**Subject:** Foreign Language

**Grade:** K

**Strand:** Arabic Kindergarten

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**Standard:** Begins to identify selected works of art, music and literature of the target cultures.

17  **Topic:** The World of the Child: Kindergarten  
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**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

19  **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.

20  **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.

21  **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.

22  **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.

23  **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

24  **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

**Strand:** Chinese Kindergarten

1  **Topic:** The World of the Child: Kindergarten  
**Standard:** Listens to stories for enjoyment.

2  **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.

3  **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.

4  **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.

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**Standard:** Begins to demonstrate comprehension of some extended oral discourse.

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**Standard:** Demonstrates an understanding of main elements of a story or passage.

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**Standard:** Uses the target language for a variety of spoken activities.

8  **Topic:** The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.

9  **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.
Topic: The World of the Child: Kindergarten
**Standard:** Provides information and responds to requests from teachers and other language speakers

Topic: The World of the Child: Kindergarten
**Standard:** Begins to communicate orally using sentences

Topic: The World of the Child: Kindergarten
**Standard:** Follows complex oral instructions and gives simple commands

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**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

Topic: The World of the Child: Kindergarten
**Standard:** Identifies examples or influences of the target language and cultures in their own community.

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**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.

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**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

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**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

Strand: French Kindergarten

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   **Standard:** Listens to stories for enjoyment.

2. **Topic:** The World of the Child: Kindergarten
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   **Standard:** Begins to demonstrate an understanding of the written language.
Topic: The World of the Child: Kindergarten
Standard: Gives personal information based on templates or models in the target language.

Topic: The World of the Child: Kindergarten
Standard: Begins to demonstrate comprehension of some extended oral discourse.

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Strand:  German Kindergarten

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   Standard: Listens to stories for enjoyment.

2. Topic: The World of the Child: Kindergarten
   Standard: Begins to read linguistically and developmentally appropriate materials.

3. Topic: The World of the Child: Kindergarten
   Standard: Begins to demonstrate an understanding of the written language.

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12. Topic: The World of the Child: Kindergarten
    Standard: Follows complex oral instructions and gives simple commands.

    Standard: Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

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Standard: Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

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Standard: Listens to stories for enjoyment.

2 Topic: The World of the Child: Kindergarten  
Standard: Begins to read linguistically and developmentally appropriate materials.

3 Topic: The World of the Child: Kindergarten  
Standard: Begins to demonstrate an understanding of the written language.

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**Strand:** Italian Kindergarten

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**Standard:** Begins to read linguistically and developmentally appropriate materials.

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**Topic:** The World of the Child: Kindergarten

**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

**Topic:** The World of the Child: Kindergarten

**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.

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**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.

**Topic:** The World of the Child: Kindergarten

**Standard:** Uses words and high frequency utterances to attempt communication.

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**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

**Topic:** The World of the Child: Kindergarten

**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

---

**Strand:** Korean Kindergarten

1. **Topic:** The World of the Child: Kindergarten
   **Standard:** Listens to stories for enjoyment.

2. **Topic:** The World of the Child: Kindergarten
   **Standard:** Begins to read linguistically and developmentally appropriate materials.

3. **Topic:** The World of the Child: Kindergarten
   **Standard:** Begins to demonstrate an understanding of the written language.

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**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

**Strand:** Latin Kindergarten

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**Standard:** Listens to stories for enjoyment.

2 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to read linguistically and developmentally appropriate materials.

3 **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate an understanding of the written language.

4 **Topic:** The World of the Child: Kindergarten  
**Standard:** Gives personal information based on templates or models in the target language.
Topic: The World of the Child: Kindergarten  
**Standard:** Begins to demonstrate comprehension of some extended oral discourse.

Topic: The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of main elements of a story or passage.

Topic: The World of the Child: Kindergarten  
**Standard:** Uses the target language for a variety of spoken activities.

Topic: The World of the Child: Kindergarten  
**Standard:** Shares information of their choice with audiences outside the classroom.

Topic: The World of the Child: Kindergarten  
**Standard:** Begins to ask for information and makes requests of teachers and other language speakers.

Topic: The World of the Child: Kindergarten  
**Standard:** Provides information and responds to requests from teachers and other language speakers.

Topic: The World of the Child: Kindergarten  
**Standard:** Begins to communicate orally using sentences.

Topic: The World of the Child: Kindergarten  
**Standard:** Follows complex oral instructions and gives simple commands.

Topic: The World of the Child: Kindergarten  
**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

Topic: The World of the Child: Kindergarten  
**Standard:** Identifies examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: Kindergarten  
**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: Kindergarten  
**Standard:** Begins to identify selected works of art, music and literature of the target cultures.

Topic: The World of the Child: Kindergarten  
**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: Kindergarten  
**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

Topic: The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.

Topic: The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.

Topic: The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.

Topic: The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.

Topic: The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
Topic: The World of the Child: Kindergarten

Standard: Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

Strand: Portuguese Kindergarten

1. Topic: The World of the Child: Kindergarten
   Standard: Listens to stories for enjoyment.

2. Topic: The World of the Child: Kindergarten
   Standard: Begins to read linguistically and developmentally appropriate materials.

3. Topic: The World of the Child: Kindergarten
   Standard: Begins to demonstrate an understanding of the written language.

4. Topic: The World of the Child: Kindergarten
   Standard: Gives personal information based on templates or models in the target language.

5. Topic: The World of the Child: Kindergarten
   Standard: Begins to demonstrate comprehension of some extended oral discourse.

6. Topic: The World of the Child: Kindergarten
   Standard: Demonstrates an understanding of main elements of a story or passage.

7. Topic: The World of the Child: Kindergarten
   Standard: Uses the target language for a variety of spoken activities.

8. Topic: The World of the Child: Kindergarten
   Standard: Shares information of their choice with audiences outside the classroom.

   Standard: Begins to ask for information and makes requests of teachers and other language speakers.

10. Topic: The World of the Child: Kindergarten
    Standard: Provides information and responds to requests from teachers and other language speakers.

11. Topic: The World of the Child: Kindergarten
    Standard: Begins to communicate orally using sentences.

12. Topic: The World of the Child: Kindergarten
    Standard: Follows complex oral instructions and gives simple commands.

    Standard: Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

    Standard: Identifies examples or influences of the target language and cultures in their own community.

15. Topic: The World of the Child: Kindergarten
    Standard: Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.

    Standard: Begins to identify selected works of art, music and literature of the target cultures.

17. Topic: The World of the Child: Kindergarten
    Standard: Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
<table>
<thead>
<tr>
<th>Topic</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The World of the Child: Kindergarten</td>
<td>Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.</td>
</tr>
<tr>
<td></td>
<td>Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.</td>
</tr>
<tr>
<td></td>
<td>Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.</td>
</tr>
<tr>
<td></td>
<td>Begins to use the target language to obtain information to satisfy personal needs and interests.</td>
</tr>
<tr>
<td></td>
<td>Uses words and high frequency utterances to attempt communication.</td>
</tr>
<tr>
<td></td>
<td>Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.</td>
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</tbody>
</table>

### Strand: Russian Kindergarten

<table>
<thead>
<tr>
<th>Topic</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The World of the Child: Kindergarten</td>
<td>Listens to stories for enjoyment.</td>
</tr>
<tr>
<td></td>
<td>Begins to read linguistically and developmentally appropriate materials.</td>
</tr>
<tr>
<td></td>
<td>Begins to demonstrate an understanding of the written language.</td>
</tr>
<tr>
<td></td>
<td>Gives personal information based on templates or models in the target language.</td>
</tr>
<tr>
<td></td>
<td>Begins to demonstrate comprehension of some extended oral discourse.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an understanding of main elements of a story or passage.</td>
</tr>
<tr>
<td></td>
<td>Uses the target language for a variety of spoken activities.</td>
</tr>
<tr>
<td></td>
<td>Shares information of their choice with audiences outside the classroom.</td>
</tr>
<tr>
<td></td>
<td>Begins to ask for information and makes requests of teachers and other language speakers.</td>
</tr>
<tr>
<td></td>
<td>Provides information and responds to requests from teachers and other language speakers.</td>
</tr>
<tr>
<td></td>
<td>Begins to communicate orally using sentences</td>
</tr>
</tbody>
</table>
**Topic:** The World of the Child: Kindergarten

**Standard:** Follows complex oral instructions and gives simple commands.

**Topic:** The World of the Child: Kindergarten

**Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

**Topic:** The World of the Child: Kindergarten

**Standard:** Identifies examples or influences of the target language and cultures in their own community.

**Topic:** The World of the Child: Kindergarten

**Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.

**Topic:** The World of the Child: Kindergarten

**Standard:** Begins to identify selected works of art, music and literature of the target cultures.

**Topic:** The World of the Child: Kindergarten

**Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

**Topic:** The World of the Child: Kindergarten

**Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

**Topic:** The World of the Child: Kindergarten

**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.

**Topic:** The World of the Child: Kindergarten

**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.

**Topic:** The World of the Child: Kindergarten

**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.

**Topic:** The World of the Child: Kindergarten

**Standard:** Uses words and high frequency utterances to attempt communication.

**Topic:** The World of the Child: Kindergarten

**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

**Topic:** The World of the Child: Kindergarten

**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.

---

**Strand:** Spanish Kindergarten

**Topic:** The World of the Child: Kindergarten

**Standard:** Listens to stories for enjoyment.

**Topic:** The World of the Child: Kindergarten

**Standard:** Begins to read linguistically and developmentally appropriate materials.

**Topic:** The World of the Child: Kindergarten

**Standard:** Begins to demonstrate an understanding of the written language.

**Topic:** The World of the Child: Kindergarten

**Standard:** Gives personal information based on templates or models in the target language.

**Topic:** The World of the Child: Kindergarten

**Standard:** Begins to demonstrate comprehension of some extended oral discourse.
6  **Topic:** The World of the Child: Kindergarten  
   **Standard:** Demonstrates an understanding of main elements of a story or passage.

7  **Topic:** The World of the Child: Kindergarten  
   **Standard:** Uses the target language for a variety of spoken activities.

8  **Topic:** The World of the Child: Kindergarten  
   **Standard:** Shares information of their choice with audiences outside the classroom.

9  **Topic:** The World of the Child: Kindergarten  
   **Standard:** Begins to ask for information and makes requests of teachers and other language speakers.

10 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Provides information and responds to requests from teachers and other language speakers.

11 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Begins to communicate orally using sentences.

12 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Follows complex oral instructions and gives simple commands.

13 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

14 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Identifies examples or influences of the target language and cultures in their own community.

15 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.

16 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Begins to identify selected works of art, music and literature of the target cultures.

17 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

18 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

19 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.

20 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.

21 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.

22 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Uses words and high frequency utterances to attempt communication.

23 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

24 **Topic:** The World of the Child: Kindergarten  
    **Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.
Strand: Swahili Kindergarten

<table>
<thead>
<tr>
<th></th>
<th>Topic: The World of the Child: Kindergarten</th>
<th>Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listens to stories for enjoyment.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Begins to read linguistically and developmentally appropriate materials.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Begins to demonstrate an understanding of the written language.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Gives personal information based on templates or models in the target language.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Begins to demonstrate comprehension of some extended oral discourse.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Demonstrates an understanding of main elements of a story or passage.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Uses the target language for a variety of spoken activities.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Shares information of their choice with audiences outside the classroom.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Begins to ask for information and makes requests of teachers and other language speakers.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Provides information and responds to requests from teachers and other language speakers</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Begins to communicate orally using sentences</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Follows complex oral instructions and gives simple commands</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Identifies examples or influences of the target language and cultures in their own community.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Begins to identify selected works of art, music and literature of the target cultures.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Uses culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Uses the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.</td>
<td></td>
</tr>
</tbody>
</table>
19  **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses a limited number of words, high frequency utterances and phrases on a variety of familiar topics.

20  **Topic:** The World of the Child: Kindergarten  
**Standard:** Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.

21  **Topic:** The World of the Child: Kindergarten  
**Standard:** Begins to use the target language to obtain information to satisfy personal needs and interests.

22  **Topic:** The World of the Child: Kindergarten  
**Standard:** Uses words and high frequency utterances to attempt communication.

23  **Topic:** The World of the Child: Kindergarten  
**Standard:** Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

24  **Topic:** The World of the Child: Kindergarten  
**Standard:** Demonstrates understanding of natural classroom speech at a normal rate of speed with nonverbal support.
**Grade:** 1

**Strand:** Arabic First Grade

<table>
<thead>
<tr>
<th>Topic</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The World of the Child: First Grade</td>
<td>Begin to read for enjoyment using the second language.</td>
</tr>
<tr>
<td>2. The World of the Child: First Grade</td>
<td>Read linguistically and developmentally appropriate materials.</td>
</tr>
<tr>
<td>3. The World of the Child: First Grade</td>
<td>Demonstrate an understanding of the written language.</td>
</tr>
<tr>
<td>4. The World of the Child: First Grade</td>
<td>Write to complete linguistically appropriate tasks.</td>
</tr>
<tr>
<td>5. The World of the Child: First Grade</td>
<td>Give personal information based on templates or models in the target language.</td>
</tr>
<tr>
<td>6. The World of the Child: First Grade</td>
<td>Begin to demonstrate comprehension of some extended written and oral discourse.</td>
</tr>
<tr>
<td>7. The World of the Child: First Grade</td>
<td>Begin to retell or paraphrase main elements of a story or passage.</td>
</tr>
<tr>
<td>8. The World of the Child: First Grade</td>
<td>Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.</td>
</tr>
<tr>
<td>9. The World of the Child: First Grade</td>
<td>Share information of their choice with audiences outside the classroom.</td>
</tr>
<tr>
<td>10. The World of the Child: First Grade</td>
<td>Ask for information and makes requests of teachers and other language speakers.</td>
</tr>
<tr>
<td>11. The World of the Child: First Grade</td>
<td>Provide information and respond to requests from teachers and other language speakers.</td>
</tr>
<tr>
<td>12. The World of the Child: First Grade</td>
<td>Communicate orally using sentences, when appropriate.</td>
</tr>
<tr>
<td>13. The World of the Child: First Grade</td>
<td>Follow complex oral instructions and give simple commands.</td>
</tr>
<tr>
<td>14. The World of the Child: First Grade</td>
<td>Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).</td>
</tr>
<tr>
<td>15. The World of the Child: First Grade</td>
<td>Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.</td>
</tr>
</tbody>
</table>
Topic: The World of the Child: First Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: First Grade
Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: First Grade
Standard: Identify selected works of art, music and literature of the target cultures.

