Foreign Language

High School

Grade: 9-12 **Course:** French, Spanish and German: Level 1

District Adopted Materials: Bien Dit! Level 1 (Holt); ¡Exprésate! (Holt); Deutsch Aktuell (EMC)

Standard 1 Communication. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions

Benchmark 1.1: Interpersonal/Conversational. (Uses verbal and nonverbal responses, memorized words, phrases, and patterns.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Repeats basic courtesies, greetings, and salutations appropriate to time of day	Knowledge	Communication	IRMS	Daily
☐ States simple questions/answers on personal topics.	Knowledge	Communication	RMS	Daily
☐ Repeats statements about basic needs.	Knowledge	Communication	IRMS	Daily
☐ Repeats expression of likes and dislikes.	Knowledge	Communication	IRMS	Daily
☐ Answers with affirmative or negative word to indicate agreement or disagreement	Comprehension	Communication	RMS	Daily

Standard 1 Communication. The student understands and interprets written and spoken/signed language on a variety of topics.

Benchmark 1.2: Communication-Interpretive. (Understands basic practiced spoken/signed words and sentences with contextual and visual support)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Follows basic rehearsed commands.	Knowledge	Interpretive	IRMS	Daily
☐ Understands familiar simple words, phrases with frequent repetition, visual, and context support.	Knowledge	Interpretive	IRMS	Daily
☐ Understands words from cognates and context.	Comprehension	Interpretive	IRMS	Daily

Standard 1 Communication. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

Benchmark 1.3: Communication- Presentational (Reproduces memorized words and phrases)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Imitates vowel and consonant sounds.	Knowledge	Presentational	IRMS	Daily
☐ Describes using one or two words.	Comprehension	Presentational	IRMS	Daily
☐ Recites rote sequences and single word responses to visual cues.	Knowledge	Presentational	IRMS	Daily
☐ Writes alphabet or characters particular to language, numbers, and sight words.	Knowledge	Presentational	IRMS	Daily

☐ Copies words and phrases.	Knowledge	Presentational	IRMS	Daily
☐ Writes about self.	Application	Presentational	RMS	Daily

Standard 2: Cultures- The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

Benchmark 2.1: Practices and perspectives (Recognizes and imitates some generally, accepted social behaviors)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Imitates greetings and gestures	Knowledge	Culture	IRMS	Daily
☐ Identifies some common home and school practices	Application	Culture	IRMS	2-3
☐ Identifies a few major, traditional events	Application	Culture	IRMS	2-3

Standard 2.2: Cultures- The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

Benchmark 2.2: Products and perspectives(Recognizes tangible products)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Identifies 10-12 common products found in home or school	Application	Culture	IRMS	Daily
☐ Imitates expressive products, i.e.,songs, artwork, stories known by peers in the target culture	Application	Culture	IRMS	Daily

Standard 3: Connections. The student makes connections to other disciplines through knowledge of a world language.

Benchmark 3.1.1: Content (Determines meaning of unknown words or phrases using picture and context clues.)

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ determine meaning of unknown words or phrases using picture and context clues.	Comprehension	Content	IRMS	Daily
☐ understand some idioms.	Comprehension	Content	RMS	Daily
☐ use text features (e.g. title, subtitles, captions) to gain meaning from text. Identify the topic and main idea(s) in appropriate-level texts.	Application	Content	IRMS	Daily
☐ identify and describe characters' basic physical traits and the setting (e.g. time of day or season) of a story	Comprehension	Content	RMS	Weekly

Benchmark 3.1.2: Content: Connections to writing based on Kansas 6-TRAIT Model.

Indicators The student will...	Blooms	Strand	Sequence	Teaching Time
☐ apply the 6-trait model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing, in English and in the target language. See Standard 3.1	Analysis	Content	IRMS	Weekly

Benchmark 3.1.3: Content: Connections to math based on Kansas Curriculum Standards for Math.

Indicators The student will...	Blooms	Strand	Sequence	Teaching Time
☐ recognize whole numbers to 100 (Math 1.2), basic metric measurement, (Math 3.2.2) and basic shapes.	Comprehenson	Content	IRMS	Daily

Benchmark 3.1.4: Content: Connections to social studies based on Kansas Standards for History and Government; Economics and Geography.

