

Strand 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language	
Concepts	
1FL-E1	Comprehend the main idea in authentic oral and written materials on a familiar topic
1FL-E2	Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions
1FL-E3	Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics
1FL-E4	Identify characteristics of a variety of literary genres, e.g. short stories, plays, essays
1FL-E5	Identify emotions and feelings from selected reading material
1FL-E6	Read a poem and analyze its components

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
1FL-E1	Comprehend the main idea in authentic oral and written materials on a familiar topic	1	Identify vocabulary from familiar topics: numbers 1-100, rooms and furnishings, sports and leisure activities, stores and shopping, telling time, professions and occupations, etc.	
		2	Comprehend short conversations/stories on familiar topics	
		3	Comprehend the main idea in authentic oral and written materials on a familiar topic.	
		4	Respond to more complex commands given by the teacher: can you help with...?, write a paragraph, bring an article, draw a picture, etc.	
		5	Comprehend the pronunciation and intonation patterns specific to the target language.	
		6	Acquire information from illustrations and graphics	
1FL-E2	Comprehend well-developed paragraphs containing complex sentences and idiomatic	1	Acquire strategies for decoding simple paragraphs in the target language: Identification and recognition of patterns, identification of familiar vocabulary and cognates, using context clues, etc.	

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	expressions	2	Understand simple idiomatic expressions	
1FL-E3	Comprehend, interpret, and analyze the style of a short piece of fiction or essay on familiar topics	1	Identify and describe characters and their roles	
		2	Identify and describe main ideas, details and sequence of events	
1FL-E4	Identify characteristics of a variety of literary genres, e.g. short stories, plays, essays	1	Recognize the defining characteristics of a variety of genres using simple texts: poems, songs, cartoons, dialogue, short stories, etc.	
1FL-E5	Identify emotions and feelings from selected reading material	1	Identify adjectives related to feelings: agree, disagree, nervous, excited, angry, jealous, etc.	
1FL-E6	Read a poem and analyze its components	1	Comprehend and interpret a brief narrative or poem	

Strand 2: Communication: Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanges ideas and opinions in the target language

Concepts	
2FL-E1	Express and react to a variety of feelings
2FL-E2	Develop and propose solutions to issues and problems cooperatively with other students
2FL-E3	Support opinions with factual information
2FL-E4	Use idiomatic expressions in oral and written communication

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
2FL-E1	Express and react to a variety of feelings	1	Respond with words, phrases, or simple sentences using correct word order	

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		2	Express feelings and preferences using adjectives related to feelings: agree, disagree, nervous, excited, angry, jealous, etc.	
		3	Ask simple questions related to vocabulary: where do you shop?, what sports do you play?, etc.	
2FL-E2	Develop and propose solutions to issues and problems cooperatively with other students	1	Use appropriate courtesy and appreciation phrases when working cooperatively with other students: please, thank you, sorry, what would you like?, that looks great, good work, etc.	
		2	Develop and propose solutions to issues and problems cooperatively with other students	
2FL-E3	Support opinions with factual information	1	Use vocabulary from familiar topics to support opinions	
		2	Express likes and dislikes using a variety of verbs	
2FL-E4	Use idiomatic expressions in oral and written communication	1	Understand and use simple idiomatic expressions	

Strand 3: Communication: Students present information and ideas in the target language on a variety of topics to listeners and readers	
Concepts	
3FL-E1	Present understandable written reports and summaries
3FL-E2	Perform short student-created skits and scenes
3FL-E3	Present a brief speech (monologue)
3FL-E4	Prepare audio or video recorded materials
3FL-E5	Retell a story

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
3FL-E1	Present understandable written reports and summaries	1	Present understandable written reports and summaries on familiar topics	
3FL-E2	Perform short student-created skits and scenes	1	Perform short student-created skits and scenes on familiar topics	
3FL-E3	Present a brief speech (monologue)	1	Present a brief speech on a familiar topic	
3FL-E4	Prepare audio or video recorded materials	1	Prepare audio or video recorded materials on a familiar topic	
3FL-E5	Retell a story	1	Sing songs and recite poems	
		2	Retell a story	

Strand 4: Culture: Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationships between cultural perspectives, products and practices within cultures	
Concepts	
4FL-E1	Investigate and participate in age appropriate cultural practices related to business, sports, and entertainment
4FL-E2	Use and respond appropriately to idiomatic verbal and non-verbal expressions
4FL-E3	Identify, experience, or produce expressive products of the cultures (advertisements, stories, poems)
4FL-E4	Recognize simple themes, ideas or perspectives of the cultures, and the relationships to socially acceptable behavior
4FL-E5	Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts
4FL-E6	Recognize how the target language and its culture add to the richness of our own cultural diversity
4FL-E7	Recognize when to switch between formal and informal language