Topic: The World of the Child: First Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: First Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

Topic: The World of the Child: First Grade
Standard: Use a limited number of words and phrases on a variety of familiar topics.

Topic: The World of the Child: First Grade
Standard: Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

Topic: The World of the Child: First Grade
Standard: Use the target language to obtain information to satisfy personal needs and interests.

Topic: The World of the Child: First Grade
Standard: Attempt to create with the language at the sentence level.

Topic: The World of the Child: First Grade
Standard: Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

Topic: The World of the Child: First Grade
Standard: Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

Topic: The World of the Child: First Grade
Standard: Begin to recognize linguistic patterns that occur in the target language.

Strand: Chinese First Grade

1 Topic: The World of the Child: First Grade
Standard: Begin to read for enjoyment using the second language.

2 Topic: The World of the Child: First Grade
Standard: Read linguistically and developmentally appropriate materials.

3 Topic: The World of the Child: First Grade
Standard: Demonstrate an understanding of the written language.

4 Topic: The World of the Child: First Grade
Standard: Write to complete linguistically appropriate tasks.

5 Topic: The World of the Child: First Grade
Standard: Give personal information based on templates or models in the target language.

6 Topic: The World of the Child: First Grade
Standard: Begin to demonstrate comprehension of some extended written and oral discourse.
7  **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.

8  **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

9  **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

10 **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.

11 **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

12 **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.

13 **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.

14 **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

15 **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

16 **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

17 **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

18 **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.

19 **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

20 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

21 **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.

22 **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

23 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

24 **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.

25 **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
26  **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

27  **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

**Strand:** French First Grade

1  **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.

2  **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.

3  **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.

4  **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.

5  **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.

6  **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

7  **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.

8  **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

9  **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

10  **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.

11  **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

12  **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.

13  **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.

14  **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

15  **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

16  **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
17 **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

18 **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.

19 **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

20 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

21 **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.

22 **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

23 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

24 **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.

25 **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

26 **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

27 **Topic:** The World of the Child: First Grade  
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

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**Strand:** German First Grade

1 **Topic:** The World of the Child: First Grade  
**Standard:** Begin to read for enjoyment using the second language.

2 **Topic:** The World of the Child: First Grade  
**Standard:** Read linguistically and developmentally appropriate materials.

3 **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of the written language.

4 **Topic:** The World of the Child: First Grade  
**Standard:** Write to complete linguistically appropriate tasks.

5 **Topic:** The World of the Child: First Grade  
**Standard:** Give personal information based on templates or models in the target language.

6 **Topic:** The World of the Child: First Grade  
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

7 **Topic:** The World of the Child: First Grade  
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
8  **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

9  **Topic:** The World of the Child: First Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

10 **Topic:** The World of the Child: First Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.

11 **Topic:** The World of the Child: First Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

12 **Topic:** The World of the Child: First Grade  
**Standard:** Communicate orally using sentences, when appropriate.

13 **Topic:** The World of the Child: First Grade  
**Standard:** Follow complex oral instructions and give simple commands.

14 **Topic:** The World of the Child: First Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

15 **Topic:** The World of the Child: First Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

16 **Topic:** The World of the Child: First Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

17 **Topic:** The World of the Child: First Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

18 **Topic:** The World of the Child: First Grade  
**Standard:** Identify selected works of art, music and literature of the target cultures.

19 **Topic:** The World of the Child: First Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

20 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

21 **Topic:** The World of the Child: First Grade  
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.

22 **Topic:** The World of the Child: First Grade  
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

23 **Topic:** The World of the Child: First Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

24 **Topic:** The World of the Child: First Grade  
**Standard:** Attempt to create with the language at the sentence level.

25 **Topic:** The World of the Child: First Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
Topic: The World of the Child: First Grade
Standard: Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

Topic: The World of the Child: First Grade
Standard: Begin to recognize linguistic patterns that occur in the target language.

Strand: Hebrew First Grade

1. Topic: The World of the Child: First Grade
   Standard: Begin to read for enjoyment using the second language.

2. Topic: The World of the Child: First Grade
   Standard: Read linguistically and developmentally appropriate materials.

3. Topic: The World of the Child: First Grade
   Standard: Demonstrate an understanding of the written language.

4. Topic: The World of the Child: First Grade
   Standard: Write to complete linguistically appropriate tasks.

5. Topic: The World of the Child: First Grade
   Standard: Give personal information based on templates or models in the target language.

6. Topic: The World of the Child: First Grade
   Standard: Begin to demonstrate comprehension of some extended written and oral discourse.

7. Topic: The World of the Child: First Grade
   Standard: Begin to retell or paraphrase main elements of a story or passage.

8. Topic: The World of the Child: First Grade
   Standard: Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

9. Topic: The World of the Child: First Grade
   Standard: Share information of their choice with audiences outside the classroom.

10. Topic: The World of the Child: First Grade
    Standard: Ask for information and makes requests of teachers and other language speakers.

11. Topic: The World of the Child: First Grade
    Standard: Provide information and respond to requests from teachers and other language speakers.

12. Topic: The World of the Child: First Grade
    Standard: Communicate orally using sentences, when appropriate.

13. Topic: The World of the Child: First Grade
    Standard: Follow complex oral instructions and give simple commands.

14. Topic: The World of the Child: First Grade
    Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

15. Topic: The World of the Child: First Grade
    Standard: Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

16. Topic: The World of the Child: First Grade
    Standard: Identify examples or influences of the target language and cultures in their own community.
**Topic:** The World of the Child: First Grade
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

**Topic:** The World of the Child: First Grade
**Standard:** Identify selected works of art, music and literature of the target cultures.

**Topic:** The World of the Child: First Grade
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

**Topic:** The World of the Child: First Grade
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

**Topic:** The World of the Child: First Grade
**Standard:** Use a limited number of words and phrases on a variety of familiar topics.

**Topic:** The World of the Child: First Grade
**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

**Topic:** The World of the Child: First Grade
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

**Topic:** The World of the Child: First Grade
**Standard:** Attempt to create with the language at the sentence level.

**Topic:** The World of the Child: First Grade
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

**Topic:** The World of the Child: First Grade
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

**Topic:** The World of the Child: First Grade
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

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**Strand:** Italian First Grade

**Topic:** The World of the Child: First Grade
**Standard:** Begin to read for enjoyment using the second language.

**Topic:** The World of the Child: First Grade
**Standard:** Read linguistically and developmentally appropriate materials.

**Topic:** The World of the Child: First Grade
**Standard:** Demonstrate an understanding of the written language.

**Topic:** The World of the Child: First Grade
**Standard:** Write to complete linguistically appropriate tasks.

**Topic:** The World of the Child: First Grade
**Standard:** Give personal information based on templates or models in the target language.

**Topic:** The World of the Child: First Grade
**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

**Topic:** The World of the Child: First Grade
**Standard:** Begin to retell or paraphrase main elements of a story or passage.
Topic: The World of the Child: First Grade

Standard: Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

Topic: The World of the Child: First Grade

Standard: Share information of their choice with audiences outside the classroom.

Topic: The World of the Child: First Grade

Standard: Ask for information and makes requests of teachers and other language speakers.

Topic: The World of the Child: First Grade

Standard: Provide information and respond to requests from teachers and other language speakers.

Topic: The World of the Child: First Grade

Standard: Communicate orally using sentences, when appropriate.

Topic: The World of the Child: First Grade

Standard: Follow complex oral instructions and give simple commands.

Topic: The World of the Child: First Grade

Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

Topic: The World of the Child: First Grade

Standard: Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

Topic: The World of the Child: First Grade

Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: First Grade

Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: First Grade

Standard: Identify selected works of art, music and literature of the target cultures.

Topic: The World of the Child: First Grade

Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: First Grade

Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

Topic: The World of the Child: First Grade

Standard: Use a limited number of words and phrases on a variety of familiar topics.

Topic: The World of the Child: First Grade

Standard: Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

Topic: The World of the Child: First Grade

Standard: Use the target language to obtain information to satisfy personal needs and interests.

Topic: The World of the Child: First Grade

Standard: Attempt to create with the language at the sentence level.

Topic: The World of the Child: First Grade

Standard: Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
**Strand:** Japanese First Grade

1. **Topic:** The World of the Child: First Grade  
   **Standard:** Begin to read for enjoyment using the second language.

2. **Topic:** The World of the Child: First Grade  
   **Standard:** Read linguistically and developmentally appropriate materials.

3. **Topic:** The World of the Child: First Grade  
   **Standard:** Demonstrate an understanding of the written language.

4. **Topic:** The World of the Child: First Grade  
   **Standard:** Write to complete linguistically appropriate tasks.

5. **Topic:** The World of the Child: First Grade  
   **Standard:** Give personal information based on templates or models in the target language.

6. **Topic:** The World of the Child: First Grade  
   **Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

7. **Topic:** The World of the Child: First Grade  
   **Standard:** Begin to retell or paraphrase main elements of a story or passage.

8. **Topic:** The World of the Child: First Grade  
   **Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

9. **Topic:** The World of the Child: First Grade  
   **Standard:** Share information of their choice with audiences outside the classroom.

10. **Topic:** The World of the Child: First Grade  
    **Standard:** Ask for information and makes requests of teachers and other language speakers.

11. **Topic:** The World of the Child: First Grade  
    **Standard:** Provide information and respond to requests from teachers and other language speakers.

12. **Topic:** The World of the Child: First Grade  
    **Standard:** Communicate orally using sentences, when appropriate.

13. **Topic:** The World of the Child: First Grade  
    **Standard:** Follow complex oral instructions and give simple commands.

14. **Topic:** The World of the Child: First Grade  
    **Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

15. **Topic:** The World of the Child: First Grade  
    **Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

16. **Topic:** The World of the Child: First Grade  
    **Standard:** Identify examples or influences of the target language and cultures in their own community.
**Topic:** The World of the Child: First Grade

**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

**Topic:** The World of the Child: First Grade

**Standard:** Identify selected works of art, music and literature of the target cultures.

**Topic:** The World of the Child: First Grade

**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

**Topic:** The World of the Child: First Grade

**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

**Topic:** The World of the Child: First Grade

**Standard:** Use a limited number of words and phrases on a variety of familiar topics.

**Topic:** The World of the Child: First Grade

**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

**Topic:** The World of the Child: First Grade

**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

**Topic:** The World of the Child: First Grade

**Standard:** Attempt to create with the language at the sentence level.

**Topic:** The World of the Child: First Grade

**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

**Topic:** The World of the Child: First Grade

**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

**Topic:** The World of the Child: First Grade

**Standard:** Begin to recognize linguistic patterns that occur in the target language.

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**Strand: Korean First Grade**

1. **Topic:** The World of the Child: First Grade
   
   **Standard:** Begin to read for enjoyment using the second language.

2. **Topic:** The World of the Child: First Grade
   
   **Standard:** Read linguistically and developmentally appropriate materials.

3. **Topic:** The World of the Child: First Grade
   
   **Standard:** Demonstrate an understanding of the written language.

4. **Topic:** The World of the Child: First Grade
   
   **Standard:** Write to complete linguistically appropriate tasks.

5. **Topic:** The World of the Child: First Grade
   
   **Standard:** Give personal information based on templates or models in the target language.

6. **Topic:** The World of the Child: First Grade
   
   **Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

7. **Topic:** The World of the Child: First Grade
   
   **Standard:** Begin to retell or paraphrase main elements of a story or passage.
Topic: The World of the Child: First Grade
Standard: Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

Topic: The World of the Child: First Grade
Standard: Share information of their choice with audiences outside the classroom.

Topic: The World of the Child: First Grade
Standard: Ask for information and makes requests of teachers and other language speakers.

Topic: The World of the Child: First Grade
Standard: Provide information and respond to requests from teachers and other language speakers.

Topic: The World of the Child: First Grade
Standard: Communicate orally using sentences, when appropriate.

Topic: The World of the Child: First Grade
Standard: Follow complex oral instructions and give simple commands.

Topic: The World of the Child: First Grade
Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

Topic: The World of the Child: First Grade
Standard: Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

Topic: The World of the Child: First Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: First Grade
Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: First Grade
Standard: Identify selected works of art, music and literature of the target cultures.

Topic: The World of the Child: First Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: First Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

Topic: The World of the Child: First Grade
Standard: Use a limited number of words and phrases on a variety of familiar topics.

Topic: The World of the Child: First Grade
Standard: Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

Topic: The World of the Child: First Grade
Standard: Use the target language to obtain information to satisfy personal needs and interests.

Topic: The World of the Child: First Grade
Standard: Attempt to create with the language at the sentence level.

Topic: The World of the Child: First Grade
Standard: Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
Strand: Latin First Grade

1. **Topic:** The World of the Child: First Grade  
   **Standard:** Begin to read for enjoyment using the second language.

2. **Topic:** The World of the Child: First Grade  
   **Standard:** Read linguistically and developmentally appropriate materials.

3. **Topic:** The World of the Child: First Grade  
   **Standard:** Demonstrate an understanding of the written language.

4. **Topic:** The World of the Child: First Grade  
   **Standard:** Write to complete linguistically appropriate tasks.

5. **Topic:** The World of the Child: First Grade  
   **Standard:** Give personal information based on templates or models in the target language.

6. **Topic:** The World of the Child: First Grade  
   **Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

7. **Topic:** The World of the Child: First Grade  
   **Standard:** Begin to retell or paraphrase main elements of a story or passage.

8. **Topic:** The World of the Child: First Grade  
   **Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

9. **Topic:** The World of the Child: First Grade  
   **Standard:** Share information of their choice with audiences outside the classroom.

10. **Topic:** The World of the Child: First Grade  
    **Standard:** Ask for information and makes requests of teachers and other language speakers.

11. **Topic:** The World of the Child: First Grade  
    **Standard:** Provide information and respond to requests from teachers and other language speakers.

