

Modern Languages I-IV

Foreign Languages  
Curriculum Framework

Revised 2013

Course Title: Modern Languages I-IV  
Course/Unit Credit: 1 per course

	Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV
Course Number:				
Chinese (Mandarin)	447000	447010	447030	447040
French	441000	441010	441030	441040
German	442000	442010	442030	442040
Italian	443000	443010	443020	443030
Japanese	446000	446010	446030	446040
Russian	444000	444010	444030	444040
Spanish	440000	440020	440030	440040

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There is no prerequisite for Modern Languages I. The student entering Modern Languages II, III, or IV must successfully complete the preceding year of study of the same language.

#### Modern Languages I-IV

Modern Languages I, II, III, and IV provide basic instruction in pronunciation, aural comprehension, vocabulary, and grammar, and eventually lead to increased communicative and cultural proficiency in the target language(s). Target language cultures, traditions, and current events are introduced on the appropriate level through selected readings, audio/visual recordings, and other authentic materials. Listening, speaking, writing, role-playing, and group activities are designed to instruct, reinforce, and connect language skills. Modern Languages I, II, III, and IV include applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments. Arkansas Department of Education approval for the courses listed above is not required.

Modern Languages I-IV

Strand	Content Standard
Communication	
	1. Students will interpret aural, written, and visual messages in the target language. (interpretive)
	2. Students will interact by speaking and writing in the target language. (interpersonal)
	3. Students will present information in the target language. (presentational)
Culture	
	4. Students will investigate the practices, products, and perspectives of the target culture(s).
Connections	
	5. Students will apply the target language to reinforce and expand knowledge of other subject areas.
	6. Students will recognize the common and unique views and contributions of the target language and its cultures.
Comparisons	
	7. Students will explain the similarities and differences between the target language and the students' primary language.
	8. Students will explain the similarities and differences between the target culture(s) and the students' native culture.
Communities	
	9. Students will examine ways to use the target language personally and professionally.

Notes:

1. The three standards within the communication strand are designated as interpretive, interpersonal, or presentational. These classifications refer to the three modes of communication recognized in the 2012 edition of the "Performance Descriptors for Language Learners" promulgated by the American Council on the Teaching of Foreign Languages (ACTFL).
2. Words that appear in italics within this document are defined in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Common Core State Standards (CCSS) alignment key, R.CCR.1 = Reading.College and Career Ready Anchor Standard.1

Strand: Communication

Content Standard 1: Students will interpret aural, written, and visual messages in the target language. (interpretive)

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CMC.1.MLI.1 Recognize elements of speech</p> <ul style="list-style-type: none"> <li>• <i>intonation</i></li> <li>• patterns</li> <li>• <i>pitch</i></li> <li>• rhythms</li> <li>• sounds</li> <li>• syllables</li> <li>• <i>tones</i></li> </ul>	<p>CMC.1.MLII.1 Identify elements of speech</p> <ul style="list-style-type: none"> <li>• <i>intonation</i></li> <li>• patterns</li> <li>• <i>pitch</i></li> <li>• rhythms</li> <li>• sounds</li> <li>• syllables</li> <li>• <i>tones</i></li> </ul>	<p>CMC.1.MLIII.1 Interpret the principal message of</p> <ul style="list-style-type: none"> <li>• emotions</li> <li>• gestures</li> <li>• <i>intonation</i></li> <li>• <i>nuances</i></li> <li>• <i>pitch</i></li> <li>• <i>tones</i></li> </ul>	<p>CMC.1.MLIV.1 Interpret the complex and subtle message of</p> <ul style="list-style-type: none"> <li>• emotions</li> <li>• gestures</li> <li>• <i>intonation</i></li> <li>• <i>nuances</i></li> <li>• <i>pitch</i></li> <li>• <i>tones</i></li> </ul>	<p>R.CCR.1, 4 SL.CCR.2 L.CCR.4</p>
<p>CMC.1.MLI.2 Recognize <i>orthographic</i> characters or symbols (e.g., accent mark, umlaut, Chinese stroke order, <i>radical</i>, <i>Cyrillic</i> characters)</p>	<p>CMC.1.MLII.2 Identify <i>orthographic</i> characters or symbols (e.g., accent mark, umlaut, Chinese stroke order, <i>radical</i>, <i>Cyrillic</i> characters)</p>	<p>CMC.1.MLIII.2 Identify the relationship between the writer/speaker and his/her audience based on the style and use of language</p>	<p>CMC.1.MLIV.2 Identify the relationship between the writer/speaker and his/her audience based on the style and use of language in conceptually complex texts</p>	<p>R.CCR.1, 4, 5, 6 SL.CCR.3 L.CCR.4</p>
<p>CMC.1.MLI.3 Recognize <i>cognates</i>, <i>place names</i>, and <i>borrowings</i></p>	<p>CMC.1.MLII.3 Identify <i>cognates</i>, <i>place names</i>, and <i>borrowings</i> in context</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>R.CCR.1, 2, 3, 4 SL.CCR.2, 3 L.CCR.5</p>
<p>CMC.1.MLI.4 Recognize language <i>registers</i> (e.g., formal, informal)</p>	<p>CMC.1.MLII.4 Interpret language <i>registers</i> in context (e.g., formal, informal)</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>R.CCR.1, 4, 5, 6 SL.CCR.3</p>
<p>CMC.1.MLI.5 Follow simple directions (e.g., classroom commands, procedures)</p>	<p>CMC.1.MLII.5 Follow multi-step directions in familiar contexts (e.g., instructions, recipes, map directions)</p>	<p>CMC.1.MLIII.5 Follow multi-step directions in familiar and unfamiliar contexts in which a problem must be solved</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>R.CCR.1, 2, 4, 5, 6 SL.CCR.3, 5</p>
<p>CMC.1.MLI.6 Understand basic <i>idiomatic expressions</i></p>	<p>CMC.1.MLII.6 Interpret a variety of <i>idiomatic expressions</i></p>	<p>CMC.1.MLIII.6 Identify <i>proverbs</i>, <i>colloquialisms</i>, and complex <i>idiomatic expressions</i></p>	<p>CMC.1.MLIV.6 Examine <i>proverbs</i>, <i>colloquialisms</i>, and complex <i>idiomatic expressions</i></p>	<p>R.CCR.2, 3, 4 SL.CCR.2, 3, 5 L.CCR.5</p>

Strand: Communication

Content Standard 1: Students will interpret aural, written, and visual messages in the target language. (interpretive)

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
CMC.1.MLI.7 Interpret the principal message of gestures, <i>nuances</i> , and <i>intonation</i>	CMC.1.MLII.7 Interpret gestures, <i>nuances</i> , and <i>intonation</i>	The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	R.CCR.1, 2, 4, 5, 7, 8, 9 SL.CCR.2, 4, 5, 6 L.CCR.5
CMC.1.MLI.8 Use reading and listening strategies to enhance comprehension (e.g., <i>cognates</i> , contextual clues, visual cues, inferences, predictions)	CMC.1.MLII.8 Apply reading and listening strategies to enhance comprehension (e.g., <i>cognates</i> , <i>place names</i> , <i>borrowings</i> , contextual clues, visual cues, inferences, predictions)	CMC.1.MLIII.8 Apply reading and listening strategies to enhance comprehension of complex texts (e.g., <i>cognates</i> , <i>place names</i> , <i>borrowings</i> , contextual clues, visual cues, inferences, predictions)	CMC.1.MLIV.8 Apply reading and listening strategies to enhance comprehension of complex texts	R.CCR.1, 2, 7 SL.CCR.2, 3 L.CCR.4
CMC.1.MLI.9 Identify central idea(s) and specific information from a variety of appropriate texts and visual media on familiar topics	CMC.1.MLII.9 Examine a variety of appropriate texts and visual media on familiar and unfamiliar topics for <ul style="list-style-type: none"> <li>• central idea</li> <li>• key details</li> <li>• point of view</li> <li>• purpose</li> </ul>	CMC.1.MLIII.9 Identify elements, citing evidence, from a variety of <i>authentic</i> texts and visual media on familiar and unfamiliar topics for <ul style="list-style-type: none"> <li>• audience</li> <li>• central idea</li> <li>• genre</li> <li>• key details</li> <li>• point of view</li> <li>• purpose</li> <li>• theme</li> </ul>	CMC.1.MLIV.9 Analyze elements, citing evidence, from a variety of <i>authentic</i> texts and visual media on familiar and unfamiliar topics for <ul style="list-style-type: none"> <li>• audience</li> <li>• central idea</li> <li>• genre</li> <li>• key details</li> <li>• point of view</li> <li>• purpose</li> <li>• theme</li> </ul>	R.CCR.1, 2, 5, 6 SL.CCR.3

Strand: Communication

Content Standard 1: Students will interpret aural, written, and visual messages in the target language. (interpretive)