Indicators The student will...	Blooms	Strand	Sequence	Teaching Time
☐ identify location of target language countries, use cardinal directions and identify simples elements of weather.	Knowledge	Self and Family	IRMS	Daily
☐ recognize some famous people and artifacts from the target culture.	Comprehension	Self and Family	IRS	Weekly

Benchmark 3.1.5: Content: Connections to science based on Kansas Science Curriculum Standards.

Indicators The student will...	Blooms	Strand	Sequence	Teaching Time
☐ Observes, describes and records daily and seasonal weather changes.	Application	Content	IRMS	12

Benchmark 3.1.6: Content: Connections to music based on Kansas Model Curricular Standards for Music.

Indicators The student will...	Blooms	Strand	Sequence	Teaching Time
☐ listen to authentic music.	Knowledge	Content	IR	Weekly

Benchmark 3.1.7: Content: Connections to visual arts based on Kansas Curricular Standards for Music.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Creates art based on the target culture.	Application	Content	IRMS	6

Benchmark 3.1.5: Content: Connections to health based on Kansas Curricular Standards for Health.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ recognize some activities in the target culture that promote healthy living.	Knowledge	Content	IRMS	12

Benchmark 3.1.9: Content: Connections to technology based on Kansas Technology Education Program Standards.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ use simple technology in a variety of integrated activities.	Application	Content	IR	Daily

Standard 4.1: Comparisons. The student understands the nature of language by making comparisons between the target language and English.
Benchmark 4: Comparisons-Languages (Recognizes major similarities and differences)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Recognizes that different sound/sign and intonation patterns exist.	Knowledge Application	Comparisons	IRMS	Daily
☐ Recognizes that the target language has structural patterns that differ from their own.	Application	Comparisons	RMS	Daily
☐ Matches common vocabulary with English translation.	Application	Comparisons	IRMS	Daily
☐ Uses word lists to find meaning	Application	Comparisons	IRMS	Daily

Standard 4.2: Comparisons- The student understands the concept of cultures through comparing the target cultures and American culture.
Benchmark 4.2: Comparisons-Cultures (Identifies a few differences in cultures)

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Identifies a few differences in cultures.	Knowledge	Comparisons	IRMS	3
☐ Recognizes similarities and differences in greetings, personal space, and some gestures	Application	Comparisons	IRMS	3

Standard 5.1: Communities-The student applies language skills and cultural knowledge both within and beyond the school setting.
Benchmark 5.1: Communities-Application (Shares skills and/or knowledge with school community and/or family members)

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Recites target language to family and friends	Knowledge	Communities	IRMS	Daily
☐ Recognizes words and activities borrowed from target language and culture.	knowledge	Communities	IRMS	Daily

Standard 5.2: Communities-The student becomes a life-long learner for personal enjoyment and enrichment.
Benchmark 5.2: Communities-Exploration (makes connections to target language and culture.)

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ demonstrate awareness of individuals from target culture in school community.	Application	Communities	IRMS	Daily

Grade: 9-12 **Course:** French, Spanish and German: Level 2

District Adopted Materials: Bien Dit! Level 1 (Holt); ¡Exprésate! (Holt); Deutsch Aktuell (EMC)

Standard 1 Communication. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions

Benchmark 1.1: Interpersonal/Conversational. (Asks and responds using high-frequency questions and memorized phrases.)

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Expresses basic courtesies, greetings, and salutations appropriate to register	Knowledge	Communication	IRMS	Daily
☐ Answers questions with simple responses; asks simple questions.	Knowledge	Communication	RMS	Daily
☐ Uses common expressions about basic needs.	Knowledge	Communication	IRMS	Daily
☐ Responds to questions concerning likes and dislikes.	Knowledge	Communication	IRMS	Daily
☐ Makes and responds to simple requests.	Comprehension	Communication	RMS	Daily

Benchmark 1.2: Communication-Interpretive. (Understands practiced spoken/signed and written words and sentences)

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Follows practiced classroom commands.	Knowledge	Interpretive	IRMS	Daily
☐ Understands simple phrases and sentences with some recombination, repetition, and visual support.	Knowledge	Interpretive	IRMS	Daily
☐ Deduces meaning from intonation and recombination of familiar words.	Comprehension	Interpretive	IRMS	Daily