12. **Topic:** The World of the Child: First Grade  
    **Standard:** Communicate orally using sentences, when appropriate.

13. **Topic:** The World of the Child: First Grade  
    **Standard:** Follow complex oral instructions and give simple commands.

14. **Topic:** The World of the Child: First Grade  
    **Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

15. **Topic:** The World of the Child: First Grade  
    **Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

16. **Topic:** The World of the Child: First Grade  
    **Standard:** Identify examples or influences of the target language and cultures in their own community.
**Topic:** The World of the Child: First Grade

**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

**Topic:** The World of the Child: First Grade

**Standard:** Identify selected works of art, music and literature of the target cultures.

**Topic:** The World of the Child: First Grade

**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

**Topic:** The World of the Child: First Grade

**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

**Topic:** The World of the Child: First Grade

**Standard:** Use a limited number of words and phrases on a variety of familiar topics.

**Topic:** The World of the Child: First Grade

**Standard:** Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

**Topic:** The World of the Child: First Grade

**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

**Topic:** The World of the Child: First Grade

**Standard:** Attempt to create with the language at the sentence level.

**Topic:** The World of the Child: First Grade

**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

**Topic:** The World of the Child: First Grade

**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

**Topic:** The World of the Child: First Grade

**Standard:** Begin to recognize linguistic patterns that occur in the target language.

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**Strand:** Portuguese First Grade

**Topic:** The World of the Child: First Grade

**Standard:** Begin to read for enjoyment using the second language.

**Topic:** The World of the Child: First Grade

**Standard:** Read linguistically and developmentally appropriate materials.

**Topic:** The World of the Child: First Grade

**Standard:** Demonstrate an understanding of the written language.

**Topic:** The World of the Child: First Grade

**Standard:** Write to complete linguistically appropriate tasks.

**Topic:** The World of the Child: First Grade

**Standard:** Give personal information based on templates or models in the target language.

**Topic:** The World of the Child: First Grade

**Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

**Topic:** The World of the Child: First Grade

**Standard:** Begin to retell or paraphrase main elements of a story or passage.
Topic: The World of the Child: First Grade
Standard: Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

Topic: The World of the Child: First Grade
Standard: Share information of their choice with audiences outside the classroom.

Topic: The World of the Child: First Grade
Standard: Ask for information and makes requests of teachers and other language speakers.

Topic: The World of the Child: First Grade
Standard: Provide information and respond to requests from teachers and other language speakers.

Topic: The World of the Child: First Grade
Standard: Communicate orally using sentences, when appropriate.

Topic: The World of the Child: First Grade
Standard: Follow complex oral instructions and give simple commands.

Topic: The World of the Child: First Grade
Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

Topic: The World of the Child: First Grade
Standard: Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

Topic: The World of the Child: First Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: First Grade
Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: First Grade
Standard: Identify selected works of art, music and literature of the target cultures.

Topic: The World of the Child: First Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: First Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

Topic: The World of the Child: First Grade
Standard: Use a limited number of words and phrases on a variety of familiar topics.

Topic: The World of the Child: First Grade
Standard: Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

Topic: The World of the Child: First Grade
Standard: Use the target language to obtain information to satisfy personal needs and interests.

Topic: The World of the Child: First Grade
Standard: Attempt to create with the language at the sentence level.

Topic: The World of the Child: First Grade
Standard: Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
Topic: The World of the Child: First Grade
Standard: Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

Topic: The World of the Child: First Grade
Standard: Begin to recognize linguistic patterns that occur in the target language.

Strand: Russian First Grade

1. Topic: The World of the Child: First Grade
   Standard: Begin to read for enjoyment using the second language.

2. Topic: The World of the Child: First Grade
   Standard: Read linguistically and developmentally appropriate materials.

3. Topic: The World of the Child: First Grade
   Standard: Demonstrate an understanding of the written language.

4. Topic: The World of the Child: First Grade
   Standard: Write to complete linguistically appropriate tasks.

5. Topic: The World of the Child: First Grade
   Standard: Give personal information based on templates or models in the target language.

6. Topic: The World of the Child: First Grade
   Standard: Begin to demonstrate comprehension of some extended written and oral discourse.

7. Topic: The World of the Child: First Grade
   Standard: Begin to retell or paraphrase main elements of a story or passage.

8. Topic: The World of the Child: First Grade
   Standard: Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

9. Topic: The World of the Child: First Grade
   Standard: Share information of their choice with audiences outside the classroom.

10. Topic: The World of the Child: First Grade
    Standard: Ask for information and makes requests of teachers and other language speakers.

11. Topic: The World of the Child: First Grade
    Standard: Provide information and respond to requests from teachers and other language speakers.

12. Topic: The World of the Child: First Grade
    Standard: Communicate orally using sentences, when appropriate.

13. Topic: The World of the Child: First Grade
    Standard: Follow complex oral instructions and give simple commands.

14. Topic: The World of the Child: First Grade
    Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

15. Topic: The World of the Child: First Grade
    Standard: Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

16. Topic: The World of the Child: First Grade
    Standard: Identify examples or influences of the target language and cultures in their own community.
**Strand: Spanish First Grade**

1. **Topic:** The World of the Child: First Grade  
   **Standard:** Begin to read for enjoyment using the second language.

2. **Topic:** The World of the Child: First Grade  
   **Standard:** Read linguistically and developmentally appropriate materials.

3. **Topic:** The World of the Child: First Grade  
   **Standard:** Demonstrate an understanding of the written language.

4. **Topic:** The World of the Child: First Grade  
   **Standard:** Write to complete linguistically appropriate tasks.

5. **Topic:** The World of the Child: First Grade  
   **Standard:** Give personal information based on templates or models in the target language.

6. **Topic:** The World of the Child: First Grade  
   **Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

7. **Topic:** The World of the Child: First Grade  
   **Standard:** Begin to retell or paraphrase main elements of a story or passage.
Topic: The World of the Child: First Grade

Standard: Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

Topic: The World of the Child: First Grade

Standard: Share information of their choice with audiences outside the classroom.

Topic: The World of the Child: First Grade

Standard: Ask for information and makes requests of teachers and other language speakers.

Topic: The World of the Child: First Grade

Standard: Provide information and respond to requests from teachers and other language speakers.

Topic: The World of the Child: First Grade

Standard: Communicate orally using sentences, when appropriate.

Topic: The World of the Child: First Grade

Standard: Follow complex oral instructions and give simple commands.

Topic: The World of the Child: First Grade

Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

Topic: The World of the Child: First Grade

Standard: Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

Topic: The World of the Child: First Grade

Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: First Grade

Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: First Grade

Standard: Identify selected works of art, music and literature of the target cultures.

Topic: The World of the Child: First Grade

Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: First Grade

Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

Topic: The World of the Child: First Grade

Standard: Use a limited number of words and phrases on a variety of familiar topics.

Topic: The World of the Child: First Grade

Standard: Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

Topic: The World of the Child: First Grade

Standard: Use the target language to obtain information to satisfy personal needs and interests.

Topic: The World of the Child: First Grade

Standard: Attempt to create with the language at the sentence level.

Topic: The World of the Child: First Grade

Standard: Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.
Topic: The World of the Child: First Grade
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

Topic: The World of the Child: First Grade
**Standard:** Begin to recognize linguistic patterns that occur in the target language.

**Strand:** Swahili First Grade

1. Topic: The World of the Child: First Grade
   **Standard:** Begin to read for enjoyment using the second language.

2. Topic: The World of the Child: First Grade
   **Standard:** Read linguistically and developmentally appropriate materials.

3. Topic: The World of the Child: First Grade
   **Standard:** Demonstrate an understanding of the written language.

4. Topic: The World of the Child: First Grade
   **Standard:** Write to complete linguistically appropriate tasks.

5. Topic: The World of the Child: First Grade
   **Standard:** Give personal information based on templates or models in the target language.

6. Topic: The World of the Child: First Grade
   **Standard:** Begin to demonstrate comprehension of some extended written and oral discourse.

7. Topic: The World of the Child: First Grade
   **Standard:** Begin to retell or paraphrase main elements of a story or passage.

8. Topic: The World of the Child: First Grade
   **Standard:** Use the target language for a variety of spoken activities, such as skits, dialogs, plays, poems, for a variety of audiences.

9. Topic: The World of the Child: First Grade
   **Standard:** Share information of their choice with audiences outside the classroom.

10. Topic: The World of the Child: First Grade
    **Standard:** Ask for information and makes requests of teachers and other language speakers.

11. Topic: The World of the Child: First Grade
    **Standard:** Provide information and respond to requests from teachers and other language speakers.

12. Topic: The World of the Child: First Grade
    **Standard:** Communicate orally using sentences, when appropriate.

13. Topic: The World of the Child: First Grade
    **Standard:** Follow complex oral instructions and give simple commands.

14. Topic: The World of the Child: First Grade
    **Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

15. Topic: The World of the Child: First Grade
    **Standard:** Recognize the target language even when spoken in a variety of dialects and responds with efforts to communicate as applicable.

16. Topic: The World of the Child: First Grade
    **Standard:** Identify examples or influences of the target language and cultures in their own community.
Topic: The World of the Child: First Grade
Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: First Grade
Standard: Identify selected works of art, music and literature of the target cultures.

Topic: The World of the Child: First Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: First Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature and fine arts.

Topic: The World of the Child: First Grade
Standard: Use a limited number of words and phrases on a variety of familiar topics.

Topic: The World of the Child: First Grade
Standard: Participate actively in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

Topic: The World of the Child: First Grade
Standard: Use the target language to obtain information to satisfy personal needs and interests.

Topic: The World of the Child: First Grade
Standard: Attempt to create with the language at the sentence level.

Topic: The World of the Child: First Grade
Standard: Draw from a basic vocabulary that permits exchanges of a personal nature and on simple topics.

Topic: The World of the Child: First Grade
Standard: Demonstrate an understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

Topic: The World of the Child: First Grade
Standard: Begin to recognize linguistic patterns that occur in the target language.
Grade: 2

Strand: Arabic Second Grade

<table>
<thead>
<tr>
<th>Topic</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Read for enjoyment using the second language.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Read linguistically and developmentally appropriate passages.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Begin to read to find needed information.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Write using sentences or clusters of language.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Write short texts on topics of personal interest, such as letters and illustrated stories.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Summarize personal information based on templates or models in the target language.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Demonstrate comprehension of some extended written and oral discourse.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Retell or paraphrase main elements of a story or passage.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Share information of their choice with audiences outside the classroom.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Ask for information and make requests of teachers and other language speakers.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Provide information and respond to requests from teachers and other language speakers.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Communicate orally and in writing using sentences, as appropriate.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Follow complex oral instructions and give simple commands.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).</td>
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<tr>
<td>Topic</td>
<td>Standard</td>
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<tr>
<td>The World of the Child: Second Grade</td>
<td>Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Begin to identify geographic areas where the target language is spoken.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Identify examples or influences of the target language and cultures in their own community.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Identify selected works of art, music, and literature of the target cultures.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Use a limited number of words and phrases on a variety of topics.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Use the target language to obtain information to satisfy personal needs and interests.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Attempt to create with the language at the sentence level.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.</td>
</tr>
</tbody>
</table>

**Strand:** Chinese Second Grade

<table>
<thead>
<tr>
<th>Topic</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Read for enjoyment using the second language.</td>
</tr>
<tr>
<td>The World of the Child: Second Grade</td>
<td>Read linguistically and developmentally appropriate passages.</td>
</tr>
</tbody>
</table>
Topic: The World of the Child: Second Grade
Standard: Begin to read to find needed information.

Topic: The World of the Child: Second Grade
Standard: Write using sentences or clusters of language.

Topic: The World of the Child: Second Grade
Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

Topic: The World of the Child: Second Grade
Standard: Summarize personal information based on templates or models in the target language.

Topic: The World of the Child: Second Grade
Standard: Demonstrate comprehension of some extended written and oral discourse.

Topic: The World of the Child: Second Grade
Standard: Retell or paraphrase main elements of a story or passage.

Topic: The World of the Child: Second Grade
Standard: Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

Topic: The World of the Child: Second Grade
Standard: Share information of their choice with audiences outside the classroom.

Topic: The World of the Child: Second Grade
Standard: Ask for information and make requests of teachers and other language speakers.

Topic: The World of the Child: Second Grade
Standard: Provide information and respond to requests from teachers and other language speakers.

Topic: The World of the Child: Second Grade
Standard: Communicate orally and in writing using sentences, as appropriate.

Topic: The World of the Child: Second Grade
Standard: Follow complex oral instructions and give simple commands.

Topic: The World of the Child: Second Grade
Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

Topic: The World of the Child: Second Grade
Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

Topic: The World of the Child: Second Grade
Standard: Begin to identify geographic areas where the target language is spoken.

Topic: The World of the Child: Second Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: Second Grade
Standard: Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: Second Grade
Standard: Identify selected works of art, music, and literature of the target cultures.

Topic: The World of the Child: Second Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
22  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

23  **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.

24  **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26  **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.

27  **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28  **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

29  **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

30  **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

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**Strand:**  French Second Grade

1  **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.

2  **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.

3  **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.

4  **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.

5  **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.

7  **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.

8  **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

9  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.
10  **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

11  **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

12  **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

13  **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.

14  **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.

15  **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

16  **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

17  **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.

18  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

19  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

20  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

21  **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

22  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

23  **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.

24  **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26  **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.

27  **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28  **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.
### Topic: The World of the Child: Second Grade

**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

### Topic: The World of the Child: Second Grade

**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

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**Strand: German Second Grade**

1. **Topic:** The World of the Child: Second Grade  
   **Standard:** Read for enjoyment using the second language.

2. **Topic:** The World of the Child: Second Grade  
   **Standard:** Read linguistically and developmentally appropriate passages.

3. **Topic:** The World of the Child: Second Grade  
   **Standard:** Begin to read to find needed information.

4. **Topic:** The World of the Child: Second Grade  
   **Standard:** Write using sentences or clusters of language.

5. **Topic:** The World of the Child: Second Grade  
   **Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6. **Topic:** The World of the Child: Second Grade  
   **Standard:** Summarize personal information based on templates or models in the target language.

7. **Topic:** The World of the Child: Second Grade  
   **Standard:** Demonstrate comprehension of some extended written and oral discourse.