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CMC.1.MLI.10 Identify central idea(s) and specific information from a variety of auditory sources with or without visual cues</p>	<p>CMC.1.MLII.10 Analyze a variety of auditory sources with or without visual cues for</p> <ul style="list-style-type: none"> <li>• central idea</li> <li>• key details</li> <li>• point of view</li> <li>• purpose</li> </ul>	<p>CMC.1.MLIII.10 Analyze, with or without visual cues, a variety of <i>authentic</i> auditory sources for</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• central idea</li> <li>• genre</li> <li>• key details</li> <li>• point of view</li> <li>• purpose</li> <li>• theme</li> </ul> <p>and cite evidence</p>	<p>CMC.1.MLIV.10 Explain, in the target language with or without visual cues, a variety of <i>authentic</i> auditory sources for</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• central idea</li> <li>• genre</li> <li>• key details</li> <li>• point of view</li> <li>• purpose</li> <li>• theme</li> </ul> <p>and cite evidence</p>	<p>SL.CCR.2, 3</p>
<p>CMC.1.MLI.11 Interpret <i>authentic</i> materials</p>	<p>CMC.1.MLII.11 Summarize information contained in <i>authentic</i> materials</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>R.CCR.1, 2, 4, 5 SL.CCR.4, 5, 6</p>
<p>CMC.1.MLI.12 Draw conclusions from a variety of simple oral, visual, and textual sources, citing evidence</p>	<p>CMC.1.MLII.12 Make inferences from a variety of oral, visual, and textual sources, citing evidence</p>	<p>CMC.1.MLIII.12 Identify common themes and elements among a variety of <i>authentic</i> oral, visual, and textual sources</p>	<p>CMC.1.MLIV.12 Examine common themes and elements among a variety of <i>authentic</i> oral, visual, and textual sources</p>	<p>R.CCR.1, 2, 4, 5, 8 SL.CCR.4, 5, 6</p>

Strand: Communication

Content Standard 2: Students will interact by speaking and writing in the target language. (interpersonal)

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
CMC.2.MLI.1 Interact effectively in a range of conversations and collaborations in the appropriate time frames	CMC.2.MLII.1 Initiate conversations and collaborations, in the appropriate <i>tenses</i>	CMC.2.MLIII.1 Engage in unrehearsed conversations and collaborations in the appropriate <i>tenses</i>	CMC.2.MLIV.1 Engage in extended, unrehearsed conversations and collaborations in the appropriate <i>tenses</i>	W.CCR.4, 10 SL.CCR.1, 4 L.CCR.1
CMC.2.MLI.2 Engage in simple conversations using <i>cultural conventions</i> and <i>social conventions</i> <ul style="list-style-type: none"> <li>• courtesy phrases</li> <li>• culturally appropriate greetings and farewells</li> <li>• gestures</li> <li>• introductions</li> <li>• learned phrases</li> <li>• <i>idiomatic expressions</i></li> </ul>	CMC.2.MLII.2 Engage in conversations using <i>cultural conventions</i> and <i>social conventions</i> <ul style="list-style-type: none"> <li>• courtesy phrases</li> <li>• culturally appropriate greetings and farewells</li> <li>• gestures</li> <li>• introductions</li> <li>• learned phrases</li> <li>• <i>idiomatic expressions</i></li> </ul>	CMC.2.MLIII.2 Engage in conversations using <i>cultural conventions</i> and <i>social conventions</i> (e.g., interviews, problem solving)	CMC.2.MLIV.2 Engage in conversations about abstract, complex, and unfamiliar topics (e.g., negotiation, reporting incidents, emergencies)	W.CCR.2, 3, 4, 10 SL.CCR.1, 3 L.CCR.1, 2, 5

Strand: Communication

Content Standard 2: Students will interact by speaking and writing in the target language. (interpersonal)

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CMC.2.MLI.3 Exchange information through dialogue or in writing about familiar topics</p> <ul style="list-style-type: none"> <li>• clothing</li> <li>• daily life</li> <li>• family and friends</li> <li>• feelings and emotions</li> <li>• food</li> <li>• likes and dislikes</li> <li>• needs and wants</li> <li>• parts of the body</li> <li>• pastimes</li> <li>• personal information</li> <li>• time and calendar</li> <li>• weather</li> </ul>	<p>CMC.2.MLII.3 Exchange information through dialogue or in writing about familiar and unfamiliar topics</p> <ul style="list-style-type: none"> <li>• asking for and giving directions</li> <li>• daily routine</li> <li>• family life</li> <li>• geographic terms</li> <li>• nationalities</li> <li>• past experiences</li> <li>• personal interests</li> <li>• school</li> <li>• travel</li> </ul>	<p>CMC.2.MLIII.3 Use <i>circumlocution</i> skills to exchange information through dialogue or in writing about familiar and unfamiliar topics</p> <ul style="list-style-type: none"> <li>• current issues</li> <li>• family life</li> <li>• future plans</li> <li>• historical events</li> <li>• leisure activities</li> <li>• past activities</li> <li>• personal interests</li> <li>• travel</li> </ul>	<p>CMC.2.MLIV.3 Use <i>circumlocution</i> skills to exchange information through dialogue or in writing about complex or unfamiliar topics (e.g., future plans, global issues, historical themes, past activities)</p>	<p>W.CCR.2, 3, 4 SL.CCR.1, 3, 6 L.CCR.1, 4, 5, 6</p>

Strand: Communication

Content Standard 2: Students will interact by speaking and writing in the target language. (interpersonal)

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CMC.2.MLI.4 Apply conversational strategies to increase understanding in rehearsed, familiar situations</p> <ul style="list-style-type: none"> <li>ask basic questions (e.g., who, what, when, where, why, how, how much, how many)</li> <li>ask for repetition</li> <li>request clarification</li> </ul>	<p>CMC.2.MLII.4 Apply conversational strategies to increase understanding in unrehearsed, familiar situations</p> <ul style="list-style-type: none"> <li>ask basic questions</li> <li>ask for repetition</li> <li>request clarification</li> </ul>	<p>CMC.2.MLIII.4 Apply conversational strategies to increase understanding in unfamiliar situations</p> <ul style="list-style-type: none"> <li>ask detailed questions</li> <li>ask for repetition or paraphrase</li> <li>request clarification</li> </ul>	<p>CMC.2.MLIV.4 Apply conversational strategies to increase understanding in a variety of complex situations</p>	<p>W.CCR.2, 7 SL.CCR.5, 6 L.CCR.4</p>
<p>CMC.2.MLI.5 Use survival phrases and gestures to meet basic needs (e.g., directions, simple requests)</p>	<p>CMC.2.MLII.5 Use survival phrases, gestures, and <i>circumlocution</i> to acquire goods, services, and information</p>	<p>CMC.2.MLIII.5 Use survival phrases, gestures, and <i>circumlocution</i> to acquire goods, services, and information</p>	<p>CMC.2.MLIV.5 Engage in <i>connected discourse</i> on a variety of topics in multiple <i>moods</i> and <i>tenses</i> (e.g., beauty and aesthetics, science and technology, family and community, personal and public identities, global challenges)</p>	<p>W.CCR.1, 2, 3, 10 SL.CCR.1, 6 L.CCR.3, 6</p>
<p>CMC.2.MLI.6 Apply numeric concepts in context</p> <ul style="list-style-type: none"> <li>age</li> <li>cardinal numbers</li> <li>dates</li> <li>time</li> </ul>	<p>CMC.2.MLII.6 Apply numeric concepts in context</p> <ul style="list-style-type: none"> <li>cardinal numbers</li> <li>ordinal numbers</li> </ul>	<p>CMC.2.MLIII.6 Demonstrate command of numeric concepts in context</p> <ul style="list-style-type: none"> <li>cardinal numbers</li> <li>ordinal numbers</li> </ul>	<p>The SLE is not appropriate for this level/course.</p>	<p>W.CCR.1, 2, 3, 5, 6 SL.CCR.1, 2, 3, 4</p>

Strand: Communication

Content Standard 2: Students will interact by speaking and writing in the target language. (interpersonal)

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
The SLE is not appropriate for this level/course.	CMC.2.MLII.7 Apply comparison phrases in context (e.g., more than, less than, as ... as)	CMC.2.MLIII.7 Demonstrate command of comparison phrases in context (e.g., more than, less than, as ... as)	CMC.2.MLIV.7 Share analysis of, reactions to, and solutions to universal issues	W.CCR.4, 5, 8, 9 SL.CCR.1, 9 L.CCR.1, 3
The SLE is not appropriate for this level/course.	CMC.2.MLII.8 State feelings, opinions, viewpoints, and personal preferences	CMC.2.MLIII.8 Interact in multiple <i>moods</i> and <i>tenses</i> to <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• describe</li> <li>• express feelings, uncertainties, desires, preferences</li> <li>• narrate</li> <li>• support opinions</li> </ul>	CMC.2.MLIV.8 Understand conversational partners' reasoning based on validity of evidence	W.CCR.1, 2, 3, 4, 5, 6, 7, 9 SL.CCR.1, 2, 3, 4 L.CCR.5
The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	CMC.2.MLIII.9 Discuss reactions to literary and multimedia sources	CMC.2.MLIV.9 Discuss rhetorical devices in literary texts or multimedia sources	R.CCR.4, 5, 6, 7, 9 W.CCR.9 SL.CCR.2, 3