Standard 2: Cultures- The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

Benchmark 2.1: Practices and perspectives (Imitates generally, accepted social behaviors of home and school life)

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Imitates greetings and uses appropriate gestures with support.	Knowledge	Culture	IRMS	Daily
☐ Identifies some common home and school practices	Application	Culture	IRMS	2-3
☐ Identifies some major, traditional events	Application	Culture	IRMS	2-3

Standard 2.2: Cultures- The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

Benchmark 2.2: Products and perspectives(Identifies and describes the most common objects, symbols, and contributions)

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Identifies and describes 20+ tangible products, i.e., flags symbols, classroom objects, landmarks, clothes, transportation, and technology.	Application	Culture	IRMS	Daily
☐ Identifies expressive products such as stories, poetry, music, visual arts, dance, and drama	Application	Culture	IRMS	Daily

Standard 3: Connections. The student makes connections to other disciplines through knowledge of a world language.

Benchmark 3.1.1: Content (Reinforce and furthers reading skills through world language study.)

Indicators The student will…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Recognizes cognates, and root words, prefixes, and suffices similar to English to determine meaning.	Comprehension	Content	IRMS	Daily
☐ Recognizes the difference between literal expressions and some idioms.	Comprehension	Content	RMS	Daily
☐ Uses text features (e.g., graphs/charts and maps, glossary, index, headings, subheadings, captions.) Identifies topic and supporting details in appropriate-level.	Application	Content	IRMS	Daily
☐ Identifies and describes characters' and personality traits and the setting (time of day, season, place) of a story.	Comprehension	Content	RMS	Weekly

Benchmark 3.1.2: Content: Connections to writing based on Kansas 6-TRAIT Model.

Indicators The student will…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ apply the 6-trait model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing, in English and in the target language. See Standard 3.1	Analysis	Content	IRMS	Weekly

Benchmark 3.1.3: Content: Connections to math based on Kansas Curriculum Standards for Math.

Indicators The student will…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Uses whole numbers to 100, computes simple problems, recognizes patterns and place values, uses centigrade and metric measurements.	Comprehension	Content	IRMS	Daily

Benchmark 3.1.4: Content: Connections to social studies based on Kansas Standards for History and Government; Economics and Geography.

Indicators The student will…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Identifies target language countries, major cities, and elements of weather including seasonal variations.	Knowledge	Self and Family	IRMS	Daily
☐ Recognizes selected historical contributions of the target culture.	Comprehension	Self and Family	IRS	Weekly

Benchmark 3.1.5: Content: Connections to science based on Kansas Science Curriculum Standards.

Indicators The student will…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Collects and classifies data in the target language.	Application	Content	IRMS	12

Benchmark 3.1.6: Content: Connections to music based on Kansas Model Curricular Standards for Music.

Indicators The student will…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ listens to authentic music and sings simple songs..	Knowledge	Content	IR	Weekly

Benchmark 3.1.7: Content: Connections to visual arts based on Kansas Curricular Standards for Music.

Indicators The student will…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Recognizes some cultural symbols and creates art based on the target culture.	Application	Content	IRMS	6

Benchmark 3.1.8: Content: Connections to health based on Kansas Curricular Standards for Health.

Indicators The student will…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Recognizes healthy foods typical of the target culture.	Knowledge	Content	IRMS	12 days

Benchmark 3.1.9: Content: Connections to technology based on Kansas Technology Education Program Standards.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Explores technology through a variety of student-centered experiences.	Application	Content	IR	Daily

Standard 4.1: Comparisons. The student understands the nature of language by making comparisons between the target language and English.
Benchmark 4: Comparisons-Languages (Makes generalities about similarities and differences)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Recognizes some sound/sign and intonation patterns.	Knowledge Application	Comparisons	IRMS	Daily
☐ Recognizes some simple structural patterns, i.e., gender, word order, writing system.	Application	Comparisons	RMS	Daily
☐ Translates common phrases, some that are not word-for-word.	Application	Comparisons	IRMS	Daily
☐ Uses simple glossary to find meaning and identify nouns, verbs, and adjectives.	Application	Comparisons	IRMS	Daily

Standard 4.2: Comparisons- The student understands the concept of cultures through comparing the target cultures and American culture.
Benchmark 4.2: Comparisons-Cultures (accepts similarities and differences)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Recognizes some cultural similarities and differences in simple patterns of behavior, celebrations, and everyday life.	Applications	Comparisons	IRMS	3

Standard 5.2: Communities-The student becomes a life-long learner for personal enjoyment and enrichment.
Benchmark 5.2: Communities-Exploration (seeks opportunities for interaction with target language and culture.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Demonstrates awareness of individuals from target culture and their country of origin.	Application	Communities	IRMS	Daily

Standard 5.1: Communities-The student applies language skills and cultural knowledge both within and beyond the school setting.