8. **Topic:** The World of the Child: Second Grade  
   **Standard:** Retell or paraphrase main elements of a story or passage.

9. **Topic:** The World of the Child: Second Grade  
   **Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

10. **Topic:** The World of the Child: Second Grade  
    **Standard:** Share information of their choice with audiences outside the classroom.

11. **Topic:** The World of the Child: Second Grade  
    **Standard:** Ask for information and make requests of teachers and other language speakers.

12. **Topic:** The World of the Child: Second Grade  
    **Standard:** Provide information and respond to requests from teachers and other language speakers.

13. **Topic:** The World of the Child: Second Grade  
    **Standard:** Communicate orally and in writing using sentences, as appropriate.

14. **Topic:** The World of the Child: Second Grade  
    **Standard:** Follow complex oral instructions and give simple commands.

15. **Topic:** The World of the Child: Second Grade  
    **Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

16. **Topic:** The World of the Child: Second Grade  
    **Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.
17 **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.

18 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

19 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

20 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

21 **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

22 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

23 **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.

24 **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26 **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.

27 **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

29 **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

30 **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

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**Strand:** Hebrew Second Grade

1 **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.

2 **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.

3 **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.
4  **Topic:** The World of the Child: Second Grade  
   **Standard:** Write using sentences or clusters of language.

5  **Topic:** The World of the Child: Second Grade  
   **Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  **Topic:** The World of the Child: Second Grade  
   **Standard:** Summarize personal information based on templates or models in the target language.

7  **Topic:** The World of the Child: Second Grade  
   **Standard:** Demonstrate comprehension of some extended written and oral discourse.

8  **Topic:** The World of the Child: Second Grade  
   **Standard:** Retell or paraphrase main elements of a story or passage.

9  **Topic:** The World of the Child: Second Grade  
   **Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

10  **Topic:** The World of the Child: Second Grade  
    **Standard:** Share information of their choice with audiences outside the classroom.

11  **Topic:** The World of the Child: Second Grade  
    **Standard:** Ask for information and make requests of teachers and other language speakers.

12  **Topic:** The World of the Child: Second Grade  
    **Standard:** Provide information and respond to requests from teachers and other language speakers.

13  **Topic:** The World of the Child: Second Grade  
    **Standard:** Communicate orally and in writing using sentences, as appropriate.

14  **Topic:** The World of the Child: Second Grade  
    **Standard:** Follow complex oral instructions and give simple commands.

15  **Topic:** The World of the Child: Second Grade  
    **Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

16  **Topic:** The World of the Child: Second Grade  
    **Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

17  **Topic:** The World of the Child: Second Grade  
    **Standard:** Begin to identify geographic areas where the target language is spoken.

18  **Topic:** The World of the Child: Second Grade  
    **Standard:** Identify examples or influences of the target language and cultures in their own community.

19  **Topic:** The World of the Child: Second Grade  
    **Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

20  **Topic:** The World of the Child: Second Grade  
    **Standard:** Identify selected works of art, music, and literature of the target cultures.

21  **Topic:** The World of the Child: Second Grade  
    **Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

22  **Topic:** The World of the Child: Second Grade  
    **Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
Topic: The World of the Child: Second Grade
**Standard:** Use a limited number of words and phrases on a variety of topics.

Topic: The World of the Child: Second Grade
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

Topic: The World of the Child: Second Grade
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

Topic: The World of the Child: Second Grade
**Standard:** Attempt to create with the language at the sentence level.

Topic: The World of the Child: Second Grade
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

Topic: The World of the Child: Second Grade
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

Topic: The World of the Child: Second Grade
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

Topic: The World of the Child: Second Grade
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Italian Second Grade

1. **Topic:** The World of the Child: Second Grade
   **Standard:** Read for enjoyment using the second language.

2. **Topic:** The World of the Child: Second Grade
   **Standard:** Read linguistically and developmentally appropriate passages.

3. **Topic:** The World of the Child: Second Grade
   **Standard:** Begin to read to find needed information.

4. **Topic:** The World of the Child: Second Grade
   **Standard:** Write using sentences or clusters of language.

5. **Topic:** The World of the Child: Second Grade
   **Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6. **Topic:** The World of the Child: Second Grade
   **Standard:** Summarize personal information based on templates or models in the target language.

7. **Topic:** The World of the Child: Second Grade
   **Standard:** Demonstrate comprehension of some extended written and oral discourse.

8. **Topic:** The World of the Child: Second Grade
   **Standard:** Retell or paraphrase main elements of a story or passage.

9. **Topic:** The World of the Child: Second Grade
   **Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

10. **Topic:** The World of the Child: Second Grade
    **Standard:** Share information of their choice with audiences outside the classroom.
11 **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

12 **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

13 **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.

14 **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.

15 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

16 **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

17 **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.

18 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

19 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

20 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

21 **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

22 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

23 **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.

24 **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26 **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.

27 **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

29 **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
Topic: The World of the Child: Second Grade

Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Japanese Second Grade

1. Topic: The World of the Child: Second Grade
   Standard: Read for enjoyment using the second language.

2. Topic: The World of the Child: Second Grade
   Standard: Read linguistically and developmentally appropriate passages.

3. Topic: The World of the Child: Second Grade
   Standard: Begin to read to find needed information.

4. Topic: The World of the Child: Second Grade
   Standard: Write using sentences or clusters of language.

5. Topic: The World of the Child: Second Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6. Topic: The World of the Child: Second Grade
   Standard: Summarize personal information based on templates or models in the target language.

7. Topic: The World of the Child: Second Grade
   Standard: Demonstrate comprehension of some extended written and oral discourse.

8. Topic: The World of the Child: Second Grade
   Standard: Retell or paraphrase main elements of a story or passage.

   Standard: Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

10. Topic: The World of the Child: Second Grade
    Standard: Share information of their choice with audiences outside the classroom.

11. Topic: The World of the Child: Second Grade
    Standard: Ask for information and make requests of teachers and other language speakers.

12. Topic: The World of the Child: Second Grade
    Standard: Provide information and respond to requests from teachers and other language speakers.

13. Topic: The World of the Child: Second Grade
    Standard: Communicate orally and in writing using sentences, as appropriate.

14. Topic: The World of the Child: Second Grade
    Standard: Follow complex oral instructions and give simple commands.

15. Topic: The World of the Child: Second Grade
    Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

16. Topic: The World of the Child: Second Grade
    Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

17. Topic: The World of the Child: Second Grade
    Standard: Begin to identify geographic areas where the target language is spoken.
18  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

19  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

20  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

21  **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

22  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

23  **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.

24  **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26  **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.

27  **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28  **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

29  **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

30  **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

**Strand:** Korean Second Grade

1  **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.

2  **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.

3  **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.

4  **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
Topic: The World of the Child: Second Grade
Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

Topic: The World of the Child: Second Grade
Standard: Summarize personal information based on templates or models in the target language.

Topic: The World of the Child: Second Grade
Standard: Demonstrate comprehension of some extended written and oral discourse.

Topic: The World of the Child: Second Grade
Standard: Retell or paraphrase main elements of a story or passage.

Topic: The World of the Child: Second Grade
Standard: Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

Topic: The World of the Child: Second Grade
Standard: Share information of their choice with audiences outside the classroom.

Topic: The World of the Child: Second Grade
Standard: Ask for information and make requests of teachers and other language speakers.

Topic: The World of the Child: Second Grade
Standard: Provide information and respond to requests from teachers and other language speakers.

Topic: The World of the Child: Second Grade
Standard: Communicate orally and in writing using sentences, as appropriate.

Topic: The World of the Child: Second Grade
Standard: Follow complex oral instructions and give simple commands.

Topic: The World of the Child: Second Grade
Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

Topic: The World of the Child: Second Grade
Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

Topic: The World of the Child: Second Grade
Standard: Begin to identify geographic areas where the target language is spoken.

Topic: The World of the Child: Second Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: Second Grade
Standard: Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: Second Grade
Standard: Identify selected works of art, music, and literature of the target cultures.

Topic: The World of the Child: Second Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: Second Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

Topic: The World of the Child: Second Grade
Standard: Use a limited number of words and phrases on a variety of topics.
### Strand: Latin Second Grade

1. **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.

2. **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.

3. **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.

4. **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.

5. **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6. **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.

7. **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.

8. **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

9. **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

10. **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

11. **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
Topic: The World of the Child: Second Grade
**Standard:** Provide information and respond to requests from teachers and other language speakers.

13

Topic: The World of the Child: Second Grade
**Standard:** Communicate orally and in writing using sentences, as appropriate.

14

Topic: The World of the Child: Second Grade
**Standard:** Follow complex oral instructions and give simple commands.

15

Topic: The World of the Child: Second Grade
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

16

Topic: The World of the Child: Second Grade
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

17

Topic: The World of the Child: Second Grade
**Standard:** Begin to identify geographic areas where the target language is spoken.

18

Topic: The World of the Child: Second Grade
**Standard:** Identify examples or influences of the target language and cultures in their own community.

19

Topic: The World of the Child: Second Grade
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

20

Topic: The World of the Child: Second Grade
**Standard:** Identify selected works of art, music, and literature of the target cultures.

21

Topic: The World of the Child: Second Grade
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

22

Topic: The World of the Child: Second Grade
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

23

Topic: The World of the Child: Second Grade
**Standard:** Use a limited number of words and phrases on a variety of topics.

24

Topic: The World of the Child: Second Grade
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25

Topic: The World of the Child: Second Grade
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26

Topic: The World of the Child: Second Grade
**Standard:** Attempt to create with the language at the sentence level.

27

Topic: The World of the Child: Second Grade
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28

Topic: The World of the Child: Second Grade
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

29

Topic: The World of the Child: Second Grade
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
Topic: The World of the Child: Second Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Portuguese Second Grade

1 Topic: The World of the Child: Second Grade
   Standard: Read for enjoyment using the second language.

2 Topic: The World of the Child: Second Grade
   Standard: Read linguistically and developmentally appropriate passages.

3 Topic: The World of the Child: Second Grade
   Standard: Begin to read to find needed information.

4 Topic: The World of the Child: Second Grade
   Standard: Write using sentences or clusters of language.

5 Topic: The World of the Child: Second Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6 Topic: The World of the Child: Second Grade
   Standard: Summarize personal information based on templates or models in the target language.

7 Topic: The World of the Child: Second Grade
   Standard: Demonstrate comprehension of some extended written and oral discourse.

8 Topic: The World of the Child: Second Grade
   Standard: Retell or paraphrase main elements of a story or passage.

9 Topic: The World of the Child: Second Grade
   Standard: Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

10 Topic: The World of the Child: Second Grade
    Standard: Share information of their choice with audiences outside the classroom.

11 Topic: The World of the Child: Second Grade
    Standard: Ask for information and make requests of teachers and other language speakers.

12 Topic: The World of the Child: Second Grade
    Standard: Provide information and respond to requests from teachers and other language speakers.

13 Topic: The World of the Child: Second Grade
    Standard: Communicate orally and in writing using sentences, as appropriate.

14 Topic: The World of the Child: Second Grade
    Standard: Follow complex oral instructions and give simple commands.

15 Topic: The World of the Child: Second Grade
    Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

16 Topic: The World of the Child: Second Grade
    Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

17 Topic: The World of the Child: Second Grade
    Standard: Begin to identify geographic areas where the target language is spoken.
18  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

19  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

20  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

21  **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

22  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

23  **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.

24  **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26  **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.

27  **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28  **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

29  **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

30  **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

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**Strand: Russian Second Grade**

1  **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.

2  **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.

3  **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.

4  **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.
Topic: The World of the Child: Second Grade
Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

Topic: The World of the Child: Second Grade
Standard: Summarize personal information based on templates or models in the target language.

Topic: The World of the Child: Second Grade
Standard: Demonstrate comprehension of some extended written and oral discourse.

Topic: The World of the Child: Second Grade
Standard: Retell or paraphrase main elements of a story or passage.

Topic: The World of the Child: Second Grade
Standard: Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

Topic: The World of the Child: Second Grade
Standard: Share information of their choice with audiences outside the classroom.

Topic: The World of the Child: Second Grade
Standard: Ask for information and make requests of teachers and other language speakers.

Topic: The World of the Child: Second Grade
Standard: Provide information and respond to requests from teachers and other language speakers.

Topic: The World of the Child: Second Grade
Standard: Communicate orally and in writing using sentences, as appropriate.

Topic: The World of the Child: Second Grade
Standard: Follow complex oral instructions and give simple commands.

Topic: The World of the Child: Second Grade
Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

Topic: The World of the Child: Second Grade
Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

Topic: The World of the Child: Second Grade
Standard: Begin to identify geographic areas where the target language is spoken.

Topic: The World of the Child: Second Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: Second Grade
Standard: Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: Second Grade
Standard: Identify selected works of art, music, and literature of the target cultures.

Topic: The World of the Child: Second Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: Second Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

Topic: The World of the Child: Second Grade
Standard: Use a limited number of words and phrases on a variety of topics.
24  **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26  **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.

27  **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28  **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

29  **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

30  **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

**Strand:**  Spanish Second Grade

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1  **Topic:** The World of the Child: Second Grade  
**Standard:** Read for enjoyment using the second language.

2  **Topic:** The World of the Child: Second Grade  
**Standard:** Read linguistically and developmentally appropriate passages.

3  **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to read to find needed information.

4  **Topic:** The World of the Child: Second Grade  
**Standard:** Write using sentences or clusters of language.

5  **Topic:** The World of the Child: Second Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  **Topic:** The World of the Child: Second Grade  
**Standard:** Summarize personal information based on templates or models in the target language.

7  **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate comprehension of some extended written and oral discourse.

8  **Topic:** The World of the Child: Second Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

9  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

10  **Topic:** The World of the Child: Second Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

11  **Topic:** The World of the Child: Second Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
12 **Topic:** The World of the Child: Second Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

13 **Topic:** The World of the Child: Second Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate.

14 **Topic:** The World of the Child: Second Grade  
**Standard:** Follow complex oral instructions and give simple commands.

15 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

16 **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

17 **Topic:** The World of the Child: Second Grade  
**Standard:** Begin to identify geographic areas where the target language is spoken.