Strand: Communication

Content Standard 3: Students will present information in the target language. (presentational)

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
CMC.3.MLI.1 Describe people, places, actions, and objects	CMC.3.MLII.1 Describe characters, events, and settings	CMC.3.MLIII.1 Explain the relationships among characters, events, and settings	CMC.3.MLIV.1 Present a literary analysis <ul style="list-style-type: none"> <li>• characters</li> <li>• events</li> <li>• settings</li> <li>• themes</li> </ul> and cite evidence	R.CCR.10 W.CCR.1, 2, 3, 9 SL.CCR.4 L.CCR.4
CMC.3.MLI.2 Write about familiar topics (e.g., labels, lists, notes, short paragraphs)	CMC.3.MLII.2 Write about a variety of topics in simple compositions (e.g., labels, lists, notes)	CMC.3.MLIII.2 Write about a variety of topics in well-structured compositions (e.g., notes, poems, paragraphs, essays)	CMC.3.MLIV.2 Use a variety of writing formats to convey points of view (e.g., persuasive, argumentative, narrative)	W.CCR.1, 2, 3, 4, 5, 6, 10
CMC.3.MLI.3 Use acquired language skills through brief rehearsed presentations (e.g., skits, songs, poems, show and tell, mock interviews, speeches)	CMC.3.MLII.3 Use acquired language skills through brief rehearsed and simple impromptu presentations (e.g., skits, songs, poems, show and tell, mock interviews, speeches)	CMC.3.MLIII.3 Use acquired language skills through extended rehearsed and brief, multipart impromptu presentations (e.g., skits, songs, poems, show and tell, mock interviews, speeches)	CMC.3.MLIV.3 Use acquired language skills through complex rehearsed and spontaneous, extended presentations (e.g., skits, songs, poems, show and tell, mock interviews, speeches)	W.CCR.4 SL.CCR.1, 4, 5, 6 L.CCR.1, 6
CMC.3.MLI.4 Create visual and/or multimedia presentations about familiar topics (e.g., menu, poster, slide show, <i>podcast</i> , brochure, <i>blog</i> , graphic organizer)	CMC.3.MLII.4 Create visual and/or multimedia presentations about simple unfamiliar topics (e.g., menu, poster, slide show, <i>podcast</i> , brochure, <i>blog</i> , graphic organizer)	CMC.3.MLIII.4 Create visual and/or multimedia presentations about a variety of complex topics (e.g., menu, poster, slide show, <i>podcast</i> , brochure, <i>blog</i> , graphic organizer)	CMC.3.MLIV.4 Produce visual and/or multimedia presentations about a variety of complex topics, considering audience, context, and purpose	W.CCR.2, 6, 8 SL.CCR.5

Strand: Communication

Content Standard 3: Students will present information in the target language. (presentational)

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
CMC.3.MLI.5 Use elements of the target language effectively according to language development level about simple familiar topics (e.g., grammar, pronunciation, <i>orthography/spelling, syntax</i> )	CMC.3.MLII.5 Use elements of the target language effectively according to language development level about simple familiar and unfamiliar topics (e.g., grammar, pronunciation, <i>orthography/spelling, syntax</i> )	CMC.3.MLIII.5 Use elements of the target language effectively according to language development level about detailed familiar and unfamiliar topics (e.g., grammar, pronunciation, <i>orthography/spelling, syntax</i> )	CMC.3.MLIV.5 Use elements of the target language effectively according to language development level about complex familiar and unfamiliar topics (e.g., grammar, pronunciation, <i>orthography/spelling, syntax</i> )	W.CCR.4 SL.CCR.6 L.CCR.1, 2, 3
The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	CMC.3.MLIV.6 Synthesize information from a variety of sources	R.CCR.7, 9, 10 W.CCR.2, 3, 5, 8, 9 SL.CCR.2
The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	CMC.3.MLIV.7 Adapt <i>register</i> to a variety of contexts and communicative tasks	W.CCR.4 SL.CCR.6

Strand: Culture

Content Standard 4: Students will investigate the practices, products, and perspectives of the target culture(s).

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CLT.4.MLI.1 Demonstrate <i>practices</i> of the <i>target culture(s)</i> by</p> <ul style="list-style-type: none"> <li>• identifying culturally appropriate behavior (e.g., verbal/nonverbal greetings, gestures, customs)</li> <li>• identifying differences among <i>target culture(s)</i> (e.g., greetings, food preparation)</li> <li>• recognizing shared cultural <i>practices</i> (e.g., common holidays, rituals, traditions)</li> </ul>	<p>CLT.4.MLII.1 Demonstrate <i>practices</i> of the <i>target culture(s)</i> by</p> <ul style="list-style-type: none"> <li>• discussing differences among <i>target culture(s)</i> (e.g., greetings, food preparation)</li> <li>• discussing shared cultural <i>practices</i> (e.g., common holidays, rituals, traditions)</li> <li>• modeling culturally appropriate behavior (e.g., verbal/nonverbal greetings, gestures, customs)</li> </ul>	<p>CLT.4.MLIII.1 Demonstrate <i>practices</i> of the <i>target culture(s)</i> by</p> <ul style="list-style-type: none"> <li>• analyzing differences among <i>target culture(s)</i> (e.g., greetings, food preparation)</li> <li>• comparing shared cultural <i>practices</i> (e.g., common holidays, rituals, traditions)</li> <li>• interacting with culturally appropriate behavior (e.g., verbal/nonverbal greetings, gestures, customs)</li> </ul>	<p>CLT.4.MLIV.1 Demonstrate, in the target language, <i>practices</i> of the <i>target culture(s)</i> by</p> <ul style="list-style-type: none"> <li>• analyzing differences among <i>target culture(s)</i> (e.g., music, technology, recycling, health and wellness)</li> <li>• comparing and contrasting cultural <i>practices</i> (e.g., common holidays, rituals, traditions)</li> <li>• interacting in a culturally appropriate manner in various contexts (e.g., verbal/nonverbal greetings, gestures, customs)</li> </ul>	<p>R.CCR.1, 2, 4, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p>

Strand: Culture

Content Standard 4: Students will investigate the practices, products, and perspectives of the target culture(s).

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CLT.4.MLI.2 Identify the <i>products</i> of the <i>target culture(s)</i></p> <ul style="list-style-type: none"> <li>• global influences (e.g., automobiles, composers, fashion, fireworks, dance, sports)</li> <li>• <i>intangible products</i> (e.g., philosophy, law, entertainment, educational systems)</li> <li>• <i>tangible products</i> (e.g., architecture, art, food, clothing, technology)</li> </ul>	<p>CLT.4.MLII.2 Discuss <i>products</i> of the <i>target culture(s)</i></p> <ul style="list-style-type: none"> <li>• global influences (e.g., automobiles, composers, fashion, fireworks, dance, sports)</li> <li>• <i>intangible products</i> (e.g., philosophy, law, entertainment, educational systems)</li> <li>• <i>tangible products</i> (e.g., architecture, art, food, clothing, technology)</li> </ul>	<p>CLT.4.MLIII.2 Analyze the effects of <i>products</i> of the <i>target culture(s)</i></p> <ul style="list-style-type: none"> <li>• global influences (e.g., automobiles, composers, fashion, fireworks, dance, sports)</li> <li>• <i>intangible products</i> (e.g., philosophy, law, entertainment, educational systems)</li> <li>• <i>tangible products</i> (e.g., architecture, art, food, clothing, technology)</li> </ul>	<p>CLT.4.MLIV.2 Evaluate, in the target language, the effects of <i>products</i> of the <i>target culture(s)</i></p> <ul style="list-style-type: none"> <li>• global influences (e.g., automobiles, composers, fashion, fireworks, dance, sports, personal technology)</li> <li>• <i>intangible products</i> (e.g., philosophy, law, entertainment, educational systems, political systems)</li> <li>• <i>tangible products</i> (e.g., architecture, art, food, clothing, technology)</li> </ul>	<p>R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p>

Strand: Culture

Content Standard 4: Students will investigate the practices, products, and perspectives of the target culture(s).

