with the target culture</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Identify objects commonly associated with the target culture</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Identify images commonly associated with the target culture</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Identify products commonly associated with the target culture</li> </ul>	Reasoning

	<ul style="list-style-type: none"> <li>Identify symbols commonly associated with the target culture</li> </ul>	Reasoning
<b>Power Standard:</b>		
FL.O.LI.1.01	greet and make introductions and farewells; exchange courtesies in various social settings.	
	<ul style="list-style-type: none"> <li>Vocabulary: greetings, introductions, farewells, various social settings, courtesies</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Greet</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Make introductions</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Make farewells</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Exchange courtesies in various social settings</li> </ul>	Performance
FL.O.LI.1.03	give and follow directions, instructions and commands within the scope of the classroom.	
	<ul style="list-style-type: none"> <li>Give directions within the scope of the classroom</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Give instructions within the scope of the classroom</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Give commands within the scope of the classroom</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Follow directions within the scope of the classroom</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Follow instructions within the scope of the classroom</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Follow commands within the scope of the classroom</li> </ul>	Performance
FL.O.LI.1.06	understand and follow simple spoken and written directions, instructions and commands using level-appropriate vocabulary.	
	<ul style="list-style-type: none"> <li>Vocabulary: command, instruction, direction</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Understanding commands</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Understanding instructions</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Understanding spoken direction</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Understanding written direction</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Follow spoken directions</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Follow written directions</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Follow spoken instructions</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Follow written instructions</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Follow spoken commands</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Follow written commands</li> </ul>	Performance
FL.O.LI.2.04	recognize and imitate appropriate behaviors typically used with friends and family in the target culture(s) (e.g., greetings, gestures).	
	appropriate behaviors typically used with friends and family in the target culture	Knowledge
	Recognize appropriate behaviors typically used with friends and family in the target culture	Reasoning

	Imitate appropriate behaviors typically used with friends and family in the target culture	Performance
Power Standard: Students give basic information about familiar topics and ask and answer questions in predictable settings; asking for repetition if unsure.		
FL.O.LI.1.02	give basic information about familiar topics (e.g., personal needs, feelings, likes and dislikes, biographical information).	Performance
FL.O.LI.1.04	communicate need for repetition to ensure understanding.	Performance
FL.O.LI.1.05	ask and answer questions in highly predictable settings using basic vocabulary on familiar topics.	
	<ul style="list-style-type: none"> <li>Vocabulary: basic vocabulary and familiar topics</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Ask highly predictable questions in highly predictable settings using basic vocabulary and familiar topics</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Answer questions in highly predictable settings using basic vocabulary and familiar topics</li> </ul>	Performance
Power Standard:		
FL.O.LI.1.07	derive the main ideas of short conversations/ dialogues and narratives on familiar topics.	
	<ul style="list-style-type: none"> <li>derive the main ideas of short conversations/ dialogues on familiar topics</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>derive the main ideas of short narratives on familiar topics</li> </ul>	Reasoning
FL.O.LI.1.08	recognize and make sense of short, oral and written, level-appropriate language segments supported by strong contextual and/or visual prompts.	
	<ul style="list-style-type: none"> <li>Recognize short, level appropriate language segments supported by strong contextual prompts</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Recognize oral, level appropriate language segments supported by strong contextual prompts</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Recognize written, level appropriate language segments supported by strong contextual prompts</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Make sense of short, level appropriate language segments supported by strong contextual prompts</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Make sense of oral, level appropriate language segments supported by strong contextual prompts</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Make sense of written, level appropriate language segments supported by strong contextual prompts</li> </ul>	Reasoning
FL.O.LI.1.09	view, listen to and respond to culturally relevant sources (e.g., recognizing people, objects, places, actions and ideas).	
	<ul style="list-style-type: none"> <li>View culturally relevant sources</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Listen to culturally relevant sources</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Respond to culturally relevant sources</li> </ul>	Performance