18 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

19 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

20 **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

21 **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

22 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

23 **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.

24 **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25 **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26 **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.

27 **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28 **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

29 **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.
**Topic:** The World of the Child: Second Grade

**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

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**Strand:** Swahili Second Grade

1. **Topic:** The World of the Child: Second Grade  
   **Standard:** Read for enjoyment using the second language.

2. **Topic:** The World of the Child: Second Grade  
   **Standard:** Read linguistically and developmentally appropriate passages.

3. **Topic:** The World of the Child: Second Grade  
   **Standard:** Begin to read to find needed information.

4. **Topic:** The World of the Child: Second Grade  
   **Standard:** Write using sentences or clusters of language.

5. **Topic:** The World of the Child: Second Grade  
   **Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6. **Topic:** The World of the Child: Second Grade  
   **Standard:** Summarize personal information based on templates or models in the target language.

7. **Topic:** The World of the Child: Second Grade  
   **Standard:** Demonstrate comprehension of some extended written and oral discourse.

8. **Topic:** The World of the Child: Second Grade  
   **Standard:** Retell or paraphrase main elements of a story or passage.

9. **Topic:** The World of the Child: Second Grade  
   **Standard:** Use the target language for a variety of spoken activities, such as skits, dialogues, plays, poems, for a variety of audiences.

10. **Topic:** The World of the Child: Second Grade  
     **Standard:** Share information of their choice with audiences outside the classroom.

11. **Topic:** The World of the Child: Second Grade  
     **Standard:** Ask for information and make requests of teachers and other language speakers.

12. **Topic:** The World of the Child: Second Grade  
     **Standard:** Provide information and respond to requests from teachers and other language speakers.

13. **Topic:** The World of the Child: Second Grade  
     **Standard:** Communicate orally and in writing using sentences, as appropriate.

14. **Topic:** The World of the Child: Second Grade  
     **Standard:** Follow complex oral instructions and give simple commands.

15. **Topic:** The World of the Child: Second Grade  
     **Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

16. **Topic:** The World of the Child: Second Grade  
     **Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

17. **Topic:** The World of the Child: Second Grade  
     **Standard:** Begin to identify geographic areas where the target language is spoken.
18  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

19  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

20  **Topic:** The World of the Child: Second Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

21  **Topic:** The World of the Child: Second Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

22  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

23  **Topic:** The World of the Child: Second Grade  
**Standard:** Use a limited number of words and phrases on a variety of topics.

24  **Topic:** The World of the Child: Second Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extends these experiences into their personal lives.

25  **Topic:** The World of the Child: Second Grade  
**Standard:** Use the target language to obtain information to satisfy personal needs and interests.

26  **Topic:** The World of the Child: Second Grade  
**Standard:** Attempt to create with the language at the sentence level.

27  **Topic:** The World of the Child: Second Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature on simple topics.

28  **Topic:** The World of the Child: Second Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with nonverbal support.

29  **Topic:** The World of the Child: Second Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

30  **Topic:** The World of the Child: Second Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.
Grade:  3

Strand:  Arabic Third Grade

1  Topic:  The World of the Child: Third Grade  
       **Standard:** Read for enjoyment using the second language.

2  Topic:  The World of the Child: Third Grade  
       **Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3  Topic:  The World of the Child: Third Grade  
       **Standard:** Read to find needed information.

4  Topic:  The World of the Child: Third Grade  
       **Standard:** Write using sentences or clusters of language.

5  Topic:  The World of the Child: Third Grade  
       **Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  Topic:  The World of the Child: Third Grade  
       **Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7  Topic:  The World of the Child: Third Grade  
       **Standard:** Demonstrate comprehension of extended written and oral discourse.

8  Topic:  The World of the Child: Third Grade  
       **Standard:** Begin to self-edit for a variety of purposes.

9  Topic:  The World of the Child: Third Grade  
       **Standard:** Retell or paraphrase main elements of a story or passage.

10  Topic:  The World of the Child: Third Grade  
        **Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.

11  Topic:  The World of the Child: Third Grade  
        **Standard:** Share information of their choice with audiences outside the classroom.

12  Topic:  The World of the Child: Third Grade  
        **Standard:** Ask for information and make requests of teachers and other language speakers.

13  Topic:  The World of the Child: Third Grade  
        **Standard:** Provide information and respond to requests from teachers and other language speakers.

14  Topic:  The World of the Child: Third Grade  
        **Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15  Topic:  The World of the Child: Third Grade  
        **Standard:** Follow and begin to give complex instructions.

16  Topic:  The World of the Child: Third Grade  
        **Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
17  **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

18  **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.

19  **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20  **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21  **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

22  **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

23  **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

24  **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.

25  **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

26  **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

27  **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.

28  **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.

29  **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.

30  **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

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**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

32  **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

**Strand:** Chinese Third Grade

1  **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.

2  **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3  **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.
4  Topic: The World of the Child: Third Grade
   Standard: Write using sentences or clusters of language.

5  Topic: The World of the Child: Third Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6  Topic: The World of the Child: Third Grade
   Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7  Topic: The World of the Child: Third Grade
   Standard: Demonstrate comprehension of extended written and oral discourse.

8  Topic: The World of the Child: Third Grade
   Standard: Begin to self-edit for a variety of purposes.

9  Topic: The World of the Child: Third Grade
   Standard: Retell or paraphrase main elements of a story or passage.

10 Topic: The World of the Child: Third Grade
    Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.

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    Standard: Share information of their choice with audiences outside the classroom.

12 Topic: The World of the Child: Third Grade
    Standard: Ask for information and make requests of teachers and other language speakers.

13 Topic: The World of the Child: Third Grade
    Standard: Provide information and respond to requests from teachers and other language speakers.

14 Topic: The World of the Child: Third Grade
    Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 Topic: The World of the Child: Third Grade
    Standard: Follow and begin to give complex instructions.

16 Topic: The World of the Child: Third Grade
    Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 Topic: The World of the Child: Third Grade
    Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

18 Topic: The World of the Child: Third Grade
    Standard: Identify geographic areas where the target language is spoken.

19 Topic: The World of the Child: Third Grade
    Standard: Identify examples or influences of the target language and cultures in their own community.

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**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

**Strand: French Third Grade**

1 **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.

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**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3 **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.

4 **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.

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**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6 **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7 **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

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**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.

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Topic: The World of the Child: Third Grade
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32 Topic: The World of the Child: Third Grade
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Strand: Hebrew Third Grade

1 Topic: The World of the Child: Third Grade
Standard: Read for enjoyment using the second language.

2 Topic: The World of the Child: Third Grade
Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3 Topic: The World of the Child: Third Grade
Standard: Read to find needed information.

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Standard: Write using sentences or clusters of language.

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Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6 Topic: The World of the Child: Third Grade
Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

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Standard: Demonstrate comprehension of extended written and oral discourse.
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**Strand: Italian Third Grade**

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**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

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**Strand: Japanese Third Grade**

1 Topic: The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.

2 Topic: The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3 Topic: The World of the Child: Third Grade  
**Standard:** Read to find needed information.
4  **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.

5  **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7  **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

8  **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.

9  **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

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**Standard:** Ask for information and make requests of teachers and other language speakers.

13  **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

14  **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15  **Topic:** The World of the Child: Third Grade  
**Standard:** Follow and begin to give complex instructions.

16  **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17  **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

18  **Topic:** The World of the Child: Third Grade  
**Standard:** Identify geographic areas where the target language is spoken.

19  **Topic:** The World of the Child: Third Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20  **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21  **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

22  **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

23  **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

24  **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.
25 **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

26 **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

27 **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.

28 **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.

29 **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.

30 **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

31 **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

32 **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

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**Strand:** Korean Third Grade

1 **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.

2 **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3 **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.

4 **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.

5 **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6 **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7 **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

8 **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to self-edit for a variety of purposes.

9 **Topic:** The World of the Child: Third Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

10 **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.

11 **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

12 **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.
13 Topic: The World of the Child: Third Grade
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14 Topic: The World of the Child: Third Grade
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**Strand: Portuguese Third Grade**

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<td>Topic: The World of the Child: Third Grade</td>
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<td>Topic: The World of the Child: Third Grade</td>
<td><strong>Standard</strong>: Write using sentences or clusters of language.</td>
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<td>5</td>
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<td><strong>Standard</strong>: Summarize personal information or research that they have done, based on templates or models in the target language.</td>
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   Standard: Begin to self-edit for a variety of purposes.

9 Topic: The World of the Child: Third Grade
   Standard: Retell or paraphrase main elements of a story or passage.

10 Topic: The World of the Child: Third Grade
   Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.

11 Topic: The World of the Child: Third Grade
   Standard: Share information of their choice with audiences outside the classroom.

12 Topic: The World of the Child: Third Grade
   Standard: Ask for information and make requests of teachers and other language speakers.

13 Topic: The World of the Child: Third Grade
   Standard: Provide information and respond to requests from teachers and other language speakers.

14 Topic: The World of the Child: Third Grade
   Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 Topic: The World of the Child: Third Grade
   Standard: Follow and begin to give complex instructions.

16 Topic: The World of the Child: Third Grade
   Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 Topic: The World of the Child: Third Grade
   Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

18 Topic: The World of the Child: Third Grade
   Standard: Identify geographic areas where the target language is spoken.

19 Topic: The World of the Child: Third Grade
   Standard: Identify examples or influences of the target language and cultures in their own community.

20 Topic: The World of the Child: Third Grade
   Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 Topic: The World of the Child: Third Grade
   Standard: Identify selected works of art, music, and literature of the target cultures.

22 Topic: The World of the Child: Third Grade
   Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

23 Topic: The World of the Child: Third Grade
   Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

24 Topic: The World of the Child: Third Grade
   Standard: Maintain simple conversations in the present tense on a variety of familiar topics.

25 Topic: The World of the Child: Third Grade
   Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

26 Topic: The World of the Child: Third Grade
   Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

27 Topic: The World of the Child: Third Grade
   Standard: Begin to identify professions where second language proficiency is useful.

28 Topic: The World of the Child: Third Grade
   Standard: Attempt to create with language at the sentence level.
29  **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.

30  **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

31  **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

32  **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.

---

**Strand: Russian Third Grade**

1  **Topic:** The World of the Child: Third Grade  
**Standard:** Read for enjoyment using the second language.

2  **Topic:** The World of the Child: Third Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3  **Topic:** The World of the Child: Third Grade  
**Standard:** Read to find needed information.

4  **Topic:** The World of the Child: Third Grade  
**Standard:** Write using sentences or clusters of language.

5  **Topic:** The World of the Child: Third Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  **Topic:** The World of the Child: Third Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

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**Standard:** Demonstrate comprehension of extended written and oral discourse.

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**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, research reports for a variety of audiences.

11  **Topic:** The World of the Child: Third Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

12  **Topic:** The World of the Child: Third Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

13  **Topic:** The World of the Child: Third Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

14  **Topic:** The World of the Child: Third Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15  **Topic:** The World of the Child: Third Grade  
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16  **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
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18 Topic: The World of the Child: Third Grade
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Strand: Spanish Third Grade

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**Strand:** Swahili Third Grade

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20 **Topic:** The World of the Child: Third Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 **Topic:** The World of the Child: Third Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

22 **Topic:** The World of the Child: Third Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

23 **Topic:** The World of the Child: Third Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

24 **Topic:** The World of the Child: Third Grade  
**Standard:** Maintain simple conversations in the present tense on a variety of familiar topics.

25 **Topic:** The World of the Child: Third Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

26 **Topic:** The World of the Child: Third Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

27 **Topic:** The World of the Child: Third Grade  
**Standard:** Begin to identify professions where second language proficiency is useful.

28 **Topic:** The World of the Child: Third Grade  
**Standard:** Attempt to create with language at the sentence level.

29 **Topic:** The World of the Child: Third Grade  
**Standard:** Draw from a basic vocabulary that permits exchanges of a personal nature and on simple academic topics.

30 **Topic:** The World of the Child: Third Grade  
**Standard:** Demonstrate an understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

31 **Topic:** The World of the Child: Third Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

32 **Topic:** The World of the Child: Third Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or focus on grammatical drill.
Grade: 4

Strand: ArabicFourth Grade

1. **Topic:** The World of the Child: Fourth Grade  
   **Standard:** Read for enjoyment using the second language.

2. **Topic:** The World of the Child: Fourth Grade  
   **Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3. **Topic:** The World of the Child: Fourth Grade  
   **Standard:** Read to find needed information.

4. **Topic:** The World of the Child: Fourth Grade  
   **Standard:** Write using sentences or clusters of language.

5. **Topic:** The World of the Child: Fourth Grade  
   **Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6. **Topic:** The World of the Child: Fourth Grade  
   **Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7. **Topic:** The World of the Child: Fourth Grade  
   **Standard:** Demonstrate comprehension of extended written and oral discourse.

8. **Topic:** The World of the Child: Fourth Grade  
   **Standard:** Begin to self- or peer-edit for a variety of purposes.

9. **Topic:** The World of the Child: Fourth Grade  
   **Standard:** Retell or paraphrase main elements of a story or passage.

10. **Topic:** The World of the Child: Fourth Grade  
    **Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11. **Topic:** The World of the Child: Fourth Grade  
    **Standard:** Share information of their choice with audiences outside the classroom.

12. **Topic:** The World of the Child: Fourth Grade  
    **Standard:** Ask for information and makes requests of teachers and other language speakers.

13. **Topic:** The World of the Child: Fourth Grade  
    **Standard:** Provide information and respond to requests from teachers and other language speakers.

14. **Topic:** The World of the Child: Fourth Grade  
    **Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15. **Topic:** The World of the Child: Fourth Grade  
    **Standard:** Follow and give complex instructions.

16. **Topic:** The World of the Child: Fourth Grade  
    **Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
17 Topic: The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 Topic: The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.

19 Topic: The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20 Topic: The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 Topic: The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 Topic: The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23 Topic: The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 Topic: The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 Topic: The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 Topic: The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27 Topic: The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 Topic: The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.

29 Topic: The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 Topic: The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31 Topic: The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

32 Topic: The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33 Topic: The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

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**Strand:** Chinese Fourth Grade

1 Topic: The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.

2 Topic: The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
3 Topic: The World of the Child: Fourth Grade
   Standard: Read to find needed information.

