

Table of Contents

K-4

Communication Skills in Modern Languages (LOTE)	
Speaking.....	103
Listening.....	105
Reading	107
Writing	109
Cross-Cultural Skills in Modern Languages (LOTE).....	111

Introduction

In an increasingly interdependent world, teachers and administrators must cooperate in preparing students for world citizenship. The ability to communicate in languages other than English is an important component of a global perspective. Fostering that ability is the special responsibility of teachers certified in Foreign Language, but working cooperatively with classroom teachers integrating units involving English/ Language Arts, Social Studies, and Science. Communication skills in a language other than English provide direct access to the minds and spirit of the peoples of the world. We believe that second language proficiency is an important component in the education of today’s students as they prepare for a productive and rewarding life. Not only does it prepare students for a world in which peoples and nations are becoming increasingly interdependent, but it also contributes to the development of their creativity and to their capability for critical thinking.

Pinnacle Charter School uses the National Foreign Language Exploration/ Experience Program (FLEX) in grades K-4 where students in grades K-4 explore multiple foreign languages integrated within their Social Studies themes (to include Spanish, French, Italian, Danish, Swedish, Mandarin Chinese and more based on the topic studied in Social Studies). Then in grade 5, students take an Introductory FLES class with a trimester focus on a more intense introduction into three languages (Spanish, French and Italian). So that in grades 6-8, students develop proficient use of one foreign language in order to meet/ exceed the NYS Proficiency exam.

Based on the National Standards for Foreign Language, the five goals of foreign language instruction are:

- Expanding their communicative abilities
- Offering them the opportunity to gain knowledge of the other cultures and national groups that speak their heritage language
- Using their home language in an academic context to access new information and knowledge
- Bringing to the level of awareness the views and perspectives of the two worlds with which they interact on a daily basis
- Expanding their ability to participate both in the U.S. and abroad as members of a language competent society

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

NSFLE Standard 1.1: Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

NSFLE Standard 3.1: Connections

Students reinforce and further their knowledge of disciplines through the foreign language

NSFLE Standard 3.2: Connections

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

NSFLE Standard 5.1: Communities

Students use the language both within and beyond the school setting

Checkpoint A Proficiency

Students can comprehend simple statements and questions. Usually comprehends the main idea of extended but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

Communication Skills in Modern Languages- Speaking

Key Idea: LOTE1.1 Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Kindergarten	Grade 1	Grade 2
<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> salutations and goodbyes (<i>see SS.1.2</i>) personal identification (my name is) (<i>see SS.1.2</i>) simple expressions (I love you) (<i>see SS.1.2</i>) likes and dislikes (<i>see SS.3.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-12 (<i>see M.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see M.4.3</i>) shapes (<i>see M.4.3, M.3.7</i>) properties of water (<i>see P.4.2, P.4.4</i>) day and night (<i>see L.4.6</i>) living v. nonliving (<i>see P.4.1, P.4.4, P.4.5, P.4.6</i>) five senses (<i>see P.4.2, P.4.3</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> seasons (<i>see P.4.1</i>) weather (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> school vocabulary (<i>see SS.1.2, SS.5.1</i>) community members (<i>see SS.3.1</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> expressing feelings (<i>see SS.1.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-20, counting by 10's (<i>see M.3.2</i>) days of the week (<i>M.3.5</i>) months of the year (<i>M.3.5</i>) time to the hour (<i>M.3.5</i>) cardinal directions, map, map key (<i>see SS.3.1, SS.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see P.4.3</i>) parts of a plant (<i>see L.4.2</i>) effects of sun on Earth (<i>p.4.1, P.4.6</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> weather (<i>see P.4.1</i>) amphibian life cycle (<i>L.4.1, L.4.2, L.4.3, L.4.4, I.6.1</i>) human life cycle (<i>see L.4.1, I.6.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> family members (<i>see SS.1.1, SS.1.2, SS.1.3, SS.1.4, SS.2.1, SS.2.3</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2</i>) food groups (<i>L.4.5</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> biographical information (where do you live) (<i>see SS.1.1, SS.1.2</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> Numbers (<i>see M.3.2</i>) time to the half hour (<i>see M.3.5</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> adjectives- rock properties (<i>see P.4.3</i>) parts of an insect (<i>see L.4.2, L.4.3, L.4.4, L.4.5</i>) parts of a plant (<i>see L.4.2</i>) beginning home vocabulary (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) body parts (<i>see L.4.1, L.4.2</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> butterfly lifecycle (<i>see L.4.1, I.6.1</i>) water cycle (<i>see P.4.2</i>) weather (<i>see P.4.1, P.4.2</i>) clouds/storms (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> rural, urban, suburban (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2, L.4.6</i>) rural, urban, suburban (<i>see SS.3.1, SS.4.1, SS.4.2</i>)

