

## WV CSO Curriculum Planning Tool

# Foreign Languages—Modern— Content Standards and Objectives—Level I

Objective #	Objective	Projected Date	Date Taught	Date Assessed	Date Re-Taught	Date Re-Assessed
<b>Interpersonal</b>	<b>listening, speaking, reading and writing</b>					
FL.O.LI.1.01	greet and make introductions and farewells; exchange courtesies in various social settings.					
FL.O.LI.1.02	give basic information about familiar topics					
FL.O.LI.1.03	give and follow directions, instructions and commands within the scope of the classroom.					
FL.O.LI.1.04	communicate need for repetition to ensure understanding.					
FL.O.LI.1.05	ask and answer questions in highly predictable settings using basic vocabulary on familiar topics.					
<b>Interpretive</b>	<b>listening and reading</b>					
FL.O.LI.1.06	understand and follow simple spoken and written directions, instructions and commands using level-appropriate vocabulary.					
FL.O.LI.1.07	derive the main ideas of short conversations/ dialogues and narratives on familiar topics.					
FL.O.LI.1.08	recognize and make sense of short, oral and written, level-appropriate language segments supported by strong contextual and/or visual prompts.					
FL.O.LI.1.09	view, listen to and respond to culturally relevant sources					
<b>Presentational</b>	<b>speaking and writing</b>					
FL.O.LI.1.10	imitate comprehensible intonation and pronunciation.					
FL.O.LI.1.11	present excerpts from the target language					
FL.O.LI.1.12	prepare and present short, personal spoken and written communications					
FL.O.LI.1.13	state the main ideas of oral and written texts.					
FL.O.LI.2.01	identify common beliefs and attitudes of the target culture(s)					
FL.O.LI.2.02	recognize and describe common generalizations that one culture makes about another.					
FL.O.LI.2.03	identify and discuss social, geographical and historical factors influencing cultural practices.					
FL.O.LI.2.04	recognize and imitate appropriate behaviors typically used with friends and family in the target culture(s) (e.g., greetings, gestures).					
FL.O.LI.2.05	identify practices among same-language cultures.					
FL.O.LI.2.06	identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts). <i>This objective is ongoing throughout all levels of language study. It is addressed in more detail under the Communities standard.</i>					
FL.O.LI.2.07	identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., flags, foods, monuments).					
FL.O.LI.2.08	give examples of major contributions					
FL.O.LI.2.09	identify commonly recognized historical and contemporary figures of the target culture.					
FL.O.LI.3.01	identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas.					
FL.O.LI.3.02	identify the cross-cultural relevance of common customs and traditions (e.g., holidays, saints' days, birthdays).					
FL.O.LI.3.03	identify perspectives from appropriate authentic sources					
FL.O.LI.3.04	recognize connections between the native and target languages					
FL.O.LI.4.01	compare and contrast the sound-symbol association of English to that of the target language.					
FL.O.LI.4.02	identify basic linguistic elements					
FL.O.LI.4.03	recognize that English and the target language are comprised of words and expressions which denote different registers of language					
FL.O.LI.4.04	identify similarities and differences in sentence structure					
FL.O.LI.4.05	recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.					
FL.O.LI.5.01	locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.					
FL.O.LI.5.02	recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.					
FL.O.LI.5.03	identify opportunities for personal use of the target language within and beyond the school setting					