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CLT.4.MLI.3 Identify the <i>perspectives</i> of the <i>target culture(s)</i> reflected in</p> <ul style="list-style-type: none"> <li>• <i>practices</i> (e.g., value of education, rites of passage, holidays, family units)</li> <li>• <i>products</i> (e.g., literature, art, music, housing, transportation)</li> </ul>	<p>CLT.4.MLII.3 Discuss <i>perspectives</i> of the <i>target culture(s)</i> reflected in</p> <ul style="list-style-type: none"> <li>• <i>practices</i> (e.g., value of education, rites of passage, holidays, family units, fostering social ties)</li> <li>• <i>products</i> (e.g., literature, art, music, housing, transportation)</li> </ul>	<p>CLT.4.MLIII.3 Examine <i>perspectives</i> of the <i>target culture(s)</i> reflected in</p> <ul style="list-style-type: none"> <li>• <i>practices</i> (e.g., value of education, rites of passage, holidays, family units, fostering social ties)</li> <li>• <i>products</i> (e.g., literature, art, music, housing, transportation)</li> </ul>	<p>CLT.4.MLIV.3 Analyze, in the target language, <i>perspectives</i> of the <i>target culture(s)</i> reflected in</p> <ul style="list-style-type: none"> <li>• <i>practices</i> (e.g., value of education, rites of passage, holidays, family units, fostering social ties)</li> <li>• <i>products</i> (e.g., literature, art, music, housing, transportation)</li> </ul>	<p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p>
<p>CLT.4.MLI.4 Examine the factors that influence <i>practices, products, and perspectives</i> of the <i>target culture(s)</i> (e.g., climate, geography, history, politics, environment, economics)</p>	<p>CLT.4.MLII.4 Investigate factors that influence <i>practices, products, and perspectives</i> of the <i>target culture(s)</i> (e.g., climate, geography, history, politics, environment, economics)</p>	<p>CLT.4.MLIII.4 Evaluate factors that influence <i>practices, products, and perspectives</i> of the <i>target culture(s)</i> (e.g., climate, geography, history, politics, environment, economics)</p>	<p>CLT.4.MLIV.4 Evaluate, using the target language, factors that influence <i>practices, products, and perspectives</i> of the <i>target culture(s)</i> (e.g., history, politics, environment, economics, global challenges, technology)</p>	<p>R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p>

Strand: Culture

Content Standard 4: Students will investigate the practices, products, and perspectives of the target culture(s).

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
CLT.4.MLI.5 Identify <i>practices, products, and perspectives</i> among <i>target culture(s)</i>	CLT.4.MLII.5 Discuss <i>practices, products, and perspectives</i> among <i>target culture(s)</i>	CLT.4.MLIII.5 Analyze <i>practices, products, and perspectives</i> among <i>target culture(s)</i>	CLT.4.MLIV.5 Evaluate, in the target language, <i>practices, products, and perspectives</i> among <i>target culture(s)</i>	R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6
CLT.4.MLI.6 Identify the written, visual, and/or performing arts of the <i>target culture(s)</i> (e.g., plays, poems, art, music, movies)	CLT.4.MLII.6 Discuss the written, visual, and/or performing arts of the <i>target culture(s)</i> (e.g., plays, poems, art, music, movies)	CLT.4.MLIII.6 Analyze the written, visual, and/or performing arts of the <i>target culture(s)</i> (e.g., plays, poems, art, music, movies)	CLT.4.MLIV.6 Interpret, in the target language, the written, visual, and/or performing arts of the <i>target culture(s)</i> (e.g., plays, poems, art, music, movies)	R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6
CLT.4.MLI.7 Research major institutions, contemporary and historical figures, contributions, and/or time periods of the <i>target culture(s)</i>	CLT.4.MLII.7 Research major institutions, contemporary and historical figures, contributions, current events, and/or time periods of the <i>target culture(s)</i>	CLT.4.MLIII.7 Evaluate the impact of major institutions, contemporary and historical figures, contributions, current events, and/or time periods of the <i>target culture(s)</i>	The SLE is not appropriate for this level/course.	R.CCR.1, 2, 6, 7, 9, 10 W.CCR. 2, 6, 7, 8, 10 SL.CCR. 2, 4
The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	CLT.4.MLIV.8 Create original works that reflect the unique <i>perspectives</i> of the <i>target culture(s)</i>	W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6
The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	CLT.4.MLIV.9 Debate, using the target language, <i>perspectives</i> within the <i>target culture(s)</i> (e.g., politics, entertainment, stereotypes, citizenship)	W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6

Strand: Connections

Content Standard 5: Students will apply the target language to reinforce and expand knowledge of other subject areas.

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
CNN.5.MLI.1 Recognize terms and concepts from other disciplines (e.g., climate, geography, measurements, money, animals, musical instruments)	CNN.5.MLII.1 Relate content learned from other disciplines (e.g., climate, geography, measurements, money, animals, musical instruments)	CNN.5.MLIII.1 Discuss content learned from other disciplines (e.g., climate, geography, measurements, money, animals, musical instruments)	CNN.5.MLIV.1 Analyze topics from other disciplines (e.g., political concepts, historical concepts, environmental concerns, world health issues)	R.CCR.2, 3, 4, 5, 7, 9 W.CCR.4, 6, 8, 9 SL.CCR.2, 4, 5 L.CCR.3, 4, 5, 6
CNN.5.MLI.2 Recognize vocabulary from the target language found in other disciplines (e.g., Fahrenheit, kindergarten, laissez-faire, coup d'état, mural, mesa, yin yang, tofu, opera, concerto, Kremlin, balalaika, haiku, algebra)	CNN.5.MLII.2 Explore vocabulary from the target language found in other disciplines (e.g., Fahrenheit, kindergarten, laissez-faire, coup d'état, mural, mesa, yin yang, tofu, opera, concerto, Kremlin, balalaika, haiku, algebra)	CNN.5.MLIII.2 Investigate vocabulary from the target language found in other disciplines (e.g., Fahrenheit, kindergarten, laissez-faire, coup d'état, mural, mesa, yin yang, tofu, opera, concerto, Kremlin, balalaika, haiku, algebra)	The SLE is not appropriate for this level/course.	R.CCR.4 L.CCR.3, 4, 5, 6
CNN.5.MLI.3 Apply skills and content learned from other disciplines (e.g., temperature conversion, mathematical computation)	CNN.5.MLII.3 Apply skills and content learned from other disciplines (e.g., length conversion, volume conversion, table reading skills, map reading skills)	CNN.5.MLIII.3 Apply skills and content learned from other disciplines (e.g., health and wellness, literary terms and genres, nutrition and health)	CNN.5.MLIV.3 Apply skills and content learned from other disciplines (e.g., science, technology, statistical data)	R.CCR.1, 3, 4, 5, 7, 8, 10 W.CCR.1, 3, 4, 6 SL.CCR.3, 4 L.CCR.3, 4, 5, 6
The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	CNN.5.MLIV.4 Locate target language resources in order to analyze and synthesize information for use in other content areas	R.CCR.1, 4, 7, 8, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5 L.CCR.3, 4, 6

Strand: Connections

Content Standard 6: Students will recognize the common and unique views and contributions of the target language and its cultures.

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CNN.6.MLI.1 Identify basic characteristics that make <i>target culture(s)</i> unique (e.g., <i>dialect</i>, regional accent, dietary habit)</p>	<p>CNN.6.MLII.1 Describe characteristics that make <i>target culture(s)</i> unique (e.g., <i>dialect</i>, regional accent, dietary habit)</p>	<p>CNN.6.MLIII.1 Discuss unique cultural characteristics present in <i>authentic</i> or <i>adapted texts</i> (e.g., songs, folk tales, short stories, poems)</p>	<p>CNN.6.MLIV.1 Analyze, in the target language, unique cultural characteristics present in <i>authentic</i> or <i>adapted texts</i> (e.g., songs, folk tales, short stories, poems, informational texts)</p>	<p>R.CCR.1, 2, 3, 6, 7, 10 W.CCR.1, 7, 8, 10 SL.CCR.1, 2, 3, 4, 5 L.CCR.1, 2, 3, 4, 5, 6</p>
<p>CNN.6.MLI.2 Recognize unique cultural characteristics present in <i>authentic</i> or <i>adapted texts</i> (e.g., songs, folk tales, short stories, poems)</p>	<p>CNN.6.MLII.2 Describe unique cultural characteristics present in <i>authentic</i> or <i>adapted texts</i> (e.g., songs, folk tales, short stories, poems)</p>	<p>CNN.6.MLIII.2 Evaluate factors that contribute to other worldviews (e.g., political, social, artistic)</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>R.CCR.2, 3, 6, 7, 9, 10 W.CCR.1, 2, 6, 7, 8, 9 SL.CCR.2, 3 L.CCR.3, 4, 5, 6</p>
<p>CNN.6.MLI.3 Identify cultural and linguistic relationships between the <i>target culture(s)</i> and the students' own culture (e.g., <i>place names</i>, surnames)</p>	<p>CNN.6.MLII.3 Examine cultural and linguistic relationships between the <i>target culture(s)</i> and the students' own culture (e.g., <i>place names</i>, surnames)</p>	<p>CNN.6.MLIII.3 Evaluate contributions from the <i>target culture(s)</i> (e.g., pasteurization, Braille, printing press, gun powder, acupuncture, chocolate, Theory of Relativity, Periodic Table of Elements, piano, bicycle, crystallization, exploration)</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>R.CCR.2, 6, 9 W.CCR.1, 2, 7, 8 SL.CCR.2, 3, 4 L.CCR.3, 5, 6</p>

Strand: Connections

Content Standard 6: Students will recognize the common and unique views and contributions of the target language and its cultures.