Grade 3	Grade 4
<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> Greetings, salutations (<i>see ELA.4.1</i>) Personal identification (<i>see ELA.3.1, ELA.3.2</i>) <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> Cardinal directions, parts of the earth (<i>see SS.3.1, SS.3.2</i>) Numbers 0-20 in Sp. / Fr. / It. (<i>see M.3.2</i>) <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> Biomes (desert, tundra, rainforests, etc.) (<i>see SS.3.2, L.4.3</i>) Matter (states, distance between particles) (<i>see P.4.3</i>) Dinosaurs (carnivores, herbivores, adjectives) (<i>see L.4.3</i>) Colors in Sp./Fr./It./Port. <p><i>EQ: How do native speakers describe and discuss world communities?(see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> Mammals (characteristics, names) (<i>see L.4.2, L.4.4</i>) Biomes (desert, tundra, rainforests, etc.) (<i>see SS.3.2, L.4.3</i>) <p><i>EQ: How are patterns evident in world communities? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) <p><i>EQ: How do world communities influence one another? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> Greeting, salutations Personal identification <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> Numbers 0-20; by 10's to 100 in Sp./Fr./It. <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> Colors in Sp./Fr./It./Dutch Shapes in Sp./Fr./It. Solar System (planets, moons, sun, stars, rotation, revolution) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> Solar System (planets, moons, sun, stars, rotation, revolution) <p><i>EQ: How do native speakers describe and discuss world communities?</i></p> <ol style="list-style-type: none"> Native American Writing (Wampanoag) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> Foods (pyramid and health) <p><i>EQ: How are patterns evident in world communities?</i></p> <ol style="list-style-type: none"> The Netherlands (location, language, inventions) France (location, language, inventions) Spain (location, language, inventions) Native American Writing (Wampanoag) Italy (location, language, inventions) Portugal (location, language, inventions) <p><i>EQ: How do world communities influence one another?</i></p> <ol style="list-style-type: none"> The Netherlands (location, language, inventions) France (location, language, inventions) Spain (location, language, inventions) Native American Writing (Wampanoag) Italy (location, language, inventions) Portugal (location, language, inventions)

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NSFLE Standard 5.1: Communities

Students use the language both within and beyond the school setting

Checkpoint A Proficiency

Students can comprehend simple statements and questions. Usually comprehends the main idea of extended but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

Communication Skills in Modern Languages - Listening

Key Idea: LOTE1.1 Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

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<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> salutations and goodbyes (<i>see SS.1.2</i>) personal identification (my name is) (<i>see SS.1.2</i>) simple expressions (I love you) (<i>see SS.1.2</i>) likes and dislikes (<i>see SS.3.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-12 (<i>see M.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see M.4.3</i>) shapes (<i>see M.4.3, M.3.7</i>) properties of water (<i>see P.4.2, P.4.4</i>) day and night (<i>see L.4.6</i>) living v. nonliving (<i>see P.4.1, P.4.4, P.4.5, P.4.6</i>) five senses (<i>see P.4.2, P.4.3</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> seasons (<i>see P.4.1</i>) weather (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> school vocabulary (<i>see SS.1.2, SS.5.1</i>) community members (<i>see SS.3.1</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> expressing feelings (<i>see SS.1.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-20, counting by 10's (<i>see M.3.2</i>) days of the week (<i>M.3.5</i>) months of the year (<i>M.3.5</i>) time to the hour (<i>M.3.5</i>) cardinal directions, map, map key (<i>see SS.3.1, SS.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see P.4.3</i>) parts of a plant (<i>see L.4.2</i>) effects of sun on Earth (<i>p.4.1, P.4.6</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> weather (<i>see P.4.1</i>) amphibian life cycle (<i>L.4.1, L.4.2, L.4.3, L.4.4, I.6.1</i>) human life cycle (<i>see L.4.1, I.6.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> family members (<i>see SS.1.1, SS.1.2, SS.1.3, SS.1.4, SS.2.1, SS.2.3</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2</i>) food groups (<i>L.4.5</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> biographical information (where do you live) (<i>see SS.1.1, SS.1.2</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> Numbers (<i>see M.3.2</i>) time to the half hour (<i>see M.3.5</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> adjectives- rock properties (<i>see P.4.3</i>) parts of an insect (<i>see L.4.2, L.4.3, L.4.4, L.4.5</i>) parts of a plant (<i>see L.4.2</i>) beginning home vocabulary (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) body parts (<i>see L.4.1, L.4.2</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> butterfly lifecycle (<i>see L.4.1, I.6.1</i>) water cycle (<i>see P.4.2</i>) weather (<i>see P.4.1, P.4.2</i>) clouds/storms (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> rural, urban, suburban (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2, L.4.6</i>) rural, urban, suburban (<i>see SS.3.1, SS.4.1, SS.4.2</i>)

