

# Foreign Language Scope and Sequence

Grade 9-12

**I = Introduced**

**T = Taught/Reinforced**

**M = Mastered**

<b>STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>A. Understand oral communication in the target language.</b>				
<b>28.A.1a</b> Recognize basic language patterns (e.g., forms of address, questions, case).	I/T	T/R	T/R	T/R
<b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.	I	T	T/R	T/R
<b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).	I/T	T/R	T/R	T/R
<b>28.A.4</b> Comprehend details of oral and audio presentations unsupported by visual aids.	I/T	T/R	T/R	T/R
<b>28.A.1b</b> Respond appropriately to simple commands in the target language.	I/T	T/R	T/R	T/R
<b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.	T	I/R	R	R
<b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.	I/T	T/R	T/R	T/R
<b>B. Interact in the target language in various settings.</b>				
<b>28.B.1a</b> Respond to and ask simple questions with prompts.	I	T/R	T/R	T/R
<b>28.B.2a</b> Pose questions spontaneously in structured situations.		I	T/R	T/R
<b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.		I	T/R	T/R
<b>28.B.4a</b> Engage in extended conversations in a variety of situations.				I/T
<b>28.B.1b</b> Imitate pronunciation, intonation and inflection including sounds unique to the target language.	I	R	R	R
<b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.	I	I	R	R
<b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.	I	I	R	R
<b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.	I	T/R	T/R	T/R
<b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.	I	I/R	T/R	T/R
<b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.	I	T	T/R	T/R
<b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings	I	T	T	T

<b>STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>A. Understand manners and customs of various target language societies.</b>				
<b>29.A.1</b> Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).	I	R	R	R
<b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.	I	R	R	R
<b>29.A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.	I	R	R	R
<b>29.A.4</b> Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.	I	R	R	R
<b>B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.</b>				
<b>29.B.1a</b> Identify one or more art forms (e.g., Japanese origami, Spanish flamenco) representative of areas where the target language is spoken.	I	R	R	R
<b>29.B.2a</b> Identify sample art works and their creators associated with areas where the target language is spoken.	I	R	R	R
<b>29.B.3a</b> Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.			I	R
<b>29.B.4a</b> Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.				
<b>29.B.1b</b> Demonstrate one or more art forms representative of areas where the target language is spoken (e.g., dramatizing a sample of children's literature, performing a song or dance).	I			
<b>29.B.2b</b> Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language.				I
<b>29.B.3b</b> Understand and use the essential target language vocabulary referring to tools, processes and products in one or more of the art forms.				I
<b>29.B.4b</b> Compare and contrast selected art forms of areas where the target language is spoken.	I			

<b>STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>A. Use the target language to reinforce and further knowledge of other disciplines.</b>				
<b>30.A.1a</b> Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.*	I	R	R	
<b>30.A.2a</b> Identify products that are from the countries where the target language is spoken and that are found in the United States economy.*	I	R	R	R
<b>30.A.3a</b> Identify differing systems of trade and exchange in target language country(ies) (e.g., bartering and bargaining) compared to the United States.*	I	R	R	R
<b>30.A.4a</b> Identify major sources of employment and income in target language country(ies) compared to the United States.*	I	R	R	R
<b>30.A.1b</b> Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math computations).	I	R	R	R
<b>30.A.2b</b> Use the target language to make, use and estimate measurements (e.g., time, linear, monetary).	I	R	R	R
<b>30.A.3b</b> Use the target language to gather and organize data to solve math problems.	I	R	R	R
<b>30.A.4b</b> Use the target language to analyze and solve math problems based on timetables, schedules, charts and graphs in the target language.	I	R	R	R
<b>30.A.1c</b> Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals).	I	R	R	R
<b>30.A.2c</b> Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms.	I	R	R	R
<b>30.A.3c</b> Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken	I	R	R	R
<b>30.A.4c</b> Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.	I	R	R	R
<b>30.A.1d</b> Use target language vocabulary while participating in physical activities (e.g., games, dances).	I	R	R	R
<b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports	I	R	R	R
<b>30.A.3d</b> Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken.		I	R	R
<b>30.A.4d</b> Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.		I	R	R
<b>B. Use the target language to demonstrate knowledge and understanding of a variety of career options.</b>				
<b>30.B.1a</b> Use target language vocabulary to identify common professions and occupations.	I	R	R	R
<b>30.B.2a</b> Use the target language to describe activities and characteristics of selected occupations and work places.			I	R
<b>30.B.3a</b> Use the target language to identify and describe occupations unique to areas where the target language is spoken.				
<b>30.B.4a</b> Use the target language to compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken and in the United States.				
<b>30.B.1b</b> Use target language vocabulary to identify a variety of professions in which the target language may be used.				
<b>30.B.2b</b> Use the target language to explain and describe general career choices in which the target language can be used.				
<b>30.B.3b</b> Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used.				
<b>30.B.4b</b> Use the target language to analyze connections between specific businesses and industries in areas where the target language is spoken and in the United States.				