

CCSU Guaranteed, Viable Curriculum

K-12 Power Standards and Power Indicators



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WORLD LANGUAGES: 5th

World Languages Power Standard #1: Interpersonal Communication Students engage in interpersonal communication to provide and obtain information, express feelings and emotions, and exchange opinions in the target language. <i>(Aligns with VT Standard 5.19 and ACTFL Standard 1.1)</i>	World Languages Power Standard #2: Reading and Listening Students understand and interpret written and spoken language on a variety of topics in the target language. <i>(Aligns with VT Standard 5.19 and 5.20 and ACTFL Standard 1.2)</i>	World Languages Power Standard #3: Writing and Speaking Students convey information, concepts, and ideas through writing and speaking in the target language. <i>(Aligns with VT Standard 5.19 and 5.21 and ACTFL Standard 1.3)</i>	World Languages Power Standard #4: Culture Students demonstrate an understanding of targeted culture(s) by examining the relationship among the practices, products, perspectives, and language. <i>(Aligns with VT Standard 4.3 and ACTFL Standards 3.1, 3.2, 4.1, 4.2)</i>	World Languages Power Standard #5: Interdisciplinary Knowledge Students reinforce and broaden their knowledge of other disciplines through their cultural understanding and use of the target language. <i>(Aligns with VT Standard 2.7 and ACTFL Standard 3.1)</i>
a) Speak and respond using standard social conventions (e.g. hello, goodbye, please, thank you, titles of address). b) Respond to basic questions with memorized vocabulary & phrases (e.g. who and how you are, likes/dislikes, calendar, time) <i>(Aligns with NNL5-6:1)</i>	a) Respond to basic, classroom verbal commands/requests with teacher cues (e.g. listen, look, sit, stand, etc.) b) Respond to “yes/no” or “either/or” questions relating to relating to familiar topics c) Comprehend words that sound or look like English (cognates) <i>(Aligns with NNL5-6: 3)</i>	a) Recite letters of the alphabet b) List basic words related to familiar topics (i.e. foods, classroom objects, house, family, clothes, colors, numbers 1-30, calendar, weather) c) State basic information about self (i.e. age, name, birthday) d) Categorize basic vocabulary related to familiar topics (i.e. foods, classroom objects, house, family, clothes, colors, numbers 1-30, calendar, weather) e) Label basic familiar vocabulary using word bank (i.e. foods, classroom objects, house, family, clothes, colors, numbers 1-30, calendar, weather) <i>(Aligns with NNL5-6: 2)</i>	a) Differentiate between formal and informal forms of address b) Compare and contrast holidays and customs c) Identify typical foods <i>(Aligns with NNL5-6: 4)</i>	<i>No power indicators at this level</i>



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a) Speak and respond using standard social conventions (e.g. hello, goodbye, please, thank you, titles of address). b) <u>Ask and</u> respond to basic questions with memorized vocabulary & phrases (e.g. who and how you are, likes/dislikes, calendar, time) <i>(Aligns with>NNL5-6:1)</i>	a) Respond to basic, classroom verbal commands/requests with teacher cues (e.g. listen, look, sit, stand, etc.) b) Respond to “yes/no” or “either/or” questions relating to relating to familiar topics c) Comprehend words that sound or look like English (cognates) <i>(Aligns with>NNL5-6: 3)</i>	a) Recite letters of the alphabet b) List words related to familiar topics (i.e. foods, classroom objects, house, family, clothes, colors, numbers 1-30, calendar, weather) c) State basic information about self (i.e. age, name, birthday) d) Categorize vocabulary related to familiar topics (i.e. foods, classroom objects, house, family, clothes, colors, numbers 1-30, calendar, weather) e) Label familiar vocabulary using word bank (i.e. foods, classroom objects, house, family, clothes, colors, numbers 1-30, calendar, weather) <i>(Aligns with>NNL5-6: 2):</i>	a) Differentiate between formal and informal forms of address b) Compare and contrast holidays and customs c) Identify typical foods <i>(Aligns with>NNL5-6: 4)</i>	<i>No power indicators at this level</i>