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<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> Greetings, salutations (<i>see ELA.4.1</i>) Personal identification (<i>see ELA.3.1, ELA.3.2</i>) <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> Cardinal directions, parts of the earth (<i>see SS.3.1, SS.3.2</i>) Numbers 0-20 in Sp. / Fr. / It. (<i>see M.3.2</i>) <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> Biomes (desert, tundra, rainforests, etc.) (<i>see SS.3.2, L.4.3</i>) Matter (states, distance between particles) (<i>see P.4.3</i>) Dinosaurs (carnivores, herbivores, adjectives) (<i>see L.4.3</i>) Colors in Sp./Fr./It./Port. <p><i>EQ: How do native speakers describe and discuss world communities?(see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> Mammals (characteristics, names) (<i>see L.4.2, L.4.4</i>) Biomes (desert, tundra, rainforests, etc.) (<i>see SS.3.2, L.4.3</i>) <p><i>EQ: How are patterns evident in world communities? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) <p><i>EQ: How do world communities influence one another? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> Greeting, salutations (<i>see ELA.4.1</i>) Personal identification (<i>see ELA.3.1, ELA.3.2</i>) <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> Numbers 0-20; by 10's to 100 in Sp./Fr./It. (<i>see M.3.2</i>) <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> Colors in Sp./Fr./It./Dutch Shapes in Sp./Fr./It. (<i>see M.3.4</i>) Solar System (planets, moons, sun, stars, rotation, revolution) (<i>see P.4.1</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> Solar System (planets, moons, sun, stars, rotation, revolution) (<i>see p.4.1</i>) <p><i>EQ: How do native speakers describe and discuss world communities?</i></p> <ol style="list-style-type: none"> Native American Writing (Wampanoag) (<i>see SS.1.1, SS.1.2, SS.5.1</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> Foods (pyramid and health) (<i>see L.4.3, L.4.5</i>) <p><i>EQ: How are patterns evident in world communities? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> The Netherlands (location, language, inventions) France (location, language, inventions) Spain (location, language, inventions) Native American Writing (Wampanoag) (<i>see SS 1.1, SS 1.4</i>) Italy (location, language, inventions) Portugal (location, language, inventions) <p><i>EQ: How do world communities influence one another? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> The Netherlands (location, language, inventions) France (location, language, inventions) Spain (location, language, inventions) Native American Writing (Wampanoag) (<i>see SS 1.1, SS 1.4</i>) Italy (location, language, inventions) Portugal (location, language, inventions)

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Checkpoint A Proficiency

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Communication Skills in Modern Languages - Reading