FL.O.LI.1.13	state the main ideas of oral and written texts.	
	<ul style="list-style-type: none"> <li>Vocabulary: oral text and written texts</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>State the main ideas of oral texts</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>State the main ideas of written texts</li> </ul>	Performance
Power Standard:		
FL.O.LI.1.10	imitate comprehensible intonation and pronunciation.	
	<ul style="list-style-type: none"> <li>Vocabulary: intonation, pronunciation</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Imitate comprehensible intonation</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Imitate comprehensible pronunciation</li> </ul>	Performance
FL.O.LI.4.01	compare and contrast the sound-symbol association of English to that of the target language.	
	<ul style="list-style-type: none"> <li>Know sound/symbols of English</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Know sound/symbols of target language</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Compare the sound/symbol of English to target language</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Contrast the sound/symbol of English to target language</li> </ul>	Reasoning
Power Standard:		
FL.O.LI.2.01	identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion).	
	<ul style="list-style-type: none"> <li>identify common beliefs of the target culture</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>identify common attitudes of the target culture</li> </ul>	Performance
FL.O.LI.2.02	recognize and describe common generalizations that one culture makes about another.	
	<ul style="list-style-type: none"> <li>Recognize common generalizations that one culture makes about another</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Describe common generalizations that one culture makes about another</li> </ul>	Reasoning
FL.O.LI.2.03	identify and discuss social, geographical and historical factors influencing cultural practices.	
	<ul style="list-style-type: none"> <li>Identify social factors influencing cultural practices</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Identify geographical factors influencing cultural practices</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Identify historical factors influencing cultural practices</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Discuss social factors influencing cultural practices</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Discuss geographical factors influencing cultural practices</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Discuss historical factors influencing cultural practices</li> </ul>	Performance
FL.O.LI.2.05	identify practices among same-language cultures.	Performance
FL.O.LI.3.02	identify the cross-cultural relevance of common customs and traditions (e.g., holidays, saints' days, birthdays).	
	<ul style="list-style-type: none"> <li>Know customs and traditions for Holidays</li> </ul>	Knowledge

	<ul style="list-style-type: none"> <li>Know customs and traditions for Saints' days</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Know customs and traditions for birthdays</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Identify the cross-cultural relevance of common customs</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Identify the cross-cultural relevance of common traditions</li> </ul>	Performance
<b>Power Standard:</b>		
FL.O.LI.2.06	identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts).	
	<ul style="list-style-type: none"> <li>Identify, when possible, in age-appropriate cultural activities</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Describe, when possible, in age-appropriate cultural activities</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Participate, when possible, in age-appropriate cultural activities</li> </ul>	Performance
FL.O.LI.2.08	give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).	Performance
FL.O.LI.2.09	identify commonly recognized historical and contemporary figures of the target culture.	
	<ul style="list-style-type: none"> <li>identify commonly recognized historical figures of the target culture.</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>identify commonly recognized contemporary figures of the target culture.</li> </ul>	Knowledge
<b>Power Standard:</b>		
FL.O.LI.1.11	present excerpts from the target language (e.g. songs, poems, proverbs, idioms, mottoes, tongue-twisters, TPR storytelling).	Performance
FL.O.LI.1.12	prepare and present short, personal spoken and written communications (e.g., postcards, emails, introductions, skits, inventories of familiar words or phrases).	
	<ul style="list-style-type: none"> <li>Prepare short, personal spoken communications</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Prepare short, personal written communications</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Present short, personal spoken communications</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Present short, personal written communications</li> </ul>	Performance
<b>Power Standard:</b>		
FL.O.LI.4.04	identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.	
	<ul style="list-style-type: none"> <li>Identify similarities in sentence structure</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>Identify differences in sentence structure</li> </ul>	Reasoning
FL.O.LI.3.01	identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas.	
	<ul style="list-style-type: none"> <li>identify interdisciplinary concepts to establish connections between the target language and other subject areas</li> </ul>	Reasoning

	<ul style="list-style-type: none"> <li>identify interdisciplinary skills to establish connections between the target language and other subject areas</li> </ul>	Reasoning
Power Standard:		
FL.O.LI.5.01	locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.	
	<ul style="list-style-type: none"> <li>locate linguistic opportunities related to the target language in the local community</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>locate cultural opportunities related to the target language in the local community</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>locate linguistic opportunities related to the target language in the global community</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>locate cultural opportunities related to the target language in the global community</li> </ul>	Performance