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
CNN.6.MLI.4 Recognize the existence of other worldviews (e.g., political, social, artistic)	CNN.6.MLII.4 Investigate factors that contribute to other worldviews (e.g., political, social, artistic)	CNN.6.MLIII.4 Compare and contrast the views of the <i>target culture(s)</i> with the views of the student's culture (e.g., dating, driving, current events)	CNN.6.MLIV.4 Compare and contrast, in the target language, the views of the <i>target culture(s)</i> with the views of the student's culture (e.g., social customs, values, generational issues, relationships, national identity)	R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5 L.CCR.3, 4, 5, 6
CNN.6.MLI.5 Recognize contributions from the <i>target culture(s)</i> (e.g., pasteurization, Braille, printing press, gun powder, acupuncture, chocolate, Theory of Relativity, Periodic Table of Elements, piano, bicycle, crystallization, exploration)	CNN.6.MLII.5 Investigate contributions from the <i>target culture(s)</i> (e.g., pasteurization, Braille, printing press, gun powder, acupuncture, chocolate, Theory of Relativity, Periodic Table of Elements, piano, bicycle, crystallization, exploration)	CNN.6.MLIII.5 Examine the interdependence that exists between the <i>target culture(s)</i> and the world, using <i>authentic</i> sources	CNN.6.MLIV.5 Analyze, in the target language, the interdependence that exists between the <i>target culture(s)</i> and the world, using <i>authentic</i> sources (e.g., global trade, treaties, environmental concerns)	R.CCR.2, 6, 7, 10 W.CCR.2, 6, 7, 8, 9 SL.CCR.1, 2, 4 L.CCR.5, 6
The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	CNN.6.MLIV.6 Investigate solutions to global issues (e.g., immigration, unemployment, world hunger, energy, environment)	R.CCR.1, 7, 8, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5 L.CCR.3, 4, 6

Strand: Comparisons

Content Standard 7: Students will explain the similarities and differences between the target language and the students' primary language.

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
CMP.7.MLI.1 Identify <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , and shared <i>derivatives</i>	CMP.7.MLII.1 Use knowledge of <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , shared <i>derivatives</i> , and word families to determine meaning	CMP.7.MLIII.1 Use knowledge of <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , shared <i>derivatives</i> , and word families to expand vocabulary	CMP.7.MLIV.1 Use knowledge of <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , shared <i>derivatives</i> , and word families to expand vocabulary	R.CCR.1, 4, 5, 7 W.CCR.2, 3, 4 SL.CCR.1, 2 L.CCR.3, 4
CMP.7.MLI.2 Compare basic <i>idiomatic expressions</i>	CMP.7.MLII.2 Compare <i>idiomatic expressions</i>	CMP.7.MLIII.2 Compare <i>proverbial</i> and <i>idiomatic expressions</i>	CMP.7.MLIV.2 Compare <i>proverbial</i> , <i>colloquial</i> , and <i>idiomatic expressions</i>	R.CCR.1, 2, 3, 4, 5, 10 W.CCR.3, 8, 9 SL.CCR.1, 3 L.CCR.5
CMP.7.MLI.3 Recognize the similarities and differences in simple language structure (e.g., word order)	CMP.7.MLII.3 Recognize the similarities and differences in grammar and language structure (e.g., question structures, past <i>tenses</i> , prepositional phrases)	CMP.7.MLIII.3 Explain the similarities and differences in grammar and language structure (e.g., question structures, past <i>tenses</i> , prepositional phrases)	CMP.7.MLIV.3 Analyze the similarities and differences in grammar and language structure (e.g., question structures, past <i>tenses</i> , prepositional phrases)	R.CCR.1, 2, 4, 5 SL.CCR.5 L.CCR.1, 2, 3
CMP.7.MLI.4 Identify the use of <i>register</i>	CMP.7.MLII.4 Recognize the use of <i>register</i> in a variety of social situations (e.g., <i>intonation</i> , word choice, imperatives)	CMP.7.MLIII.4 Recognize the use of <i>register</i> in familiar and unfamiliar contexts (e.g., <i>intonation</i> , word choice, imperatives)	The SLE is not appropriate for this level/course.	R.CCR.1, 4, 5, 6, 9 W.CCR.4 SL.CCR.1, 3 L.CCR.1, 3

Strand: Comparisons

Content Standard 7: Students will explain the similarities and differences between the target language and the students' primary language.

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CMP.7.MLI.5 Compare writing systems (e.g., accent marks, punctuation, characters, symbols, numbers, handwriting)</p>	<p>CMP.7.MLII.5 Explain similarities and differences in writing systems (e.g., accent marks, punctuation, characters, symbols, numbers, handwriting, keyboard differences)</p>	<p>CMP.7.MLIII.5 Differentiate between writing systems in <i>authentic</i> texts (e.g., accent marks, punctuation, characters, symbols, numbers, handwriting, keyboard differences)</p>	<p>CMP.7.MLIV.5 Use <i>aspects</i> of the target language writing system (e.g., accent marks, punctuation, characters, symbols, numbers, handwriting, keyboard differences)</p>	<p>R.CCR.4,10 W.CCR.4,5,6 L.CCR.1,2</p>
<p>CMP.7.MLI.6 Compare linguistic sounds (e.g., sound-letter correspondence, <i>tones</i>, <i>pitch</i>, <i>intonation</i>)</p>	<p>CMP.7.MLII.6 Use linguistic sounds (e.g., sound-letter correspondence, contextualized <i>tones</i>, <i>inflection</i>, repeated syllables)</p>	<p>CMP.7.MLIII.6 Analyze similarities and differences in linguistic sounds (e.g., sound-letter correspondence, contextualized <i>tones</i>, <i>inflection</i>, repeated syllables)</p>	<p>CMP.7.MLIV.6 Explain similarities and differences in linguistic sounds (e.g., sound-letter correspondence, contextualized <i>tones</i>, <i>inflection</i>, repeated syllables)</p>	<p>SL.CCR.2, 5 L.CCR.3</p>

Strand: Comparisons

Content Standard 8: Students will explain the similarities and differences between the target culture(s) and the students' native culture.

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CMP.8.MLI.1 Identify daily living patterns (e.g., meals, transportation, shopping, greeting)</p>	<p>CMP.8.MLII.1 Compare and contrast daily living patterns (e.g., meals, transportation, shopping, greeting, employment)</p>	<p>CMP.8.MLIII.1 Compare and contrast <i>aspects</i> of contemporary life (e.g., dining, employment, environmental sustainability)</p>	<p>CMP.8.MLIV.1 Compare and contrast, in the target language, <i>aspects</i> of contemporary life (e.g., beauty and aesthetics, science and technology, family and community, global challenges, personal and public identities)</p>	<p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.7, 8, 9 SL.CCR.1, 2, 3, 5 L.CCR.1, 2, 3, 4, 5, 6</p>
<p>CMP.8.MLI.2 Compare and contrast major holidays and celebrations</p>	<p>CMP.8.MLII.2 Compare and contrast customs and traditions</p>	<p>CMP.8.MLIII.2 Analyze customs and traditions</p>	<p>CMP.8.MLIV.2 Discuss, in the target language, similarities and differences in customs and traditions</p>	<p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.7, 8, 9 SL.CCR.1, 2, 3, 5 L.CCR.1, 2, 3, 4, 5, 6</p>
<p>CMP.8.MLI.3 Recognize different meanings of gestures and body language</p>	<p>CMP.8.MLII.3 Compare and contrast the native cultures'</p> <ul style="list-style-type: none"> <li>• <i>perspectives</i></li> <li>• <i>practices</i></li> <li>• <i>products</i></li> </ul>	<p>CMP.8.MLIII.3 Analyze <i>target culture(s)</i> through comparisons of</p> <ul style="list-style-type: none"> <li>• <i>perspectives</i></li> <li>• <i>practices</i></li> <li>• <i>products</i></li> </ul>	<p>CMP.8.MLIV.3 Discuss, in the target language, <i>target culture(s)</i> through comparisons of</p> <ul style="list-style-type: none"> <li>• <i>perspectives</i></li> <li>• <i>practices</i></li> <li>• <i>products</i></li> </ul>	<p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.2, 3, 6, 8, 9 SL.CCR.1, 2, 3, 4 L.CCR.1, 2, 3, 4, 5, 6</p>

Strand: Communities

Content Standard 9: Students will examine ways to use the target language personally and professionally.