Key Idea: LOTE 1.2 Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Kindergarten	Grade 1	Grade 2
<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> salutations and goodbyes (<i>see SS.1.2</i>) personal identification (my name is) (<i>see SS.1.2</i>) simple expressions (I love you) (<i>see SS.1.2</i>) likes and dislikes (<i>see SS.3.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-12 (<i>see M.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see M.4.3</i>) shapes (<i>see M.4.3, M.3.7</i>) properties of water (<i>see P.4.2, P.4.4</i>) day and night (<i>see L.4.6</i>) living v. nonliving (<i>see P.4.1, P.4.4, P.4.5, P.4.6</i>) five senses (<i>see P.4.2, P.4.3</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> seasons (<i>see P.4.1</i>) weather (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> school vocabulary (<i>see SS.1.2, SS.5.1</i>) community members (<i>see SS.3.1</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> expressing feelings (<i>see SS.1.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-20, counting by 10's (<i>see M.3.2</i>) days of the week (<i>M.3.5</i>) months of the year (<i>M.3.5</i>) time to the hour (<i>M.3.5</i>) cardinal directions, map, map key (<i>see SS.3.1, SS.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see P.4.3</i>) parts of a plant (<i>see L.4.2</i>) effects of sun on Earth (<i>p.4.1, P.4.6</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> weather (<i>see P.4.1</i>) amphibian life cycle (<i>L.4.1, L.4.2, L.4.3, L.4.4, I.6.1</i>) human life cycle (<i>see L.4.1, I.6.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> family members (<i>see SS.1.1, SS.1.2, SS.1.3, SS.1.4, SS.2.1, SS.2.3</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2</i>) food groups (<i>L.4.5</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> biographical information (where do you live) (<i>see SS.1.1, SS.1.2</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> Numbers (<i>see M.3.2</i>) time to the half hour (<i>see M.3.5</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> adjectives- rock properties (<i>see P.4.3</i>) parts of an insect (<i>see L.4.2, L.4.3, L.4.4, L.4.5</i>) parts of a plant (<i>see L.4.2</i>) beginning home vocabulary (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) body parts (<i>see L.4.1, L.4.2</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> butterfly lifecycle (<i>see L.4.1, I.6.1</i>) water cycle (<i>see P.4.2</i>) weather (<i>see P.4.1, P.4.2</i>) clouds/storms (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> rural, urban, suburban (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2, L.4.6</i>) <p>rural, urban, suburban (<i>see SS.3.1, SS.4.1, SS.4.2</i>)</p>

Grade 3	Grade 4
<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> 1. Greetings, salutations 2. Personal identification <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> 1. Cardinal directions, parts of the earth 2. Numbers 0-20 in Sp. / Fr. / It. <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> 1. Biomes (desert, tundra, rainforests, etc.) 2. Matter (states, distance between particles) 3. Dinosaurs (carnivores, herbivores, adjectives) 4. Colors in Sp./Fr./It./Port. <p><i>EQ: How do native speakers describe and discuss world communities?</i></p> <ol style="list-style-type: none"> 1. Mexico (location, language, inventions) 2. Canada (location, language, inventions) 3. Australia (location, language, inventions) 4. China (location, language, inventions) 5. Brazil (location, language, inventions) 6. Italy (location, language, inventions) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> 1. Mammals (characteristics, names) 2. Biomes (desert, tundra, rainforests, etc.) <p><i>EQ: How are patterns evident in world communities?</i></p> <ol style="list-style-type: none"> 1. Mexico (location, language, inventions) 2. Canada (location, language, inventions) 3. Australia (location, language, inventions) 4. China (location, language, inventions) 5. Brazil (location, language, inventions) 6. Italy (location, language, inventions) <p><i>EQ: How do world communities influence one another?</i></p> <ol style="list-style-type: none"> 1. Mexico (location, language, inventions) 2. Canada (location, language, inventions) 3. Australia (location, language, inventions) 4. China (location, language, inventions) 5. Brazil (location, language, inventions) 6. Italy (location, language, inventions) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> 1. Greeting, salutations (<i>see ELA.4.1</i>) 2. Personal identification (<i>see ELA.3.1, ELA.3.2</i>) <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> 1. Numbers 0-20; by 10's to 100 in Sp./Fr./It. (<i>see M.3.2</i>) <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> 1. Colors in Sp./Fr./It./Dutch 2. Shapes in Sp./Fr./It. (<i>see M.3.4</i>) 3. Solar System (planets, moons, sun, stars, rotation, revolution) (<i>see P.4.1</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> 1. Solar System (planets, moons, sun, stars, rotation, revolution) (<i>see p.4.1</i>) <p><i>EQ: How do native speakers describe and discuss world communities?</i></p> <ol style="list-style-type: none"> 1. Native American Writing (Wampanoag) (<i>see SS.1.1, SS.1.2, SS.5.1</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> 1. Foods (pyramid and health) (<i>see L.4.3, L.4.5</i>) <p><i>EQ: How are patterns evident in world communities? (<i>see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all</i>)</i></p> <ol style="list-style-type: none"> 1. The Netherlands (location, language, inventions) 2. France (location, language, inventions) 3. Spain (location, language, inventions) 4. Native American Writing (Wampanoag) (<i>see SS 1.1, SS 1.4</i>) 5. Italy (location, language, inventions) 6. Portugal (location, language, inventions) <p><i>EQ: How do world communities influence one another? (<i>see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all</i>)</i></p> <ol style="list-style-type: none"> 1. The Netherlands (location, language, inventions) 2. France (location, language, inventions) 3. Spain (location, language, inventions) 4. Native American Writing (Wampanoag) (<i>see SS 1.1, SS 1.4</i>) 5. Italy (location, language, inventions) 6. Portugal (location, language, inventions)

