

# Clinton Public Schools

## Curriculum Guide for World Language

# **Clinton Public Schools World Language Curriculum**

## Curriculum Renewal Team Members

Jessica Godburn	Joel Elementary School
Maria Morgan	Joel Elementary School
Anna Recine	Pierson Elementary School
Andrea Lehberger	Jared Eliot Middle School
Rina McGinley	Jared Eliot Middle School
Lesley Young	Jared Eliot Middle School
Kathleen Barrett	The Morgan School
Laura Luther	The Morgan School
Susan Peterson	The Morgan School
Jean Sunny	The Morgan School
Claudia Norman	Elementary Administration
Maryann O'Donnell	Assistant Superintendent, Chair

Approved by the Clinton Board of Education

August 16, 2011

# **Clinton Public Schools**

## **K-12 District**

### **Foundation Skills and Competencies**

*The purpose for establishing a set of common learning competencies is the belief that all learning should be integrated. The following foundation skills and competencies are essential for all learners and must be incorporated in all disciplines. Therefore, there should be a common thread to link all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students and the community with a set of common expectations that will enhance curriculum development and continuity, assist teachers in planning instruction, and improve student performance.*

1. Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and reads for enjoyment.
2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.
3. Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.
4. Listens and views verbal and nonverbal presentations in order to analyze, clarify, follow directions, and ask and answer questions.
5. Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary, and tools appropriate for the purpose and audience.
6. Applies computational skills, number sense and mathematical techniques to solve problems and judge reasonableness of results.
7. Collects, organizes, and presents data using charts, tables, and graphs to interpret findings, defend or refute predictions, and draw conclusions.
8. Investigates and evaluates information and arguments from various sources and points of view applying prior knowledge, and inductive and deductive reasoning to establish a personal stance and defend a rationale.
9. Accesses a wide range of resources (print, non-print, and technological) to expand knowledge, conduct research, communicate information, create original works, and investigate complex problems.
10. Designs and applies techniques for investigating real-world issues and problems including; posing questions, hypothesizing, observing, collecting and analyzing data, and communicating findings.
11. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing workload and completing assigned tasks.

# Clinton Public Schools District Curriculum

## Characteristics of an Exemplary Curriculum

*The following characteristics are provided to help guide work of the curriculum renewal teams for all disciplines. These characteristics are widely accepted and supported in curriculum development literature.*

### 1. Meaningful:

A meaningful curriculum establishes a clear set of expectations for what students need to know and demonstrate in order to be successful in today's complex world.

### 2. Coherent:

A coherent curriculum provides opportunities at each level to learn and practice knowledge and skills, building on and expanding previous experiences and knowledge.

### 3. Articulated:

An articulated curriculum ensures that learning at different grade levels is appropriately sequenced, maintaining connections and relationships between grade levels.

### 4. Aligned:

An aligned curriculum connects the written curriculum, what is really taught, and assessment.

### 5. High Standards for all:

Curriculum recognizes and reflects the need for all students to perform well in order to gain knowledge and skills necessary to be successful.

### 6. Reasonable in Scope:

The curriculum provides a framework that represents a set of expectations that can be accomplished and provides teachers and administrators with guidelines for making decisions about instruction.

Seif, E. (1998). Curriculum Renewal a Case Study. Alexandria, VA: ASCD.

DuFour, R. & Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

# **Clinton Public Schools**

## **World Language Curriculum Renewal Team**

### **Philosophy of World Language**

*Language and communication are at the heart of the human experience. The study of another language enhances the ability to communicate and provides unique experiences to learn about and learn from other peoples and their cultures. The study of another language affords students access to cultures, enhances basic communication skills in their first language, improves higher-order thinking skills, and develops discipline necessary for learning. In our multicultural society, communication skills help prepare students to meet the challenges of a rapidly changing, technologically oriented, and interdependent world.*

#### **We further believe that the study of World Language:**

- Enables students to interact and communicate with others while gaining a greater understanding of and respect for the products, practices, and perspectives of different cultures;
- Strengthens critical-thinking skills through problem-solving, conceptualizing, and reasoning;
- Affords opportunity to see connections among the various disciplines by incorporating visual and performing arts, health and physical education, language arts literacy, mathematics, science, social studies and workplace readiness into the language classroom;
- Provides students with a sense of personal satisfaction and enjoyment in their ability to communicate with people from other cultures;
- Allows students to learn the language as they use language;
- Creates competency in more than one language and culture and enables students to look beyond their customary borders;
- Assists students in developing insights into their own language and culture;
- Creates the opportunity for students participate more fully in the global community and marketplace;
- Benefits all students as they develop and maintain proficiency in more than one language;
- Develops and enhances basic communication skills and higher-order thinking skills; and
- Provides the opportunity to study language and culture education as part of the core curriculum.