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CMN.9.MLI.1 Recognize the use of the target language in the community (e.g., <i>place names</i>, cuisine, <i>products</i>)</p>	<p>CMN.9.MLII.1 Discuss the influence of the target language in the United States</p>	<p>CMN.9.MLIII.1 Discuss the influence of the target language in the world</p>	<p>CMN.9.MLIV.1 Discuss the influence of the target language on global themes (e.g., global challenges, science, technology, contemporary life)</p>	<p>R.CCR.3, 4, 7, 9, 10 W.CCR.7, 8, 9, 10 SL.CCR.2, 5 L.CCR.1, 3, 4, 6</p>
<p>CMN.9.MLI.2 Identify ways to use the target language in the community (e.g., perform songs and skits, present arts and crafts)</p>	<p>CMN.9.MLII.2 Explain ways to use the target language in the United States</p>	<p>CMN.9.MLIII.2 Explain ways to use the target language in the world</p>	<p>CMN.9.MLIV.2 Explain ways to use the target language to address global themes (e.g., global challenges, science, technology, contemporary life)</p>	<p>R.CCR.1, 3, 7 W.CCR.2, 6, 7, 8 SL.CCR.4, 5 L.CCR.1, 2, 6</p>
<p>CMN.9.MLI.3 Identify <i>global competency skills</i> and relate them to possible career pathways</p>	<p>CMN.9.MLII.3 Research possible career pathways and relate the <i>global competency skills</i> required</p>	<p>CMN.9.MLIII.3 Identify world regions and potential employers where <i>global competency skills</i> are required to pursue careers</p>	<p>CMN.9.MLIV.3 Research world regions and potential employers where <i>global competency skills</i> are required to pursue careers</p>	<p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9 SL.CCR.1, 2, 3, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p>
<p>CMN.9.MLI.4 Identify <i>authentic</i> activities of the <i>target culture(s)</i> (e.g., sports, games, cooking, music, media)</p>	<p>CMN.9.MLII.4 Discuss <i>authentic</i> activities of the <i>target culture(s)</i> (e.g., sports, games, cooking, music, media)</p>	<p>CMN.9.MLIII.4 Explain <i>authentic</i> activities of the <i>target culture(s)</i> (e.g., sports, games, cooking, music, media)</p>	<p>CMN.9.MLIV.4 Simulate <i>authentic</i> activities of the <i>target culture(s)</i> (e.g., sports, games, cooking, music, media)</p>	<p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9 SL.CCR.1, 2, 3, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p>

Strand: Communities

Content Standard 9: Students will examine ways to use the target language personally and professionally.

Modern Languages I	Modern Languages II	Modern Languages III	Modern Languages IV	CCSS ELA-Literacy Alignment
<p>CMN.9.MLI.5 Explain the advantages of foreign language proficiency in college and/or career (e.g., occupation, education, travel)</p>	<p>CMN.9.MLII.5 Examine the role of target language use in college and/or career</p>	<p>CMN.9.MLIII.5 Explore ways to implement target language use in college and/or career</p>	<p>CMN.9.MLIV.5 Develop ways to incorporate target language use in college and/or career</p>	<p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9 SL.CCR.1, 2, 3, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p>
<p>CMN.9.MLI.6 Identify ways to communicate and/or collaborate with speakers of the target language (e.g., pen pals, <i>e-pals</i>, audio recordings, video recordings)</p>	<p>CMN.9.MLII.6 Compare ways to communicate and/or collaborate with speakers of the target language</p>	<p>CMN.9.MLIII.6 Examine purposes for communicating and/or collaborating with speakers of the target language</p>	<p>CMN.9.MLIV.6 Communicate purposefully with speakers of the target language (e.g., <i>wikis</i>, surveys, interviews, emails, letters)</p>	<p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9 SL.CCR.1, 2, 3, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p>
<p>CMN.9.MLI.7 Research globally influential individuals or groups from the <i>target culture(s)</i> (e.g., actors, musicians, artists, politicians, athletes)</p>	<p>CMN.9.MLII.7 Research influential individuals in the target language community in an area of personal interest (e.g., actors, musicians, artists, politicians, athletes)</p>	<p>CMN.9.MLIII.7 Research global trends reflected in the <i>target culture(s)</i> (e.g., beauty and aesthetics, science and technology, family and communities, contemporary life, global challenges, personal and public identities)</p>	<p>CMN.9.MLIV.7 Research a global need or concern reflected in the <i>target culture(s)</i></p>	<p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.3, 4, 5, 6 SL.CCR.1, 2, 3, 5, 6 L.CCR.6</p>

Glossary for Modern Languages I-IV

Adapted text	Print, non-print, or digital material, source, or medium in the target language, not necessarily from a country or culture where the target language is spoken; may include translations or materials modified, created, or simplified to meet a specific educational purpose
Aspect	In Russian, a form of a verb occurring only in the past and future tenses to indicate the status of the action's completeness, duration, or recurrence; Russian uses a perfective aspect to indicate completed actions and an imperfective aspect to denote actions that are incomplete, recurring, or of indefinite duration
Authentic	Original; without modification; having an undisputed, genuine origin; designed by native speakers for native speakers; authentic materials, sources, or texts are those that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally, a web log
Borrowing	A word or phrase adopted from one language into another with no significant change in spelling or pronunciation
Case	A grammatical category whose value reflects the grammatical function performed by a noun or pronoun in a phrase, clause, or sentence
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., "the thing that stops a car" for "brakes")
Cognate	A word from different languages that sounds or looks similar and has a similar meaning, typically evolved from a common origin (e.g., <i>fabuloso</i> , <i>liberté</i> , <i>Haus</i> , <i>сестра</i> )
Colloquialism	A word or phrase unique to a geographic region, culture, or subculture
Connected discourse	Sustained formal discussion of a subject in speech or writing
Convention	A symbol, theme, motif, or archetype
Cultural convention	A custom or practice applied by a specific culture
Cyrillic	Alphabet used by several East European and Central Asian languages, including Russian
Declension	In Latin, the division of nouns into groups based on genitive singular form; in Russian, the pattern of inflections of nouns and adjectives to indicate grammatical number, gender, and case
Derivative	A word formed from existing words, bases, or roots; in Latin, a word or family of words which have the same Latin base (e.g., <i>deduce</i> = <i>de</i> + <i>ducere</i> ; <i>conduct</i> = <i>cum</i> + <i>ducere</i> , <i>induct</i> = <i>in</i> + <i>ducere</i> )
Dialect	Distinct differences of a language which are characteristic of a particular group of the language's speakers
E-pal	Similar to pen pal except that communication takes place using electronic media
False cognate	A word that looks and sounds similar to a word in more than one language but does not have the same meaning
Fluid word sequence	A feature of sentence structure that allows word sequence to be changed freely to achieve differences in emphasis
Global competency skill	Knowledge of languages and cultures, which gives one the ability to engage successfully with global affairs, communities, and events
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word; a group of words that means something other than the literal translation

Glossary for Modern Languages I-IV

Infix	An affix inserted inside a word stem (an existing word); it contrasts with a prefix or suffix
Inflection	The ways words change in context (e.g., declension, conjugation)
Intangible product	An abstract cultural element of a society (e.g., legal system, education system, religion, music)
Intonation	The use of vocal inflections or pitch to contribute to meaning; the pattern or melody of pitch that changes in connected speech, especially the pitch pattern which distinguishes kinds of sentences or speakers of different languages
Mood	A characteristic of a verb that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuance	A subtle difference in meaning
Orthography	The correct use of writing, symbols, and spelling
Perspective	An attitude or worldview associated with a particular culture or cultures; a traditional idea, attitude, meaning, or value of members of that society
Pitch	The degree to which a sound has a high or low quality
Place name	A proper noun such as the name of a city
Podcast	An auditory or visual electronic file available via the Internet
Practice	A pattern of behavior accepted by a society; knowledge of what to do, when, and where
Product	A concrete (tangible) or abstract (intangible) cultural element of a society
Proverb	A short saying expressing a well-known idea or truth (e.g., a bird in the hand is worth two in the bush, all that glitters is not gold)
Radical	In Mandarin Chinese, the semantic component of a character
Register	A manner of addressing another according to the title, relationship, or social situation
Social convention	A custom or practice widely observed within a group
Syntax	The order of words required to make grammatically correct sentences; in Russian, the organization of words to create coherent, properly structured sentences
Tangible product	A concrete cultural element of a society (e.g., literature, foods, tools, dwellings, clothing)
Target culture(s)	Any culture or cultures found in countries or regions where the target language is spoken, including subcultures that don't speak the target language
Tense	A characteristic of a verb that indicates the time of the action or state of being that a verb expresses
Tone	A pitch used to distinguish words
Tones (Mandarin Chinese)	The relative heights of pitch with which a syllable or word is pronounced to distinguish meaning; every syllable has a tone, and the same syllable pronounced with different tones can have different meanings; the four basic tones in Mandarin are high level (first tone), rising (second tone), falling-rising (third tone), and falling (fourth tone)
Wiki	A collaborative web site for use in knowledge management, which may be edited by users

## Appendix 1: Mandarin Chinese – Exceptions

This appendix contains exceptions that apply to the teaching of Mandarin Chinese within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study and the student learning expectation (SLE) indicated.