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

NSFLE Standard 1.1: Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

NSFLE Standard 3.1: Connections

Students reinforce and further their knowledge of disciplines through the foreign language

NSFLE Standard 3.2: Connections

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

NSFLE Standard 5.1: Communities

Students use the language both within and beyond the school setting

Checkpoint A Proficiency

Students can comprehend simple statements and questions. Usually comprehends the main idea of extended but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

Communication Skills in Modern Languages - Writing

Key Idea: LOTE1.2 Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Kindergarten	Grade 1	Grade 2
<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> salutations and goodbyes (<i>see SS.1.2</i>) personal identification (my name is) (<i>see SS.1.2</i>) simple expressions (I love you) (<i>see SS.1.2</i>) likes and dislikes (<i>see SS.3.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-12 (<i>see M.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see M.4.3</i>) shapes (<i>see M.4.3, M.3.7</i>) properties of water (<i>see P.4.2, P.4.4</i>) day and night (<i>see L.4.6</i>) living v. nonliving (<i>see P.4.1, P.4.4, P.4.5, P.4.6</i>) five senses (<i>see P.4.2, P.4.3</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> seasons (<i>see P.4.1</i>) weather (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> school vocabulary (<i>see SS.1.2, SS.5.1</i>) community members (<i>see SS.3.1</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> expressing feelings (<i>see SS.1.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-20, counting by 10's (<i>see M.3.2</i>) days of the week (<i>M.3.5</i>) months of the year (<i>M.3.5</i>) time to the hour (<i>M.3.5</i>) cardinal directions, map, map key (<i>see SS.3.1, SS.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see P.4.3</i>) parts of a plant (<i>see L.4.2</i>) effects of sun on Earth (<i>p.4.1, P.4.6</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> weather (<i>see P.4.1</i>) amphibian life cycle (<i>L.4.1, L.4.2, L.4.3, L.4.4, I.6.1</i>) human life cycle (<i>see L.4.1, I.6.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> family members (<i>see SS.1.1, SS.1.2, SS.1.3, SS.1.4, SS.2.1, SS.2.3</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2</i>) food groups (<i>L.4.5</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> biographical information (where do you live) (<i>see SS.1.1, SS.1.2</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> Numbers (<i>see M.3.2</i>) time to the half hour (<i>see M.3.5</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> adjectives- rock properties (<i>see P.4.3</i>) parts of an insect (<i>see L.4.2, L.4.3, L.4.4, L.4.5</i>) parts of a plant (<i>see L.4.2</i>) beginning home vocabulary (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) body parts (<i>see L.4.1, L.4.2</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> butterfly lifecycle (<i>see L.4.1, I.6.1</i>) water cycle (<i>see P.4.2</i>) weather (<i>see P.4.1, P.4.2</i>) clouds/storms (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> rural, urban, suburban (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2, L.4.6</i>) <p>rural, urban, suburban (<i>see SS.3.1, SS.4.1, SS.4.2</i>)</p>