4 Topic: The World of the Child: Fourth Grade
   Standard: Write using sentences or clusters of language.

5 Topic: The World of the Child: Fourth Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6 Topic: The World of the Child: Fourth Grade
   Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7 Topic: The World of the Child: Fourth Grade
   Standard: Demonstrate comprehension of extended written and oral discourse.

8 Topic: The World of the Child: Fourth Grade
   Standard: Begin to self- or peer-edit for a variety of purposes.

9 Topic: The World of the Child: Fourth Grade
   Standard: Retell or paraphrase main elements of a story or passage.

10 Topic: The World of the Child: Fourth Grade
   Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 Topic: The World of the Child: Fourth Grade
   Standard: Share information of their choice with audiences outside the classroom.

12 Topic: The World of the Child: Fourth Grade
   Standard: Ask for information and makes requests of teachers and other language speakers.

13 Topic: The World of the Child: Fourth Grade
   Standard: Provide information and respond to requests from teachers and other language speakers.

14 Topic: The World of the Child: Fourth Grade
   Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 Topic: The World of the Child: Fourth Grade
   Standard: Follow and give complex instructions.

16 Topic: The World of the Child: Fourth Grade
   Standard: Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 Topic: The World of the Child: Fourth Grade
   Standard: Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 Topic: The World of the Child: Fourth Grade
   Standard: Identifies geographic areas where the target language is spoken.

19 Topic: The World of the Child: Fourth Grade
   Standard: Identify examples or influences of the target language and cultures in their own community.

20 Topic: The World of the Child: Fourth Grade
   Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 Topic: The World of the Child: Fourth Grade
   Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 Topic: The World of the Child: Fourth Grade
   Standard: Identify selected works of art, music, and literature of the target cultures.

23 Topic: The World of the Child: Fourth Grade
   Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
Topic: The World of the Child: Fourth Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

Topic: The World of the Child: Fourth Grade
Standard: Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

Topic: The World of the Child: Fourth Grade
Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

Topic: The World of the Child: Fourth Grade
Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

Topic: The World of the Child: Fourth Grade
Standard: Identify work-related applications of language proficiency.

Topic: The World of the Child: Fourth Grade
Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration.

Topic: The World of the Child: Fourth Grade
Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

Topic: The World of the Child: Fourth Grade
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

Topic: The World of the Child: Fourth Grade
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

Topic: The World of the Child: Fourth Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: French Fourth Grade

1. Topic: The World of the Child: Fourth Grade
Standard: Read for enjoyment using the second language.

2. Topic: The World of the Child: Fourth Grade
Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3. Topic: The World of the Child: Fourth Grade
Standard: Read to find needed information.

4. Topic: The World of the Child: Fourth Grade
Standard: Write using sentences or clusters of language.

5. Topic: The World of the Child: Fourth Grade
Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6. Topic: The World of the Child: Fourth Grade
Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7. Topic: The World of the Child: Fourth Grade
Standard: Demonstrate comprehension of extended written and oral discourse.

8. Topic: The World of the Child: Fourth Grade
Standard: Begin to self- or peer-edit for a variety of purposes.

Standard: Retell or paraphrase main elements of a story or passage.
10 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

12 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.

13 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

14 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.

16 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.

19 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense

26 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.

29 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
Topic: The World of the Child: Fourth Grade
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

Topic: The World of the Child: Fourth Grade
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

Topic: The World of the Child: Fourth Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: German Fourth Grade

1. Topic: The World of the Child: Fourth Grade
   Standard: Read for enjoyment using the second language.

2. Topic: The World of the Child: Fourth Grade
   Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3. Topic: The World of the Child: Fourth Grade
   Standard: Read to find needed information.

4. Topic: The World of the Child: Fourth Grade
   Standard: Write using sentences or clusters of language.

5. Topic: The World of the Child: Fourth Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6. Topic: The World of the Child: Fourth Grade
   Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7. Topic: The World of the Child: Fourth Grade
   Standard: Demonstrate comprehension of extended written and oral discourse.

8. Topic: The World of the Child: Fourth Grade
   Standard: Begin to self- or peer-edit for a variety of purposes.

   Standard: Retell or paraphrase main elements of a story or passage.

10. Topic: The World of the Child: Fourth Grade
    Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11. Topic: The World of the Child: Fourth Grade
    Standard: Share information of their choice with audiences outside the classroom.

12. Topic: The World of the Child: Fourth Grade
    Standard: Ask for information and makes requests of teachers and other language speakers.

    Standard: Provide information and respond to requests from teachers and other language speakers.

    Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15. Topic: The World of the Child: Fourth Grade
    Standard: Follow and give complex instructions.

16. Topic: The World of the Child: Fourth Grade
    Standard: Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
17 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.

19 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.

29 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

32 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

**Strand:** Hebrew Fourth Grade

1 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.

2 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
3 Topic: The World of the Child: Fourth Grade
   Standard: Read to find needed information.

4 Topic: The World of the Child: Fourth Grade
   Standard: Write using sentences or clusters of language.

5 Topic: The World of the Child: Fourth Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6 Topic: The World of the Child: Fourth Grade
   Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7 Topic: The World of the Child: Fourth Grade
   Standard: Demonstrate comprehension of extended written and oral discourse.

8 Topic: The World of the Child: Fourth Grade
   Standard: Begin to self- or peer-edit for a variety of purposes.

9 Topic: The World of the Child: Fourth Grade
   Standard: Retell or paraphrase main elements of a story or passage.

10 Topic: The World of the Child: Fourth Grade
    Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 Topic: The World of the Child: Fourth Grade
    Standard: Share information of their choice with audiences outside the classroom.

12 Topic: The World of the Child: Fourth Grade
    Standard: Ask for information and makes requests of teachers and other language speakers.

13 Topic: The World of the Child: Fourth Grade
    Standard: Provide information and respond to requests from teachers and other language speakers.

14 Topic: The World of the Child: Fourth Grade
    Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 Topic: The World of the Child: Fourth Grade
    Standard: Follow and give complex instructions.

16 Topic: The World of the Child: Fourth Grade
    Standard: Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 Topic: The World of the Child: Fourth Grade
    Standard: Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 Topic: The World of the Child: Fourth Grade
    Standard: Identifies geographic areas where the target language is spoken.

19 Topic: The World of the Child: Fourth Grade
    Standard: Identify examples or influences of the target language and cultures in their own community.

20 Topic: The World of the Child: Fourth Grade
    Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 Topic: The World of the Child: Fourth Grade
    Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 Topic: The World of the Child: Fourth Grade
    Standard: Identify selected works of art, music, and literature of the target cultures.

23 Topic: The World of the Child: Fourth Grade
    Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
24 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense

26 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.

29 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

32 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

**Strand:** Italian Fourth Grade

1 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.

2 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.

4 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.

5 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

8 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.

9 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
10 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

12 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.

13 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

14 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.

16 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.

19 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.

29 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
31  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

32  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

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**Strand:** Japanese Fourth Grade

1  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.

2  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.

4  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.

5  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

8  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.

9  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

10  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

12  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Ask for information and makes requests of teachers and other language speakers.

13  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

14  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Follow and give complex instructions.

16  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
17 Topic: The World of the Child: Fourth Grade
Standard: Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 Topic: The World of the Child: Fourth Grade
Standard: Identifies geographic areas where the target language is spoken.

19 Topic: The World of the Child: Fourth Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

20 Topic: The World of the Child: Fourth Grade
Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 Topic: The World of the Child: Fourth Grade
Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 Topic: The World of the Child: Fourth Grade
Standard: Identify selected works of art, music, and literature of the target cultures.

23 Topic: The World of the Child: Fourth Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 Topic: The World of the Child: Fourth Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 Topic: The World of the Child: Fourth Grade
Standard: Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 Topic: The World of the Child: Fourth Grade
Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27 Topic: The World of the Child: Fourth Grade
Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 Topic: The World of the Child: Fourth Grade
Standard: Identify work-related applications of language proficiency.

29 Topic: The World of the Child: Fourth Grade
Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 Topic: The World of the Child: Fourth Grade
Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31 Topic: The World of the Child: Fourth Grade
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

32 Topic: The World of the Child: Fourth Grade
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33 Topic: The World of the Child: Fourth Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Korean Fourth Grade

1 Topic: The World of the Child: Fourth Grade
Standard: Read for enjoyment using the second language.

2 Topic: The World of the Child: Fourth Grade
Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
3 Topic: The World of the Child: Fourth Grade
   Standard: Read to find needed information.

4 Topic: The World of the Child: Fourth Grade
   Standard: Write using sentences or clusters of language.

5 Topic: The World of the Child: Fourth Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6 Topic: The World of the Child: Fourth Grade
   Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7 Topic: The World of the Child: Fourth Grade
   Standard: Demonstrate comprehension of extended written and oral discourse.

8 Topic: The World of the Child: Fourth Grade
   Standard: Begin to self- or peer-edit for a variety of purposes.

9 Topic: The World of the Child: Fourth Grade
   Standard: Retell or paraphrase main elements of a story or passage.

10 Topic: The World of the Child: Fourth Grade
    Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 Topic: The World of the Child: Fourth Grade
    Standard: Share information of their choice with audiences outside the classroom.

12 Topic: The World of the Child: Fourth Grade
    Standard: Ask for information and makes requests of teachers and other language speakers.

13 Topic: The World of the Child: Fourth Grade
    Standard: Provide information and respond to requests from teachers and other language speakers.

14 Topic: The World of the Child: Fourth Grade
    Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 Topic: The World of the Child: Fourth Grade
    Standard: Follow and give complex instructions.

16 Topic: The World of the Child: Fourth Grade
    Standard: Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 Topic: The World of the Child: Fourth Grade
    Standard: Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 Topic: The World of the Child: Fourth Grade
    Standard: Identifies geographic areas where the target language is spoken.

19 Topic: The World of the Child: Fourth Grade
    Standard: Identify examples or influences of the target language and cultures in their own community.

20 Topic: The World of the Child: Fourth Grade
    Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 Topic: The World of the Child: Fourth Grade
    Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 Topic: The World of the Child: Fourth Grade
    Standard: Identify selected works of art, music, and literature of the target cultures.

23 Topic: The World of the Child: Fourth Grade
    Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).
24 Topic: The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 Topic: The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 Topic: The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27 Topic: The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 Topic: The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.

29 Topic: The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 Topic: The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31 Topic: The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

32 Topic: The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33 Topic: The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Latin Fourth Grade

1 Topic: The World of the Child: Fourth Grade  
**Standard:** Read for enjoyment using the second language.

2 Topic: The World of the Child: Fourth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3 Topic: The World of the Child: Fourth Grade  
**Standard:** Read to find needed information.

4 Topic: The World of the Child: Fourth Grade  
**Standard:** Write using sentences or clusters of language.

5 Topic: The World of the Child: Fourth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6 Topic: The World of the Child: Fourth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7 Topic: The World of the Child: Fourth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

8 Topic: The World of the Child: Fourth Grade  
**Standard:** Begin to self- or peer-edit for a variety of purposes.

9 Topic: The World of the Child: Fourth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.
10 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Share information of their choice with audiences outside the classroom.

12 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Ask for information and makes requests of teachers and other language speakers.

13 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Provide information and respond to requests from teachers and other language speakers.

14 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Follow and give complex instructions.

16 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Identifies geographic areas where the target language is spoken.

19 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense

26 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Identify work-related applications of language proficiency.

29 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 **Topic: The World of the Child: Fourth Grade**  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.
Topic: The World of the Child: Fourth Grade
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

Topic: The World of the Child: Fourth Grade
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

Topic: The World of the Child: Fourth Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Portuguese Fourth Grade

1 Topic: The World of the Child: Fourth Grade
Standard: Read for enjoyment using the second language.

2 Topic: The World of the Child: Fourth Grade
Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3 Topic: The World of the Child: Fourth Grade
Standard: Read to find needed information.

4 Topic: The World of the Child: Fourth Grade
Standard: Write using sentences or clusters of language.

5 Topic: The World of the Child: Fourth Grade
Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6 Topic: The World of the Child: Fourth Grade
Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7 Topic: The World of the Child: Fourth Grade
Standard: Demonstrate comprehension of extended written and oral discourse.

8 Topic: The World of the Child: Fourth Grade
Standard: Begin to self- or peer-edit for a variety of purposes.

9 Topic: The World of the Child: Fourth Grade
Standard: Retell or paraphrase main elements of a story or passage.

10 Topic: The World of the Child: Fourth Grade
Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 Topic: The World of the Child: Fourth Grade
Standard: Share information of their choice with audiences outside the classroom.

12 Topic: The World of the Child: Fourth Grade
Standard: Ask for information and makes requests of teachers and other language speakers.

13 Topic: The World of the Child: Fourth Grade
Standard: Provide information and respond to requests from teachers and other language speakers.

14 Topic: The World of the Child: Fourth Grade
Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 Topic: The World of the Child: Fourth Grade
Standard: Follow and give complex instructions.

16 Topic: The World of the Child: Fourth Grade
Standard: Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).
Strand: Russian Fourth Grade

1. **Topic:** The World of the Child: Fourth Grade
   **Standard:** Read for enjoyment using the second language.
2. Topic: The World of the Child: Fourth Grade
   Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3. Topic: The World of the Child: Fourth Grade
   Standard: Read to find needed information.

4. Topic: The World of the Child: Fourth Grade
   Standard: Write using sentences or clusters of language.

5. Topic: The World of the Child: Fourth Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6. Topic: The World of the Child: Fourth Grade
   Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7. Topic: The World of the Child: Fourth Grade
   Standard: Demonstrate comprehension of extended written and oral discourse.

8. Topic: The World of the Child: Fourth Grade
   Standard: Begin to self- or peer-edit for a variety of purposes.

   Standard: Retell or paraphrase main elements of a story or passage.

10. Topic: The World of the Child: Fourth Grade
    Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11. Topic: The World of the Child: Fourth Grade
    Standard: Share information of their choice with audiences outside the classroom.

12. Topic: The World of the Child: Fourth Grade
    Standard: Ask for information and makes requests of teachers and other language speakers.

    Standard: Provide information and respond to requests from teachers and other language speakers.

    Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15. Topic: The World of the Child: Fourth Grade
    Standard: Follow and give complex instructions.