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Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
4FL-E1	Investigate and participate in age appropriate cultural practices related to business, sports, and entertainment	1	Investigate and participate in age appropriate cultural practices related to business, sports, and entertainment	
4FL-E2	Use and respond appropriately to idiomatic verbal and non-verbal expressions	1	Understand and use simple idiomatic expressions and non-verbal expressions (i.e. gestures, body language, facial expressions, etc.)	
4FL-E3	Identify, experience, or produce expressive products of the cultures (advertisements, stories, poems)	1	Identify, experience, or produce expressive products of the target culture (advertisements, stories, poems, artwork, etc.)	
4FL-E4	Recognize simple themes, ideas or perspectives of the cultures, and the relationships to socially acceptable behavior	1	Identify and discuss typical behaviors from the target culture in a wider variety of specific settings: greetings & farewells, classroom behaviors, phone etiquette, negotiations, travel, invitations, special events, etc.	
4FL-E5	Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts	1	Identify the areas in the U.S. where the target language is most commonly spoken.	
		2	Discuss the impact of the target culture on surrounding populations (regional, national, etc.)	
4FL-E6	Recognize how the target language and its culture add to the richness of our own cultural diversity	1	Identify products of the target culture that add to the richness of the cultural diversity of U.S. (i.e. foods, clothing, music, dance, religions, arts, traditions, etc.)	
4FL-E7	Recognize when to switch between formal and informal language	1	Apply appropriate register (level of formality) when addressing others: teachers, persons of varied status, other students, siblings, ancestors, etc.	

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Strand 5: Connections: Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

Concepts

5FL-E1	Present reports in the target language orally and/or in writing on topics being studied in other classes
5FL-E2	Generate reports for other content areas using information acquired through sources in the target language

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
5FL-E1	Present reports in the target language orally and/or in writing on topics being studied in other classes	1	Present reports in the target language orally and/or in writing on topics being studied in other classes	
5FL-E2	Generate reports for other content areas using information acquired through sources in the target language	1	Generate reports for other content areas using information acquired through sources in the target language	

Strand 6: Comparisons: Students develop insights into their own language and their own culture through the study of the target language

Concepts

6FL-E1	Understand how idiomatic expressions impact communication and reflect culture
6FL-E2	Demonstrate an awareness that there is more than one way to express ideas across languages
6FL-E3	Recognize that there are linguistic and cultural concepts that exist in one language and not in another
6FL-E4	Compare and contrast a variety of art forms (e.g. music, dance, visual arts, drama) with their own culture through oral and/or written descriptions and/or performance

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Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
6FL-E1	Understand how idiomatic expressions impact communication and reflect culture	1	Identify examples of figurative language/vernacular that reflect cultural perspectives and values	
		2	Identify simple idiomatic expressions in the target language and discuss their potential meanings and implications (i.e. Spanish – media naranja, French –avoir la chair du poule, Chinese – the concept of “stir-fry a squid fish” = to be fired, etc.)	
6FL-E2	Demonstrate an awareness that there is more than one way to express ideas across languages	1	Give examples of words/characters that have multiple meanings in the target language	
		2	Identify examples of ideas that are expressed differently across languages	
6FL-E3	Recognize that there are linguistic and cultural concepts that exist in one language and not in another	1	Identify linguistic and cultural concepts that exist in one language and not in another (i.e. verb tenses, phonemes, gender markers, intonation, clicks, time, values, colors, etc.)	
6FL-E4	Compare and contrast a variety of art forms (e.g. music, dance, visual arts, drama) with their own culture through oral and/or written descriptions and/or performance	1	Compare and contrast a variety of art forms (e.g. music, dance, visual arts, drama, etc.) with their own culture through oral and/or written descriptions and/or performance	

Strand 7: Communities: Students use the target language within and beyond the school setting	
Concepts	
7FL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom
7FL-E2	Write letters or electronic messages to native speakers
7FL-E3	Interview community members who speak the target language on topics of personal or professional interest: report the results orally or in writing
7FL-E4	Write letters to U.S. communities and/or other countries where the target language is used to request information on topics of interest: report orally or in writing about the information received
7FL-E5	Identify and select written or oral materials of individual interest; report on them to others

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
7FL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom	1	Research and present a topic related to the target language or culture, using resources available outside the classroom	
		2	Perform a song or skit (live or recorded) in the target language for an audience	
7FL-E2	Write letters or electronic messages to native speakers	1	Write letters or electronic messages on familiar topics to native speakers using vocabulary learned in class	
7FL-E4	Write letters to U.S. communities and/or other countries where the target language is used to request information on topics of interest: report orally or in writing about the information received	1	Write letters to U.S. communities and/or other countries where the target language is used to request information on topics of interest: report orally or in writing about the information received.	
7FL-E5	Identify and select written or oral materials of individual interest; report on them to others	1	Identify and select written or oral materials of individual interest: report on them to others	