Grade 3	Grade 4
<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> Greetings, salutations Personal identification <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> Cardinal directions, parts of the earth Numbers 0-20 in Sp. / Fr. / It. <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> Biomes (desert, tundra, rainforests, etc.) Matter (states, distance between particles) Dinosaurs (carnivores, herbivores, adjectives) Colors in Sp./Fr./It./Port. <p><i>EQ: How do native speakers describe and discuss world communities?</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> Mammals (characteristics, names) Biomes (desert, tundra, rainforests, etc.) <p><i>EQ: How are patterns evident in world communities?</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) <p><i>EQ: How do world communities influence one another?</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> Greeting, salutations (<i>see ELA.4.1</i>) Personal identification (<i>see ELA.3.1, ELA.3.2</i>) <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> Numbers 0-20; by 10's to 100 in Sp./Fr./It. (<i>see M.3.2</i>) <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> Colors in Sp./Fr./It./Dutch Shapes in Sp./Fr./It. (<i>see M.3.4</i>) Solar System (planets, moons, sun, stars, rotation, revolution) (<i>see P.4.1</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> Solar System (planets, moons, sun, stars, rotation, revolution) (<i>see p.4.1</i>) <p><i>EQ: How do native speakers describe and discuss world communities?</i></p> <ol style="list-style-type: none"> Native American Writing (Wampanoag) (<i>see SS.1.1, SS.1.2, SS.5.1</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> Foods (pyramid and health) (<i>see L.4.3, L.4.5</i>) <p><i>EQ: How are patterns evident in world communities? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> The Netherlands (location, language, inventions) France (location, language, inventions) Spain (location, language, inventions) Native American Writing (Wampanoag) (<i>see SS 1.1, SS 1.4</i>) Italy (location, language, inventions) Portugal (location, language, inventions) <p><i>EQ: How do world communities influence one another? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> The Netherlands (location, language, inventions) France (location, language, inventions) Spain (location, language, inventions) Native American Writing (Wampanoag) (<i>see SS 1.1, SS 1.4</i>) Italy (location, language, inventions) Portugal (location, language, inventions)

Communication: K-4 Elementary Scope and Sequence

NYS Standard 2: Cross-Cultural Skills Students will develop cross-cultural skills and understandings.

NSFLE Standard 2.1: Cultures

Students demonstrate an understanding of the relationship between the practices and perspectives of cultures studied

NSFLE Standard 2.2: Cultures

Students demonstrate an understanding of the relationship between products and perspectives of the cultures studied

NSFLE Standard 4.1: Comparisons

Students demonstrate understanding of the nature of language through comparisons of the languages studied and their own

NSFLE Standard 4.2: Comparisons

Students demonstrate and understanding of the concept of culture through comparisons of the cultures studied and their own

Checkpoint A Proficiency

Student has knowledge of some aspects of the target language culture and is aware of the existence of cultures other than his/her own. Student is able to function in authentic, common, everyday situations but makes frequent cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.

Cross-cultural Skills in Modern Languages

Key Idea: LOTE2.1 Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Kindergarten	Grade 1	Grade 2
<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> salutations and goodbyes (<i>see SS.1.2</i>) personal identification (my name is) (<i>see SS.1.2</i>) simple expressions (I love you) (<i>see SS.1.2</i>) likes and dislikes (<i>see SS.3.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-12 (<i>see M.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see M.4.3</i>) shapes (<i>see M.4.3, M.3.7</i>) properties of water (<i>see P.4.2, P.4.4</i>) day and night (<i>see L.4.6</i>) living v. nonliving (<i>see P.4.1, P.4.4, P.4.5, P.4.6</i>) five senses (<i>see P.4.2, P.4.3</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> seasons (<i>see P.4.1</i>) weather (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> school vocabulary (<i>see SS.1.2, SS.5.1</i>) community members (<i>see SS.3.1</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> expressing feelings (<i>see SS.1.1</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> numbers 1-20, counting by 10's (<i>see M.3.2</i>) days of the week (<i>M.3.5</i>) months of the year (<i>M.3.5</i>) time to the hour (<i>M.3.5</i>) cardinal directions, map, map key (<i>see SS.3.1, SS.3.2</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> colors (<i>see P.4.3</i>) parts of a plant (<i>see L.4.2</i>) effects of sun on Earth (<i>p.4.1, P.4.6</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> weather (<i>see P.4.1</i>) amphibian life cycle (<i>L.4.1, L.4.2, L.4.3, L.4.4, I.6.1</i>) human life cycle (<i>see L.4.1, I.6.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> family members (<i>see SS.1.1, SS.1.2, SS.1.3, SS.1.4, SS.2.1, SS.2.3</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2</i>) food groups (<i>L.4.5</i>) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> biographical information (where do you live) (<i>see SS.1.1, SS.1.2</i>) <p><i>EQ: How are units of measurement expressed in the target language?</i></p> <ol style="list-style-type: none"> Numbers (<i>see M.3.2</i>) time to the half hour (<i>see M.3.5</i>) <p><i>EQ: How are properties and their characteristics described in the target language?</i></p> <ol style="list-style-type: none"> adjectives- rock properties (<i>see P.4.3</i>) parts of an insect (<i>see L.4.2, L.4.3, L.4.4, L.4.5</i>) parts of a plant (<i>see L.4.2</i>) beginning home vocabulary (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) body parts (<i>see L.4.1, L.4.2</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> butterfly lifecycle (<i>see L.4.1, I.6.1</i>) water cycle (<i>see P.4.2</i>) weather (<i>see P.4.1, P.4.2</i>) clouds/storms (<i>see P.4.1</i>) <p><i>EQ: How do native speakers describe and discuss communities?</i></p> <ol style="list-style-type: none"> rural, urban, suburban (<i>see SS.1.1, SS.1.2, SS.3.1, SS.4.1</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> needs of plants (<i>see L.4.2, L.4.6</i>) rural, urban, suburban (<i>see SS.3.1, SS.4.1, SS.4.2</i>)