16. Topic: The World of the Child: Fourth Grade
    Standard: Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17. Topic: The World of the Child: Fourth Grade
    Standard: Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18. Topic: The World of the Child: Fourth Grade
    Standard: Identifies geographic areas where the target language is spoken.

    Standard: Identify examples or influences of the target language and cultures in their own community.

20. Topic: The World of the Child: Fourth Grade
    Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

    Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.
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<thead>
<tr>
<th></th>
<th>Topic: The World of the Child: Fourth Grade</th>
<th>Standard: Identify selected works of art, music, and literature of the target cultures.</th>
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<td>23</td>
<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).</td>
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<td>24</td>
<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.</td>
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<td>Topic: The World of the Child: Fourth Grade</td>
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<td>Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.</td>
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<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.</td>
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<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration.</td>
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<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.</td>
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<td>Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.</td>
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<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.</td>
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<td>33</td>
<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.</td>
</tr>
</tbody>
</table>

**Strand: Spanish Fourth Grade**

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<tr>
<td>1</td>
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<td>3</td>
<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Read to find needed information.</td>
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<td>5</td>
<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.</td>
</tr>
<tr>
<td>6</td>
<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Summarize personal information or research that they have done, based on templates or models in the target language.</td>
</tr>
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<td>7</td>
<td>Topic: The World of the Child: Fourth Grade</td>
<td>Standard: Demonstrate comprehension of extended written and oral discourse.</td>
</tr>
</tbody>
</table>
8 Topic: The World of the Child: Fourth Grade
Standard: Begin to self- or peer-edit for a variety of purposes.

9 Topic: The World of the Child: Fourth Grade
Standard: Retell or paraphrase main elements of a story or passage.

10 Topic: The World of the Child: Fourth Grade
Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 Topic: The World of the Child: Fourth Grade
Standard: Share information of their choice with audiences outside the classroom.

12 Topic: The World of the Child: Fourth Grade
Standard: Ask for information and makes requests of teachers and other language speakers.

13 Topic: The World of the Child: Fourth Grade
Standard: Provide information and respond to requests from teachers and other language speakers.

14 Topic: The World of the Child: Fourth Grade
Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 Topic: The World of the Child: Fourth Grade
Standard: Follow and give complex instructions.

16 Topic: The World of the Child: Fourth Grade
Standard: Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 Topic: The World of the Child: Fourth Grade
Standard: Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18 Topic: The World of the Child: Fourth Grade
Standard: Identifies geographic areas where the target language is spoken.

19 Topic: The World of the Child: Fourth Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

20 Topic: The World of the Child: Fourth Grade
Standard: Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 Topic: The World of the Child: Fourth Grade
Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22 Topic: The World of the Child: Fourth Grade
Standard: Identify selected works of art, music, and literature of the target cultures.

23 Topic: The World of the Child: Fourth Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 Topic: The World of the Child: Fourth Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 Topic: The World of the Child: Fourth Grade
Standard: Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense

26 Topic: The World of the Child: Fourth Grade
Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27 Topic: The World of the Child: Fourth Grade
Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 Topic: The World of the Child: Fourth Grade
Standard: Identify work-related applications of language proficiency.
| Topic: The World of the Child: Fourth Grade  
Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration. |
| Topic: The World of the Child: Fourth Grade  
Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics. |
| Topic: The World of the Child: Fourth Grade  
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support. |
| Topic: The World of the Child: Fourth Grade  
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns. |
| Topic: The World of the Child: Fourth Grade  
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill. |

**Strand: Swahili Fourth Grade**

| 1 | Topic: The World of the Child: Fourth Grade  
Standard: Read for enjoyment using the second language. |
| 2 | Topic: The World of the Child: Fourth Grade  
Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts. |
| 3 | Topic: The World of the Child: Fourth Grade  
Standard: Read to find needed information. |
| 4 | Topic: The World of the Child: Fourth Grade  
Standard: Write using sentences or clusters of language. |
| 5 | Topic: The World of the Child: Fourth Grade  
Standard: Write short texts on topics of personal interest, such as letters and illustrated stories. |
| 6 | Topic: The World of the Child: Fourth Grade  
Standard: Summarize personal information or research that they have done, based on templates or models in the target language. |
| 7 | Topic: The World of the Child: Fourth Grade  
Standard: Demonstrate comprehension of extended written and oral discourse. |
| 8 | Topic: The World of the Child: Fourth Grade  
Standard: Begin to self- or peer-edit for a variety of purposes. |
| 9 | Topic: The World of the Child: Fourth Grade  
Standard: Retell or paraphrase main elements of a story or passage. |
| 10 | Topic: The World of the Child: Fourth Grade  
Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences. |
| 11 | Topic: The World of the Child: Fourth Grade  
Standard: Share information of their choice with audiences outside the classroom. |
| 12 | Topic: The World of the Child: Fourth Grade  
Standard: Ask for information and makes requests of teachers and other language speakers. |
| 13 | Topic: The World of the Child: Fourth Grade  
Standard: Provide information and respond to requests from teachers and other language speakers. |
| 14 | Topic: The World of the Child: Fourth Grade  
Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse. |
| 15 | Topic: The World of the Child: Fourth Grade  
Standard: Follow and give complex instructions. |
16  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teachers, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize the target language when spoken in a variety of dialects and respond with efforts to communicate.

18  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identifies geographic areas where the target language is spoken.

19  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify, compare and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

22  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target cultures, and extend these experiences into their personal lives.

27  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Identify work-related applications of language proficiency.

29  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, with limited artificial nonverbal support.

32  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33  **Topic:** The World of the Child: Fourth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.
**Grade:** 5

**Strand:** Arabic Fifth Grade

|   | Topic: The World of the Child: Fifth Grade  
|   | **Standard:** |  
|---|---|---|
| 1 | Read for enjoyment using the second language. |  
| 2 | Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts. |  
| 3 | Read to find needed information. |  
| 4 | Write using sentences or clusters of language. |  
| 5 | Write short texts on topics of personal interest, such as letters and illustrated stories. |  
| 6 | Summarize personal information or research that they have done, based on templates or models in the target language. |  
| 7 | Demonstrate comprehension of extended written and oral discourse. |  
| 8 | Begin self- or peer-editing for a variety of purposes. |  
| 9 | Retell or paraphrase main elements of a story or passage |  
| 10 | Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences. |  
| 11 | Share information of their choice with audiences outside the classroom. |  
| 12 | Ask for information and make requests of teachers and other language speakers. |  
| 13 | Provides information and responds to requests from teachers and other language speakers. |  
| 14 | Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse. |  
| 15 | Follow and give complex instructions. |  

Topic: The World of the Child: Fifth Grade
Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

Topic: The World of the Child: Fifth Grade
Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

Topic: The World of the Child: Fifth Grade
Standard: Identify geographic areas where the target language is spoken.

Topic: The World of the Child: Fifth Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: Fifth Grade
Standard: Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: Fifth Grade
Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

Topic: The World of the Child: Fifth Grade
Standard: Identify selected works of art, music, and literature of the target cultures.

Topic: The World of the Child: Fifth Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: Fifth Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

Topic: The World of the Child: Fifth Grade
Standard: Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

Topic: The World of the Child: Fifth Grade
Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

Topic: The World of the Child: Fifth Grade
Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

Topic: The World of the Child: Fifth Grade
Standard: Identify work-related applications of language proficiency.

Topic: The World of the Child: Fifth Grade
Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration.

Topic: The World of the Child: Fifth Grade
Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

Topic: The World of the Child: Fifth Grade
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

Topic: The World of the Child: Fifth Grade
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

Topic: The World of the Child: Fifth Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.
Strand: Chinese Fifth Grade

1. **Topic:** The World of the Child: Fifth Grade  
   **Standard:** Read for enjoyment using the second language.

2. **Topic:** The World of the Child: Fifth Grade  
   **Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3. **Topic:** The World of the Child: Fifth Grade  
   **Standard:** Read to find needed information.

4. **Topic:** The World of the Child: Fifth Grade  
   **Standard:** Write sentences or clusters of language.

5. **Topic:** The World of the Child: Fifth Grade  
   **Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6. **Topic:** The World of the Child: Fifth Grade  
   **Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7. **Topic:** The World of the Child: Fifth Grade  
   **Standard:** Demonstrate comprehension of extended written and oral discourse.

8. **Topic:** The World of the Child: Fifth Grade  
   **Standard:** Begin self- or peer-editing for a variety of purposes.

9. **Topic:** The World of the Child: Fifth Grade  
   **Standard:** Retell or paraphrase main elements of a story or passage.

10. **Topic:** The World of the Child: Fifth Grade  
    **Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11. **Topic:** The World of the Child: Fifth Grade  
    **Standard:** Share information of their choice with audiences outside the classroom.

12. **Topic:** The World of the Child: Fifth Grade  
    **Standard:** Ask for information and make requests of teachers and other language speakers.

13. **Topic:** The World of the Child: Fifth Grade  
    **Standard:** Provides information and responds to requests from teachers and other language speakers.

14. **Topic:** The World of the Child: Fifth Grade  
    **Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15. **Topic:** The World of the Child: Fifth Grade  
    **Standard:** Follow and give complex instructions.

16. **Topic:** The World of the Child: Fifth Grade  
    **Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17. **Topic:** The World of the Child: Fifth Grade  
    **Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

18. **Topic:** The World of the Child: Fifth Grade  
    **Standard:** Identify geographic areas where the target language is spoken.
Topic: The World of the Child: Fifth Grade

Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: Fifth Grade

Standard: Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: Fifth Grade

Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

Topic: The World of the Child: Fifth Grade

Standard: Identify selected works of art, music, and literature of the target cultures.

Topic: The World of the Child: Fifth Grade

Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: Fifth Grade

Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

Topic: The World of the Child: Fifth Grade

Standard: Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

Topic: The World of the Child: Fifth Grade

Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

Topic: The World of the Child: Fifth Grade

Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

Topic: The World of the Child: Fifth Grade

Standard: Identify work-related applications of language proficiency.

Topic: The World of the Child: Fifth Grade

Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration.

Topic: The World of the Child: Fifth Grade

Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

Topic: The World of the Child: Fifth Grade

Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

Topic: The World of the Child: Fifth Grade

Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

Topic: The World of the Child: Fifth Grade

Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: French Fifth Grade

Topic: The World of the Child: Fifth Grade

Standard: Read for enjoyment using the second language.
2 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.

4 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.

5 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

8 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.

9 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage

10 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

12 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

13 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.

14 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.

16 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

18 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.

19 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.
21  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

22  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

27  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.

29  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

32  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

**Strand:** German Fifth Grade

1  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.

2  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.
4  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.

5  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

8  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.

9  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage

10 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

12 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

13 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.

14 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.

16 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

18 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.

19 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

22 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.
23  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense

26  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

27  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.

29  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

32  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

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**Strand:** Hebrew Fifth Grade

1  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.

2  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.

4  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.

5  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.
Topic: The World of the Child: Fifth Grade
**Standard:** Demonstrate comprehension of extended written and oral discourse.

Topic: The World of the Child: Fifth Grade
**Standard:** Begin self- or peer-editing for a variety of purposes.

Topic: The World of the Child: Fifth Grade
**Standard:** Retell or paraphrase main elements of a story or passage.

Topic: The World of the Child: Fifth Grade
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

Topic: The World of the Child: Fifth Grade
**Standard:** Share information of their choice with audiences outside the classroom.

Topic: The World of the Child: Fifth Grade
**Standard:** Ask for information and make requests of teachers and other language speakers.

Topic: The World of the Child: Fifth Grade
**Standard:** Provides information and responds to requests from teachers and other language speakers.

Topic: The World of the Child: Fifth Grade
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

Topic: The World of the Child: Fifth Grade
**Standard:** Follow and give complex instructions.

Topic: The World of the Child: Fifth Grade
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

Topic: The World of the Child: Fifth Grade
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

Topic: The World of the Child: Fifth Grade
**Standard:** Identify geographic areas where the target language is spoken.

Topic: The World of the Child: Fifth Grade
**Standard:** Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: Fifth Grade
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: Fifth Grade
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

Topic: The World of the Child: Fifth Grade
**Standard:** Identify selected works of art, music, and literature of the target cultures.

Topic: The World of the Child: Fifth Grade
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: Fifth Grade
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.
25 Topic: The World of the Child: Fifth Grade
   Standard: Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 Topic: The World of the Child: Fifth Grade
   Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

27 Topic: The World of the Child: Fifth Grade
   Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 Topic: The World of the Child: Fifth Grade
   Standard: Identify work-related applications of language proficiency.

29 Topic: The World of the Child: Fifth Grade
   Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 Topic: The World of the Child: Fifth Grade
   Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31 Topic: The World of the Child: Fifth Grade
   Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

32 Topic: The World of the Child: Fifth Grade
   Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33 Topic: The World of the Child: Fifth Grade
   Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Italian Fifth Grade

1 Topic: The World of the Child: Fifth Grade
   Standard: Read for enjoyment using the second language.

2 Topic: The World of the Child: Fifth Grade
   Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3 Topic: The World of the Child: Fifth Grade
   Standard: Read to find needed information.

4 Topic: The World of the Child: Fifth Grade
   Standard: Write using sentences or clusters of language.

5 Topic: The World of the Child: Fifth Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6 Topic: The World of the Child: Fifth Grade
   Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7 Topic: The World of the Child: Fifth Grade
   Standard: Demonstrate comprehension of extended written and oral discourse.

8 Topic: The World of the Child: Fifth Grade
   Standard: Begin self- or peer-editing for a variety of purposes.
9  Topic: The World of the Child: Fifth Grade
   Standard: Retell or paraphrase main elements of a story or passage

10 Topic: The World of the Child: Fifth Grade
   Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 Topic: The World of the Child: Fifth Grade
   Standard: Share information of their choice with audiences outside the classroom.

12 Topic: The World of the Child: Fifth Grade
   Standard: Ask for information and make requests of teachers and other language speakers.

13 Topic: The World of the Child: Fifth Grade
   Standard: Provides information and responds to requests from teachers and other language speakers.

14 Topic: The World of the Child: Fifth Grade
   Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 Topic: The World of the Child: Fifth Grade
   Standard: Follow and give complex instructions.