Benchmark 5.1: Communities-Application (Shares skills or knowledge with school community, family members, and speaker/signer of the language as classroom guests)

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Performs songs and rhymes for school and community groups	Knowledge	Communities	IRMS	Daily
☐ Collects cultural information through community and Internet sources.	knowledge	Communities	IRMS	Daily

Grade: 9-12 **Course:** French, Spanish and German: Level 3

District Adopted Materials: Bien Dit! Level 1 (Holt); ¡Exprésate! (Holt); Deutsch Aktuell (EMC)

Standard 1 Communication. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions

Benchmark 1.1: Interpersonal/Conversational. (Asks and responds with some complete sentences to questions on familiar topics.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Expresses basic courtesies; greetings in multiple forms and register multiple forms of leave taking	Knowledge	Communication	IRMS	Daily
☐ Answers various forms of questions; uses variety of question words and phrases.	Knowledge	Communication	RMS	Daily
☐ Initiates statements about basic needs.	Knowledge	Communication	IRMS	Daily
☐ Expresses likes and dislikes.	Knowledge	Communication	IRMS	Daily
☐ Expresses simple opinions.	Comprehension	Communication	RMS	Daily
☐ Makes and responds to more advanced requests.	Comprehension	Comprehension	RMS	Daily

Standard 1 Communication. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

Benchmark 1.2: Communication-Interpretive. (Presents mostly memorized words phrases and simple sentences with some attempt to create.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Sounds out simple 1-2 syllable unfamiliar words.	Knowledge	Presentational	IRMS	Daily
☐ Presents personal and school topics using three to five sentences combining familiar vocabulary.	Comprehension	Presentational	IRMS	Daily
☐ Tells a memorized story.	Knowledge	Presentational	IRMS	Daily
☐ Spells new and unfamiliar words accurately.	Knowledge	Presentational	IRMS	Daily
☐ Creates a simple note or postcard.	Knowledge	Presentational	IRMS	Daily
☐ Writes about personal interests using familiar phrases.	Application	Presentational	RMS	Daily
☐ Writes sentences explaining steps.	Application	Presentational	RMS	Daily
☐ Write a sequence of 5-6 events.	Application	Presentational	RMS	Daily
☐ Summarizes several ideas in a short paragraph.	Application	Presentational	RMS	Daily

Standard 1 Communication. The student understands and interprets written and spoken/signed language on a variety of topics.

Benchmark 1.3: Communication- Presentational (Understands simple spoken/signed passeges with variations in basic workds and sentence patterns on familiar topics.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Follows variations in commands.	Knowledge	Interpretive	IRMS	Daily
☐ Gathers the gist and some specific information from simple passages using recombined vocabulary and some visual support.	Knowledge	Interpretive	IRMS	Daily
☐ Deduces word level meaning from knowledge of some root words.	Comprehension	Interpretive	IRMS	Daily

Standard 2: Cultures- The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

Benchmark 2.1: Practices and perspectives (uses generally accepted social behaviors of home and school life.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Uses age appropriate register, gestures, and social courtesies with peers and teacher.	Knowledge	Culture	IRMS	Daily
☐ Imitates common home and school practices.	Application	Culture	IRMS	2-3
☐ Identifies major traditional events and practices associated with them.	Application	Culture	IRMS	2-3
☐ Identifies and describes in detail the most common objects, symbols and contributions.	Knowledge	Culture	IRMS	Daily

Benchmark 2.2: Practices and perspectives (Indentifies and describes in detail the most common objects symbols and contributions.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Identifies and describes 20+ tangible products i.e. flags symbols classroom objects, landmarks clothes transportation, and technology.	Knowledge	Culture	IRMS	Daily
☐ Identifies expressive products such as stories, poetry, music, visual arts, dance, and drama.	Application	Culture	IRMS	2-3

Standard 3: Connections. The student makes connections to other disciplines through knowledge of a world language.