Grade 3	Grade 4
<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> Greetings, salutations Personal identification <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> Cardinal directions, parts of the earth Numbers 0-20 in Sp. / Fr. / It. <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> Biomes (desert, tundra, rainforests, etc.) Matter (states, distance between particles) Dinosaurs (carnivores, herbivores, adjectives) Colors in Sp./Fr./It./Port. <p><i>EQ: How do native speakers describe and discuss world communities?</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> Mammals (characteristics, names) Biomes (desert, tundra, rainforests, etc.) <p><i>EQ: How are patterns evident in world communities?</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) <p><i>EQ: How do world communities influence one another?</i></p> <ol style="list-style-type: none"> Mexico (location, language, inventions) Canada (location, language, inventions) Australia (location, language, inventions) China (location, language, inventions) Brazil (location, language, inventions) Italy (location, language, inventions) 	<p><i>EQ: How do native speakers ask for and give personal information in the target language?</i></p> <ol style="list-style-type: none"> Greeting, salutations (<i>see ELA.4.1</i>) Personal identification (<i>see ELA.3.1, ELA.3.2</i>) <p><i>EQ: How are units of measurements expressed in the target language?</i></p> <ol style="list-style-type: none"> Numbers 0-20; by 10's to 100 in Sp./Fr./It. (<i>see M.3.2</i>) <p><i>EQ: How are properties and characteristics described in the target language?</i></p> <ol style="list-style-type: none"> Colors in Sp./Fr./It./Dutch Shapes in Sp./Fr./It. (<i>see M.3.4</i>) Solar System (planets, moons, sun, stars, rotation, revolution) (<i>see P.4.1</i>) <p><i>EQ: What changes occur over time and how are they expressed in the target language?</i></p> <ol style="list-style-type: none"> Solar System (planets, moons, sun, stars, rotation, revolution) (<i>see p.4.1</i>) <p><i>EQ: How do native speakers describe and discuss world communities?</i></p> <ol style="list-style-type: none"> Native American Writing (Wampanoag) (<i>see SS.1.1, SS.1.2, SS.5.1</i>) <p><i>EQ: How are basic needs of world communities expressed in the target language?</i></p> <ol style="list-style-type: none"> Foods (pyramid and health) (<i>see L.4.3, L.4.5</i>) <p><i>EQ: How are patterns evident in world communities? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> The Netherlands (location, language, inventions) France (location, language, inventions) Spain (location, language, inventions) Native American Writing (Wampanoag) (<i>see SS 1.1, SS 1.4</i>) Italy (location, language, inventions) Portugal (location, language, inventions) <p><i>EQ: How do world communities influence one another? (see SS.2.1, SS 2.2, SS 2.3, SS. 2.4, SS. 3.2, ELA .4.1, ELA.4.2, T.5.6 for all)</i></p> <ol style="list-style-type: none"> The Netherlands (location, language, inventions) France (location, language, inventions) Spain (location, language, inventions) Native American Writing (Wampanoag) (<i>see SS 1.1, SS 1.4</i>) Italy (location, language, inventions) Portugal (location, language, inventions)