16 Topic: The World of the Child: Fifth Grade
   Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 Topic: The World of the Child: Fifth Grade
   Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

18 Topic: The World of the Child: Fifth Grade
   Standard: Identify geographic areas where the target language is spoken.

19 Topic: The World of the Child: Fifth Grade
   Standard: Identify examples or influences of the target language and cultures in their own community.

20 Topic: The World of the Child: Fifth Grade
   Standard: Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 Topic: The World of the Child: Fifth Grade
   Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

22 Topic: The World of the Child: Fifth Grade
   Standard: Identify selected works of art, music, and literature of the target cultures.

23 Topic: The World of the Child: Fifth Grade
   Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 Topic: The World of the Child: Fifth Grade
   Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 Topic: The World of the Child: Fifth Grade
   Standard: Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 Topic: The World of the Child: Fifth Grade
   Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.


Topic: The World of the Child: Fifth Grade
Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

Topic: The World of the Child: Fifth Grade
Standard: Identify work-related applications of language proficiency.

Topic: The World of the Child: Fifth Grade
Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration.

Topic: The World of the Child: Fifth Grade
Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

Topic: The World of the Child: Fifth Grade
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

Topic: The World of the Child: Fifth Grade
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

Topic: The World of the Child: Fifth Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Japanese Fifth Grade

Topic: The World of the Child: Fifth Grade
Standard: Read for enjoyment using the second language.

Topic: The World of the Child: Fifth Grade
Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

Topic: The World of the Child: Fifth Grade
Standard: Read to find needed information.

Topic: The World of the Child: Fifth Grade
Standard: Write using sentences or clusters of language.

Topic: The World of the Child: Fifth Grade
Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

Topic: The World of the Child: Fifth Grade
Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

Topic: The World of the Child: Fifth Grade
Standard: Demonstrate comprehension of extended written and oral discourse.

Topic: The World of the Child: Fifth Grade
Standard: Begin self- or peer-editing for a variety of purposes.

Topic: The World of the Child: Fifth Grade
Standard: Retell or paraphrase main elements of a story or passage

Topic: The World of the Child: Fifth Grade
Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.
Topic: The World of the Child: Fifth Grade
Standard: Share information of their choice with audiences outside the classroom.

Topic: The World of the Child: Fifth Grade
Standard: Ask for information and make requests of teachers and other language speakers.

Topic: The World of the Child: Fifth Grade
Standard: Provides information and responds to requests from teachers and other language speakers.

Topic: The World of the Child: Fifth Grade
Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

Topic: The World of the Child: Fifth Grade
Standard: Follow and give complex instructions.

Topic: The World of the Child: Fifth Grade
Standard: Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

Topic: The World of the Child: Fifth Grade
Standard: Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

Topic: The World of the Child: Fifth Grade
Standard: Identify geographic areas where the target language is spoken.

Topic: The World of the Child: Fifth Grade
Standard: Identify examples or influences of the target language and cultures in their own community.

Topic: The World of the Child: Fifth Grade
Standard: Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: Fifth Grade
Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

Topic: The World of the Child: Fifth Grade
Standard: Identify selected works of art, music, and literature of the target cultures.

Topic: The World of the Child: Fifth Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: Fifth Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

Topic: The World of the Child: Fifth Grade
Standard: Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense

Topic: The World of the Child: Fifth Grade
Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

Topic: The World of the Child: Fifth Grade
Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

Topic: The World of the Child: Fifth Grade
Standard: Identify work-related applications of language proficiency.
Topic: The World of the Child: Fifth Grade
Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration.

30
Topic: The World of the Child: Fifth Grade
Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31
Topic: The World of the Child: Fifth Grade
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

32
Topic: The World of the Child: Fifth Grade
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33
Topic: The World of the Child: Fifth Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Korean Fifth Grade

1
Topic: The World of the Child: Fifth Grade
Standard: Read for enjoyment using the second language.

2
Topic: The World of the Child: Fifth Grade
Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3
Topic: The World of the Child: Fifth Grade
Standard: Read to find needed information.

4
Topic: The World of the Child: Fifth Grade
Standard: Write using sentences or clusters of language.

5
Topic: The World of the Child: Fifth Grade
Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6
Topic: The World of the Child: Fifth Grade
Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7
Topic: The World of the Child: Fifth Grade
Standard: Demonstrate comprehension of extended written and oral discourse.

8
Topic: The World of the Child: Fifth Grade
Standard: Begin self- or peer-editing for a variety of purposes.

9
Topic: The World of the Child: Fifth Grade
Standard: Retell or paraphrase main elements of a story or passage

10
Topic: The World of the Child: Fifth Grade
Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11
Topic: The World of the Child: Fifth Grade
Standard: Share information of their choice with audiences outside the classroom.
12 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

13 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.

14 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.

16 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

18 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.

19 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

22 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

27 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.

29 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.
Topic: The World of the Child: Fifth Grade
Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

Topic: The World of the Child: Fifth Grade
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

Topic: The World of the Child: Fifth Grade
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

Topic: The World of the Child: Fifth Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Latin Fifth Grade

1. Topic: The World of the Child: Fifth Grade
   Standard: Read for enjoyment using the second language.

2. Topic: The World of the Child: Fifth Grade
   Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3. Topic: The World of the Child: Fifth Grade
   Standard: Read to find needed information.

4. Topic: The World of the Child: Fifth Grade
   Standard: Write using sentences or clusters of language.

5. Topic: The World of the Child: Fifth Grade
   Standard: Write short texts on topics of personal interest, such as letters and illustrated stories.

6. Topic: The World of the Child: Fifth Grade
   Standard: Summarize personal information or research that they have done, based on templates or models in the target language.

7. Topic: The World of the Child: Fifth Grade
   Standard: Demonstrate comprehension of extended written and oral discourse.

8. Topic: The World of the Child: Fifth Grade
   Standard: Begin self- or peer-editing for a variety of purposes.

9. Topic: The World of the Child: Fifth Grade
   Standard: Retell or paraphrase main elements of a story or passage

10. Topic: The World of the Child: Fifth Grade
    Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11. Topic: The World of the Child: Fifth Grade
    Standard: Share information of their choice with audiences outside the classroom.

12. Topic: The World of the Child: Fifth Grade
    Standard: Ask for information and make requests of teachers and other language speakers.

13. Topic: The World of the Child: Fifth Grade
    Standard: Provides information and responds to requests from teachers and other language speakers.
14 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.

16 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

18 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.

19 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

22 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

27 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.

29 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.
<table>
<thead>
<tr>
<th>Topic: The World of the Child: Fifth Grade</th>
<th>Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: The World of the Child: Fifth Grade</td>
<td>Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.</td>
</tr>
</tbody>
</table>

**Strand: Portuguese Fifth Grade**

| 1 | Topic: The World of the Child: Fifth Grade | Standard: Read for enjoyment using the second language. |
| 2 | Topic: The World of the Child: Fifth Grade | Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts. |
| 3 | Topic: The World of the Child: Fifth Grade | Standard: Read to find needed information. |
| 4 | Topic: The World of the Child: Fifth Grade | Standard: Write using sentences or clusters of language. |
| 5 | Topic: The World of the Child: Fifth Grade | Standard: Write short texts on topics of personal interest, such as letters and illustrated stories. |
| 6 | Topic: The World of the Child: Fifth Grade | Standard: Summarize personal information or research that they have done, based on templates or models in the target language. |
| 7 | Topic: The World of the Child: Fifth Grade | Standard: Demonstrate comprehension of extended written and oral discourse. |
| 8 | Topic: The World of the Child: Fifth Grade | Standard: Begin self- or peer-editing for a variety of purposes. |
| 9 | Topic: The World of the Child: Fifth Grade | Standard: Retell or paraphrase main elements of a story or passage |
| 10 | Topic: The World of the Child: Fifth Grade | Standard: Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences. |
| 11 | Topic: The World of the Child: Fifth Grade | Standard: Share information of their choice with audiences outside the classroom. |
| 13 | Topic: The World of the Child: Fifth Grade | Standard: Provides information and responds to requests from teachers and other language speakers. |
| 14 | Topic: The World of the Child: Fifth Grade | Standard: Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse. |
**Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

**Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.
1. **Topic:** The World of the Child: Fifth Grade
   **Standard:** Read for enjoyment using the second language.

2. **Topic:** The World of the Child: Fifth Grade
   **Standard:** Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.

3. **Topic:** The World of the Child: Fifth Grade
   **Standard:** Read to find needed information.

4. **Topic:** The World of the Child: Fifth Grade
   **Standard:** Write using sentences or clusters of language.

5. **Topic:** The World of the Child: Fifth Grade
   **Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6. **Topic:** The World of the Child: Fifth Grade
   **Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7. **Topic:** The World of the Child: Fifth Grade
   **Standard:** Demonstrate comprehension of extended written and oral discourse.

8. **Topic:** The World of the Child: Fifth Grade
   **Standard:** Begin self- or peer-editing for a variety of purposes.

9. **Topic:** The World of the Child: Fifth Grade
   **Standard:** Retell or paraphrase main elements of a story or passage.

10. **Topic:** The World of the Child: Fifth Grade
    **Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11. **Topic:** The World of the Child: Fifth Grade
    **Standard:** Share information of their choice with audiences outside the classroom.

12. **Topic:** The World of the Child: Fifth Grade
    **Standard:** Ask for information and make requests of teachers and other language speakers.

13. **Topic:** The World of the Child: Fifth Grade
    **Standard:** Provides information and responds to requests from teachers and other language speakers.

14. **Topic:** The World of the Child: Fifth Grade
    **Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15. **Topic:** The World of the Child: Fifth Grade
    **Standard:** Follow and give complex instructions.

16. **Topic:** The World of the Child: Fifth Grade
    **Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17. **Topic:** The World of the Child: Fifth Grade
    **Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

18. **Topic:** The World of the Child: Fifth Grade
    **Standard:** Identify geographic areas where the target language is spoken.
19  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

20  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

21  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

22  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify selected works of art, music, and literature of the target cultures.

23  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

24  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense

26  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

27  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.

29  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

32  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

**Strand:** Spanish Fifth Grade

1  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read for enjoyment using the second language.
2 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read linguistically and developmentally appropriate passages including, but not limited to, articles, stories, and other texts.

3 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.

4 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.

5 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

8 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.

9 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage

10 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

12 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

13 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.

14 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.

16 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

18 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.

19 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.
Topic: The World of the Child: Fifth Grade
Standard: Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

Topic: The World of the Child: Fifth Grade
Standard: Begin to recognize underlying cultural perspectives reflected in the products and the practices of the target language.

Topic: The World of the Child: Fifth Grade
Standard: Identify selected works of art, music, and literature of the target cultures.

Topic: The World of the Child: Fifth Grade
Standard: Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

Topic: The World of the Child: Fifth Grade
Standard: Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

Topic: The World of the Child: Fifth Grade
Standard: Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

Topic: The World of the Child: Fifth Grade
Standard: Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

Topic: The World of the Child: Fifth Grade
Standard: Use information obtained through the target language and cultures to satisfy personal needs and interests.

Topic: The World of the Child: Fifth Grade
Standard: Identify work-related applications of language proficiency.

Topic: The World of the Child: Fifth Grade
Standard: Create with language at the sentence level, making attempts at circumlocution and elaboration.

Topic: The World of the Child: Fifth Grade
Standard: Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

Topic: The World of the Child: Fifth Grade
Standard: Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

Topic: The World of the Child: Fifth Grade
Standard: Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

Topic: The World of the Child: Fifth Grade
Standard: Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.

Strand: Swahili Fifth Grade

Topic: The World of the Child: Fifth Grade
Standard: Read for enjoyment using the second language.

Topic: The World of the Child: Fifth Grade
Standard: Read linguistically and developmentally appropriate passages including, but not limited to articles, stories, and other texts.
3  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Read to find needed information.

4  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write using sentences or clusters of language.

5  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Write short texts on topics of personal interest, such as letters and illustrated stories.

6  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Summarize personal information or research that they have done, based on templates or models in the target language.

7  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate comprehension of extended written and oral discourse.

8  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Begin self- or peer-editing for a variety of purposes.

9  **Topic:** The World of the Child: Fifth Grade  
**Standard:** Retell or paraphrase main elements of a story or passage.

10 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use the target language for a variety of extended spoken activities, such as skits, dialogues, plays, poems, and research reports for a variety of audiences.

11 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Share information of their choice with audiences outside the classroom.

12 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Ask for information and make requests of teachers and other language speakers.

13 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Provides information and responds to requests from teachers and other language speakers.

14 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Communicate orally and in writing using sentences, as appropriate, with some use of extended discourse.

15 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Follow and give complex instructions.

16 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs, and videos).

17 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize the target language even when spoken in a variety of dialects and respond with efforts to communicate as appropriate.

18 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify geographic areas where the target language is spoken.

19 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify examples or influences of the target language and cultures in their own community.

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**Standard:** Identify, compare, and contrast diverse cultural practices and products, including language, emphasizing similarities as well as differences.

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**Standard:** Identify selected works of art, music, and literature of the target cultures.

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**Standard:** Use culturally appropriate language and behavior in both formal and informal target language situations (greeting, leave-taking, eating customs, travel, school, etc.).

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**Standard:** Use the target language in appropriate content-related areas including, but not limited to, mathematics, social studies, science, literature, and fine arts.

25 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Maintain simple conversations in the present tense at the sentence level on a variety of familiar topics, with some efforts at expressing past and future tense.

26 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Actively participate in classroom experiences with music, sports, games, songs, dance, or musical instruments from the target culture, and extends these experiences into their personal lives.

27 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use information obtained through the target language and cultures to satisfy personal needs and interests.

28 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Identify work-related applications of language proficiency.

29 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Create with language at the sentence level, making attempts at circumlocution and elaboration.

30 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Draw from a basic vocabulary that permits discussions of a personal nature and on simple academic topics.

31 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Demonstrate understanding of natural classroom speech at a normal rate of speed, without artificial nonverbal support.

32 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Recognize linguistic patterns that occur in the foreign language and compare them with native language patterns.

33 **Topic:** The World of the Child: Fifth Grade  
**Standard:** Use linguistic patterns in limited monitoring of speech and writing. NOTE: This does not imply analytical treatment of grammar, or a focus on grammatical drill.