Benchmark 3.1.9: Content: Connections to technology based on Kansas Technology Education Program Standards.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Identifies root words, prefixes, and suffixes from target language, English, and classical languages to determine meaning.	Application	content	IR	Daily
☐ Recognizes the difference between literal and figurative language				

including similes and idioms.				
☐ Distinguishes fact/opinion in various types of appropriate-level texts.				
☐ Identifies and describes characters' basic traits, feelings actions and the setting of a story.				

Benchmark 3.1.2: Content: Connections to writing based on Kansas 6-TRAIT Model.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ apply the 6-trait model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing, in English and in the target language. See Standard 3.1	Analysis	Content	IRMS	Weekly

Benchmark 3.1.3: Content: Connections to math based on Kansas Curriculum Standards for Math.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Uses numbers to 1000, computes using fractions and decimals, estimates centigrade/Fahrenheit and metric measurements including weight and volume.	Comprehension	Content	IRMS	Daily

Benchmark 3.1.4: Content: Connections to social studies based on Kansas Standards for History and Government; Economics and Geography.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Identify topography in target language countries. Asks and gives directions using an map and discusses the weather.	Knowledge	Self and Family	IRMS	Daily
☐ Describes selected historical figures or events of the target culture. Describes a person or event that contributed to U.S. culture.	Comprehension	Self and Family	IRS	Weekly

Benchmark 3.1.5: Content: Connections to science based on Kansas Science Curriculum Standards.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Plans and conducts a simple investigation.	Application	Content	IRMS	12

Benchmark 3.1.6: Content: Connections to music based on Kansas Model Curricular Standards for Music.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Listens to authentic music and sings authentic songs.	Knowledge	Content	IR	Weekly

Benchmark 3.1.7: Content: Connections to visual arts based on Kansas Curricular Standards for Music.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Recognizes cultural symbols and some artworks. Creates art based on the target culture.	Application	Content	IRMS	6

Benchmark 3.1.5: Content: Connections to health based on Kansas Curricular Standards for Health.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Recognizes healthy food groups and activities typical of the target culture.	Knowledge	Content	IRMS	12

Benchmark 3.1.9: Content: Connections to technology based on Kansas Technology Education Program Standards.

Indicators The student will…	Blooms	Strand	Sequence	Teaching Time
☐ Extracts information and deciphers meaning from sources intended for native speakers.	Application	content	IR	Daily

Standard 4.1: Comparisons. The student understands the nature of language by making comparisons between the target language and English.
Benchmark 4: Comparisons-Languages (Applies general patterns.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Identifies most sound/sign and intonation patterns of familiar vocabulary.	Knowledge Application	Comparisons	IRMS	Daily
☐ Compares some simple structural patterns, i.e. agreement reflexive pronouns, time indicators.	Application	Comparisons	RMS	Daily
☐ Translates simple sentences with compound components.	Application	Comparisons	IRMS	Daily
☐ Uses textbook glossary to identify classifications.	Application	Comparisons	IRMS	Daily

Standard 4.2: Comparisons- The student understands the concept of cultures through comparing the target cultures and American culture.
Benchmark 4.2: Comparisons-Cultures (Explores similarities and differences.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Recognizes some cultural similarities and differences in public and personal settings, such as pastimes, dating, and personal hygiene.	Knowledge	Comparisons	IRMS	3

Standard 5.1: Communities-The student applies language skills and cultural knowledge both within and beyond the school setting.
Benchmark 5.1: Communities-Application (Shares skills or knowledge with school community, family, and native speaker/singer of the languages.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Performs for school and community groups. Hosts native users of the language in the classroom.	Knowledge	Communities	IRMS	Daily
☐ Expands cultural knowledge through a variety of media or personal experiences.	knowledge	Communities	IRMS	Daily

Standard 5.2: Communities-The student becomes a life-long learner for personal enjoyment and enrichment.
Benchmark 5.2: Communities-Exploration (Locates sources in target language and culture related to personal interests.)

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Demonstrates awareness of cultural events in the community.	Application	Communities	IRMS	Daily
☐ Explores employment opportunities and study in which target language skills are used.				