SLE	Exception
CMC.1.MLI.3	<i>Cognates</i> are not applicable to Chinese
CMC.1.MLI.4	This SLE is not applicable for Level I Chinese (higher proficiency level is required); instead, identify the message from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.MLI.8	In the list of examples, <i>radicals</i> should be used instead of <i>cognates</i> (e.g., <i>radicals</i> , contextual clues, visual cues, inferences, predictions)
CMC.1.MLI.9	This SLE is not applicable for Level I Chinese (higher proficiency level is required)
CMC.1.MLI.11	Examples include lunar calendar, posters, and songs
CMC.2.MLI.1	<i>Tenses</i> are not applicable in Chinese
CMC.3.MLI.2	This SLE is not applicable for Level I Chinese (higher proficiency level is required)
CMP.7.MLI.1	<i>Cognates</i> or false <i>cognates</i> are not applicable in Chinese
CMP.7.MLI.2	Add “long time no see” as an example
CMN.9.MLI.1	This SLE is not applicable for Level I Chinese (higher proficiency level is required)
CMC.1.MLII.3	<i>Cognates</i> are not applicable to Chinese
CMC.1.MLII.6	Idiomatic expressions are introduced based on the frequency of use and difficulty level
CMC.1.MLII.7	This SLE is not applicable to Level II Chinese
CMC.1.MLII.9	This SLE is not applicable to Level II Chinese (higher proficiency level is required)
CMC.1.MLII.11	This SLE is not applicable to Level II Chinese (higher proficiency level is required)
CMC.1.MLII.12	This SLE is not applicable to Level II Chinese (higher proficiency level is required)
CMC.2.MLII.1	<i>Tenses</i> are not applicable in Chinese
CMC.2.MLII.3	Omit “unfamiliar topics”
CMC.2.MLII.8	Omit “opinions” and “viewpoints” (higher proficiency level is required)
CMC.3.MLII.1	Add “in rehearsed settings”
CMC.3.MLII.3	Delete “impromptu”
CMC.3.MLII.4	Replace “about a variety of” with “on limited”
CNN.5.MLII.1	Add “abacus” to the list of examples
CNN.5.MLII.3	Add “philosophy, history, current affairs, and government” to the list of examples
CNN.6.MLII.1	Add “Chinese medicine, unique language group” to the list of examples

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SLE	Exception
CNN.6.MLII.2	Add “calligraphy” to the list of examples
CMP.7.MLII.1	<i>Cognates, false cognates, and shared derivatives</i> are not applicable in Chinese
CMP.7.MLII.2	This SLE is not applicable to Level II Chinese (higher proficiency level is required)
CMP.7.MLII.3	Omit “ <i>tense</i> ”
CMP.7.MLII.4	This SLE is not applicable to Level II Chinese (higher proficiency level is required)
CMC.1.MLIII.3	Omit “unfamiliar contexts” (higher proficiency level is required)
CMC.1.MLIII.4	This SLE is not applicable to Level III Chinese (higher proficiency level is required)
CMC.1.MLIII.6	This SLE is not applicable to Level III Chinese (higher proficiency level is required)
CMC.2.MLIII.1	Change “unrehearsed” to “rehearsed” and change “in the appropriate <i>tenses</i> ” to “in a culturally appropriate manner”
CMC.2.MLIII.3	This SLE is not applicable to Level III Chinese (higher proficiency level is required)
CMC.2.MLIII.8	Omit this SLE
CMC.3.MLIII.1	This SLE is not applicable to Level III Chinese (higher proficiency level is required)
CMC.3.MLIII.2	Replace current SLE with “Compose cohesive paragraphs with supporting sentences in Chinese”
CMC.3.MLIII.3	Omit “and impromptu” from SLE
CNN.5.MLIII.2	Replace “Investigate” with “Apply”
CNN.6.MLIII.5	This SLE is not applicable to Level III Chinese (higher proficiency level is required)
CMP.7.MLIII.1	This SLE is not applicable to Chinese
CMP.7.MLIII.2	Replace “Compare” with “Introduce level appropriate”
CMP.7.MLIII.4	Omit “unfamiliar”
CMP.7.MLIII.6	This SLE is not applicable to Level III Chinese (higher proficiency level is required)
CMN.9.MLIII.1	Replace “Discuss” with “Recognize”
CMC.1.MLIV.2	Omit “in conceptually complex texts”
CMC.1.MLIV.3	Omit “complex”
CMC.1.MLIV.4	Omit “of complex texts”
CMC.1.MLIV.5	Replace SLE with “Distinguish the features from a variety of aural, visual, and textual sources on familiar topics”
CMC.1.MLIV.7	Delete this SLE
CMC.2.MLIV.1	Change “unrehearsed” to “rehearsed” and change “in the appropriate <i>tenses</i> ” to “in a culturally appropriate manner”

## Appendix 1: Mandarin Chinese – Exceptions

This appendix contains exceptions that apply to the teaching of Mandarin Chinese within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study and the student learning expectation (SLE) indicated.

SLE	Exception
CMC.2.MLIV.2	Omit “abstract, complex, and unfamiliar” and replace given examples with “bargaining, family, personal interests”
CMC.2.MLIV.3	Replace SLE with “Use <i>circumlocution</i> skills to sustain a conversation (e.g., words to indicate logic connections or transitions, such as <i>chu le...wai, bu guan, ji shi</i> )”
CMC.2.MLIV.5	This SLE is not applicable to Level IV Chinese (higher proficiency level is required)
CMC.2.MLIV.6	This SLE is not applicable to Level IV Chinese (higher proficiency level is required)
CMC.2.MLIV.7	This SLE is not applicable to Level IV Chinese (higher proficiency level is required)
CMC.2.MLIV.8	This SLE is not applicable to Level IV Chinese (higher proficiency level is required)
CMC.3.MLIV.1	This SLE is not applicable to Level IV Chinese (higher proficiency level is required)
CMC.3.MLIV.2	Replace current SLE with “Write compositions of varying sentence length and structure in Chinese using appropriate grammar, punctuation, and <i>conventions</i> (e.g., compound or complex sentences)”
CMC.3.MLIV.3	Replace this SLE with “Employ proper rhythm and <i>tones</i> in impromptu presentations (e.g., skits, dialogues)”
CMC.3.MLIV.4	Replace this SLE with “Produce simple visual or multimedia projects (e.g., posters, PowerPoint presentations, videos)”
CMC.3.MLIV.7	This SLE is not applicable to Level IV Chinese (higher proficiency level is required)
CLT.4.MLIV.2	Replace “Evaluate” with “Identify”; this SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese
CLT.4.MLIV.3	This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese
CLT.4.MLIV.4	This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese
CLT.4.MLIV.5	This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese
CLT.4.MLIV.8	Replace this SLE with “Justify <i>perspectives</i> within the <i>target culture(s)</i> ”
CNN.5.MLIV.3	This SLE is not applicable to Level IV Chinese (higher proficiency level is required)
CNN.6.MLIV.1	This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese
CNN.6.MLIV.2	This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese
CNN.6.MLIV.3	This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese
CMP.7.MLIV.1	This SLE is not applicable to Chinese
CMP.7.MLIV.2	Replace the current SLE with “Expand the knowledge of level appropriate <i>proverbial</i> , colloquial, and idiomatic expressions”
CMP.8.MLIV.1	This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese
CMP.8.MLIV.2	This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese
CMP.8.MLIV.3	This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese

## Appendix 2: German – Exceptions

This appendix contains exceptions that apply to the teaching of German within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study and the student learning expectation (SLE) indicated.

SLE	Exception
CMC.1.MLI.2	Add “understanding the difference in usage between ß and ss based on the length of the preceding vowel”
CMC.2.MLI.1	Add “and apply the word sequence rule of ‘verb second’ for statements”
CMC.2.MLI.2	Add “understanding regional differences in greetings, salutations, and farewells (e.g., Grüss Gott, Servus)”
CMC.2.MLI.2	Add “understanding ‘good luck’ gestures (e.g., pressing the thumbs instead of crossing the fingers)”
CMC.2.MLI.5	Add “using finger signals to indicate quantities in a restaurant context (e.g., thumb and forefinger instead of forefinger and middle finger)”
CMC.3.MLI.1	Add “using adjectives correctly as both attributives and predicate adjectives”
CMC.3.MLI.1	Add “noting the position of the verb at the end of an infinitive phrase (e.g., Fußball spielen)”
CLT.4.MLI.1	Add “noting the special importance of a very firm handshake with both greetings and farewells”
CLT.4.MLI.1	Add “noting the customary removal of shoes upon entering a private home”
CLT.4.MLI.1	Add “noting that doors inside a private home are normally kept closed to conserve energy, not to keep people out”
CLT.4.MLI.1	Add “noting the illegality and absolute unacceptability of the display of any symbols or gestures relating to Nazism”
CLT.4.MLI.5	Add “noting that traditional dress differs from region to region”
CMC.1.MLII.2	Add “understanding the difference in usage between ß and ss based on the length of the preceding vowel”
CLT.4.MLII.4	Add “noting the particular influence of mountainous terrain on the development of the cultures of Alpine areas (e.g., yodeling, Alphorns)”

Appendix 3: Russian – Exceptions

This appendix contains exceptions that apply to the teaching of Russian within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and student learning expectation (SLE) indicated.