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<p>a) Speak and respond using a <u>greater variety</u> of standard social conventions (e.g. good morning, good afternoon, good evening, see you later, see you tomorrow).</p> <p>b) <u>Use appropriate forms of address for formal and informal situations</u></p> <p>c) Ask and respond to a <u>greater variety</u> of basic questions with memorized vocabulary & phrases (i.e. feelings, emotion, opinions, age, origin, nationality, where you live, physical & personality traits, family, house, activities, foods)</p> <p>d) <u>Use rejoinders and phrases in conversation to express agreement, disagreement, reaction, disbelief, exclamation, etc. (e.g. me too, and you?, I don't think so, you don't say, ok, how awful)</u></p> <p><i>(Aligns with>NNL7-8:1)</i></p>	<p>a) Respond to basic, classroom verbal commands/requests with teacher cues (e.g. listen, look, sit, stand, etc.)</p> <p>b) Respond to “yes/no” or “either/or” questions relating to familiar topics <u>in short phrases or simple sentences</u></p> <p>c) Comprehend words that sound or look like English (cognates).</p> <p>d) <u>Comprehend high frequency verbs in present tense</u></p> <p>e) <u>Identify and understand the subject and verb of the sentence</u></p> <p>f) <u>Respond appropriately to interrogatives in the present tense</u> (who, what, when, where, how many, how much)</p> <p><i>(Aligns with>NNL7-8: 3)</i></p>	<p>a) Recite letters of the alphabet</p> <p>b) Categorize vocabulary related to familiar topics (i.e. foods, classroom objects, house, family, clothes, colors, numbers <u>1-1,000</u>, calendar, weather)</p> <p>c) Name (label) familiar vocabulary (i.e. foods, classroom objects, house, family, clothes, colors, numbers <u>1-1,000</u>, calendar, weather)</p> <p>d) <u>Use an expanded vocabulary related to familiar topics</u> (i.e. foods, classroom objects, house, family, clothes, colors, numbers <u>1-1,000</u>, calendar, weather)</p> <p>e) <u>Use adjectives to describe singular and plural nouns</u></p> <p>f) State a <u>greater variety of information about self and others</u> (i.e. age, name, birthday, <u>physical and personality traits, family, house</u>)</p> <p>g) <u>Form simple sentences (affirmative and negative) in the present tense on familiar topics with some errors which don't hinder communication</u></p> <p><i>(Aligns with>NNL7-8: 2)</i></p>	<p>a) <u>Appropriately use</u> formal and informal forms of address</p> <p>b) Compare and contrast holidays and customs</p> <p>c) Identify typical foods</p> <p>d) <u>Compare and contrast societal norms and values (body language, etiquette, gestures, foods, meals, family)</u></p> <p><i>(Aligns with>NNL7-8: 4)</i></p>	<p>a) Use technology to access information about the target culture(s) and language</p> <p>b) Identify places where the language is spoken</p> <p>c) <u>Compare and contrast simple linguistic structures (ie. subject, verb, object, adjectives) of target language and native language</u></p> <p>d) <u>Reinforce simple scientific and mathematical concepts in target language (e.g. metric system, earth science, geography)</u></p> <p>e) <u>Reinforce knowledge of the arts of the target culture</u></p>



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<p>a) Speak and respond using a greater variety of standard social conventions (e.g. good morning, good afternoon, good evening, see you later, see you tomorrow).</p> <p>b) Use appropriate forms of address for formal and informal situations</p> <p>c) Ask and respond to, both verbally and in writing, a greater variety of basic questions <u>in order to give and obtain more information, express emotions and exchange opinions</u> using <u>familiar vocabulary & phrases</u></p> <p>d) <u>Ask and respond to simple clarifying phrases and/or questions (e.g. repeat please, slower please, basic interrogative words)</u></p> <p>e) <u>Engage in simple conversations in various contexts (e.g. restaurant, train station, hotel, doctor's office, stores) using some transitions (e.g. then, after, before, next, finally) time frames (ie. simple future, present, simple past), and more complex sentence structures (ie. object pronouns, reflexive pronouns)</u></p> <p>f) Use <u>a greater variety of</u> rejoinders and phrases in conversation to express agreement, disagreement, reaction, disbelief, exclamation, etc. (e.g. <u>No way!, Cool!, That's great!, Leave me alone, Hurry up!, Be careful!</u>)</p> <p><i>(Aligns with>NNL9-10:1)</i></p>	<p>a) Respond to basic, classroom verbal commands/requests with teacher cues (e.g. listen, look, sit, stand, etc.)</p> <p>b) Respond <u>with detail to a greater variety of</u> questions relating to familiar topics</p> <p>c) Comprehend words that sound or look like English (cognates)</p> <p>d) <u>Use strategies such as context clues, prior knowledge, scanning and skimming and utilizing illustrations to aid comprehension when reading or listening to a short text on a familiar topic</u></p> <p>e) Comprehend high frequency verbs in present tense</p> <p>f) Identify and understand the subject, <u>object, verb and tense</u> in the sentence.</p> <p>g) Respond appropriately to <u>more complex</u> interrogatives in the <u>simple present, past and future</u> tenses (who, what, when, where, how many, how much, <u>how, why</u>)</p> <p><i>(Aligns with>NNL9-10: 2)</i></p>	<p>a) <u>Name, label and</u> categorize vocabulary related to <u>a greater variety of</u> topics</p> <p>b) Use an expanded vocabulary related to familiar topics (i.e. foods, classroom objects, house, family, clothes, colors, numbers 1-1,000, calendar, weather)</p> <p>c) Describe <u>and compare</u> singular and plural nouns.</p> <p>d) <u>Narrate or retell simple events or stories using simple present, past and future tenses. This narration may contain some errors which don't hinder communication.</u></p> <p>e) <u>Summarize information obtained in conversations or readings with some errors which don't hinder communication.</u></p> <p><i>(Aligns with>NNL9-10: 2)</i></p>	<p>a) Appropriately use formal and informal forms of address</p> <p>b) Compare and contrast holidays and customs</p> <p>c) Compare and contrast <u>concepts that have cultural and/or linguistic significance</u> (e.g. art, music, games, sports, family, education, home, foods, <u>travel, body language, etiquette and gestures</u>)</p> <p><i>(Aligns with>NNL9-10: 4)</i></p>	<p>a) Use technology to access information about the target culture(s) and language</p> <p>b) Identify <u>more</u> places where the language is spoken, <u>some capitals and some significant landmarks and geographical features of these places</u></p> <p>c) Compare and contrast simple linguistic structures (ie. subject, verb, object, adjectives) of target language and native language</p> <p>d) Reinforce simple scientific and mathematical concepts in target language (e.g. metric system, earth science, geography).</p> <p>e) Reinforce knowledge of the arts of the target culture</p>