SLE	Exception
CMC.1.MLI.2	Add “Understand the sound values of <i>Cyrillic</i> letters and pronounce words written in <i>Cyrillic</i> script”
CMC.2.MLI.1	Add “appropriate <i>aspects</i> ” along with “appropriate <i>tenses</i> ”; add “employ prefixes, suffixes, and <i>infixes</i> to show <i>aspect</i> ”
CMC.2.MLI.2	Add “components of the Russian name (имя, отчество, фамилия)”
CMC.2.MLI.2	Add “use of diminutive and pejorative forms of Russian names”
CMC.2.MLI.2	Add “differences in honorifics <ul style="list-style-type: none"> <li>• never calling a Russian ‘comrade’ (товарищ), even as a joke</li> <li>• using господин, госпожа, гражданин, гражданка, сударь, сыдарыня to show respect”</li> </ul>
CMC.2.MLI.5	Add “using finger signals to indicate quantities in a restaurant context (e.g., thumb and forefinger instead of forefinger and middle finger)”
CMC.3.MLI.2	Add “using adjectives correctly as both attributives and predicate adjectives”
CMC.3.MLI.5	Add “cases of nouns, pronouns, and adjectives, <i>tenses</i> and <i>aspects</i> of verbs”
CLT.4.MLI.1	Add “greeting a person only once during the day upon seeing the individual for the first time”
CLT.4.MLI.1	Add “applying meeting etiquette <ul style="list-style-type: none"> <li>• greeting each other with three kisses on the cheek, starting with the left and then alternating (among female friends)</li> <li>• greeting with a very firm handshake while maintaining direct eye contact and giving the appropriate greeting for the time of day</li> <li>• patting each other on the back and hugging when meeting (among close male friends)</li> <li>• using a less firm handshake when greeting a woman”</li> </ul>
CLT.4.MLI.1	Add “understanding that men are expected to open doors for women”
CLT.4.MLI.1	Add “never shaking hands across the threshold of a doorway”
CLT.4.MLI.1	Add “covering all mirrors in the house during the traditional nine days of mourning following a death”
CLT.4.MLI.1	Add “never sitting at the corner of a table”
CLT.4.MLI.1	Add “applying customs of accidental physical contact <ul style="list-style-type: none"> <li>• avoiding an argument with a friend by deliberately bumping heads a second time after first accidentally bumping heads</li> <li>• reciprocating the gesture when a person accidentally steps on one’s foot”</li> </ul>
CLT.4.MLI.3	Add “understanding particular points of Russian national pride <ul style="list-style-type: none"> <li>• ability to endure suffering and hardship</li> <li>• cultural and scientific achievements</li> <li>• military victories”</li> </ul>

Appendix 3: Russian – Exceptions

This appendix contains exceptions that apply to the teaching of Russian within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and student learning expectation (SLE) indicated.

SLE	Exception
CLT.4.MLI.4	Add “understanding the special influence of <ul style="list-style-type: none"> <li>• the Mongol invasion</li> <li>• tsarist rule</li> <li>• the 1917 revolution (or ‘Great October Socialist Revolution’, Великая Октябрьская Социалистическая Революция) and civil war</li> <li>• Stalinism</li> <li>• the Second World War (or ‘Great Patriotic War’, Великая Отчественная Война)”</li> </ul>
CNN.6.MLI.1	Add “noting the Russian habit of correcting strangers who break rules”
CMP.7.MLI.3	Add “applying the concept of <i>fluid word sequence</i> ”
CMP.8.MLI.1	Add “understanding that two or three generations of a family often live in one small apartment”
CMP.8.MLI.1	Add “expecting to wait in line to make any purchase”
CMP.8.MLI.2	Add “understanding the exceptional importance of the May 9 ‘Victory Day’ (День Победы) celebration”
CMP.8.MLI.3	Add “understanding gestures that are considered rude in Russia <ul style="list-style-type: none"> <li>• making the ‘OK’ sign</li> <li>• pointing with one finger (pointing with the whole hand is acceptable)</li> <li>• putting the thumb through the index and middle fingers”</li> </ul>
CMP.8.MLI.3	Add “understanding that an individual’s personal space in Russia is only approximately twelve inches
CMC.2.MLII.1	Add “appropriate <i>aspects</i> ” along with “appropriate <i>tenses</i> ”; add “employ prefixes, suffixes, and <i>infixes</i> to show <i>aspect</i> ”
CMC.3.MLII.5	Add “ <i>declension</i> and <i>cases</i> of nouns, pronouns, and adjectives, <i>tenses</i> and <i>aspects</i> of verbs”
CLT.4.MLII.1	Add “using proper Russian table manners <ul style="list-style-type: none"> <li>• holding the fork in the left hand and the knife in the right while eating</li> <li>• leaving a small amount of food on the plate to indicate that the hosts have provided ample hospitality</li> <li>• offering to help clean up after a meal and helping when the offer is accepted</li> <li>• remaining seated until invited by the host to leave the table</li> <li>• resting elbows on the table is not acceptable, but keeping the hands visible at all times while eating is necessary</li> <li>• serving the oldest or most honored guest first</li> <li>• soaking up gravy or sauce with bread</li> <li>• treating military veterans as the guest of honor, regardless of age</li> <li>• understanding men pour drinks for women seated next to them</li> <li>• urging guests to take second helpings</li> <li>• waiting to eat until invited by the host”</li> </ul>

### Appendix 3: Russian – Exceptions

This appendix contains exceptions that apply to the teaching of Russian within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and student learning expectation (SLE) indicated.

SLE	Exception
CLT.4.MLII.1	Add “noting the importance of giving a gift when arriving as a guest in a private home <ul style="list-style-type: none"> <li>• expecting the gift to be declined at first, but always offering it a second time</li> <li>• giving an odd number of flowers greater than three but fewer than eleven (but never yellow flowers)</li> <li>• giving the gifts (always unwrapped) immediately upon entering the home</li> <li>• offering tea, especially English tea</li> <li>• providing small gifts for young children”</li> </ul>
CLT.4.MLII.1	Add “using proper etiquette as a guest in a private home <ul style="list-style-type: none"> <li>• arriving fifteen to twenty minutes late for dinner in a private home</li> <li>• complimenting something in the host’s home, preferably an item that a member of the family has made and that is too large for the host to offer it as a gift</li> <li>• dressing nicely for dinner in a private home to show respect for the host and hostess</li> <li>• removing shoes and donning slippers (тапочки) upon entering a private home</li> <li>• saying good-bye to everybody present when leaving dinner or a party</li> <li>• sitting quietly for a few moments before leaving the house and then not returning for any reason</li> <li>• telephoning the host the day after a party to express thanks”</li> </ul>
CLT.4.MLII.4	Add “investigating the special influence of <ul style="list-style-type: none"> <li>• the Mongol invasion</li> <li>• tsarist rule</li> <li>• the 1917 revolution (or ‘Great October Socialist Revolution’, Великая Октябрьская Социалистическая Революция) and civil war</li> <li>• Stalinism</li> <li>• the Second World War (or ‘Great Patriotic War’, Великая Отчественная Война)”</li> </ul>
CMP.8.MLII.3	Add “using proper etiquette when attending theatrical or musical performances <ul style="list-style-type: none"> <li>• arriving on time</li> <li>• facing toward others while stepping over them to get to one’s seat</li> <li>• using the cloakroom (never wearing a coat into the theater)</li> <li>• whistling after a performance indicates that the performance was bad”</li> </ul>
CMC.2.MLIII.1	Add “appropriate <i>aspects</i> ” along with “appropriate <i>tenses</i> ”. Add “employ prefixes, suffixes, and <i>infixes</i> to show <i>aspect</i> ”

Appendix 3: Russian – Exceptions

This appendix contains exceptions that apply to the teaching of Russian within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and student learning expectation (SLE) indicated.

SLE	Exception
CMC.3.MLIII.5	Add “ <i>declension</i> and <i>cases</i> of nouns, pronouns, and adjectives, <i>tenses</i> and <i>aspects</i> of verbs”
CLT.4.MLIII.4	Add “evaluating the special influence of <ul style="list-style-type: none"> <li>• the Mongol invasion</li> <li>• tsarist rule</li> <li>• the 1917 revolution (or ‘Great October Socialist Revolution’, Великая Октябрьская Социалистическая Революция) and civil war</li> <li>• Stalinism</li> <li>• the Second World War (or ‘Great Patriotic War’, Великая Отчественная Война)”</li> </ul>
CMC.2.MLIV.1	Add “appropriate <i>aspects</i> ” along with “appropriate <i>tenses</i> ”; add “employ prefixes, suffixes, and <i>infixes</i> to show <i>aspect</i> ”
CMC.3.MLIV.5	Add “ <i>declension</i> and <i>cases</i> of nouns, pronouns, and adjectives, <i>tenses</i> and <i>aspects</i> of verbs”
CLT.4.MLIV.4	Add “evaluating, in Russian, the special influence of <ul style="list-style-type: none"> <li>• the Mongol invasion</li> <li>• tsarist rule</li> <li>• the 1917 revolution (or ‘Great October Socialist Revolution’, Великая Октябрьская Социалистическая Революция) and civil war</li> <li>• Stalinism</li> <li>• the Second World War (or ‘Great Patriotic War’, Великая Отчественная Война)”</li> </ul>

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