#### **As a result of this K-12 World Language Curriculum, students will:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Understand and interpret written and spoken language on a variety of topics.
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
4. Demonstrate an understanding of the relationship among the products, practices and perspectives of the culture studied.
5. Reinforce and further their knowledge of other disciplines through the world language.
6. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
7. Demonstrate understanding of the nature of language through comparisons of the language studies and their own.
8. Demonstrate an understanding of the concept of culture through comparisons across cultures.
9. Use the language both within and beyond the school setting.
10. Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

# **CURRICULUM STRUCTURE**

**Clinton Public Schools**  
**World Language Curriculum Renewal Team**  
**District Frameworks**

**I. COMMUNICATION**

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret written and spoken language on a variety of topics.
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**II. CULTURES**

- Demonstrate an understanding of the relationship among the products, practices and perspectives of the culture studied.

**III. CONNECTIONS**

- Reinforce and further their knowledge of other disciplines through the world language
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**IV. COMPARISONS**

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Demonstrate an understanding of the concept of culture through comparisons across cultures.

**V. COMMUNITIES**

- Use the language both within and beyond the school setting.
- Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

# **CURRICULUM STRUCTURE**

## **Topic Matrices**

- Spanish
- French



## Level 1 World Language (K-6) Spanish

### Topic Matrix

Topic Strand	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Small Talk &amp; Conversation</b>	Small Talk-Greetings & Introductions, Numbers, Colors, & Calendar	Small Talk-Greetings & Introductions, Numbers, Colors, Calendar, Classroom Objects, Opposites			Weather, Dates & Numbers, Likes and dislikes	Time Greetings, exchange of information	Greetings & Introductions Counting Colors Calendar-days & months Question Words Transportation & Places to Go Commands Daily Routines
<b>All About Me</b>	All About Me-- Family, Clothes, Body Parts, Food		All About Me-Tener emotions, clothing, weather	All About Me & Pablo Picasso-Body parts, emotions, calendar, colors, numbers, math, birthdays, personal information, art, opinion/preference	Family, descriptions, use of adjectives	Clothing	Family-household activities, pets, relatives Grooming Moods & Feelings
<b>School &amp; Community Connections</b>		The Community- Places, People, Vehicles	In the Classroom- money, math, objects, commands. Landmarks		Literature in Spanish, poetry, content-related topics for math, school materials and subjects.	Literature in Spanish, poetry, content-related topics for math and social studies, Explorers	School-classes, materials, activities, descriptions, likes & dislikes Numbers (0-100,000) & Math Operations Art
<b>Science &amp; Nature</b>	Zoo, Farm & Garden Animals	Butterfly Migration	In the Garden-Plants life cycle, parts, needs	Rainforest-Geography of Central America, Animal Habitats & Rainforest layers, Animals, Fruits, Foods, Products, Weather, Rocks & Minerals-texture, size, weight, color, community geography	Seasons	Body Parts	

**Level 1 World Language (K-6) Spanish**  
**Topic Matrix**

Topic Strand	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Holidays &amp; Cultural Connections</b>	Fiestas-Three Kings, Cinco de Mayo	Fiestas-Three Kings, Cinco de Mayo	In Central America- Geography, Traditions, Money, Math, Numbers, & Mapping		Holidays, Spanish-speaking countries, Flags & Foods	Holidays, Chocolate, Spanish-speaking countries, Flags & Foods	Holidays-Cinco de Mayo, Three Kings, Navidad, Día de los Muertos, Día de la Raza
<b>Sports &amp; Activities</b>					Sports-baseball, soccer	Leisure activities	Sports & Activities- Sports, Hobbies, Seasonal Activities
<b>Home</b>		The Home-Food, Family, Toys, Instruments, Pets, Furniture	In the Market-fruits, vegetables, Mexican foods, Opinions/preferences		Chores	The Home-rooms, furniture	

## Level II, III, IV World Language Spanish

### Topic Matrix

Topic Strand	Level II-Grades 7 & 8	Level III	Level IV- Grade
<b>Small Talk &amp; Conversation</b>	To be developed	Daily Life Activities, Hobbies & Pastimes Weekend Plans Various Topics of Discussion	Daily Activities Weekends & Vacations Plans for the Future Various Topics of Discussion
<b>Literature</b>	To be developed	Short Stories Poetry Author Biographies Outside Influences	Classical Works- “Gitanilla”, “Lazarillo de Tormes”, “El Manicomio”, “El Burlador de Sevilla” Hispanic Short Stories Modern Works- “Un Dia de Estos”, “El Secuestro”
<b>School &amp; Community Connections</b>	To be developed	Volunteering Environmental Issues Needs Community Services	Current Events Newspaper articles from the Spanish-speaking world, Magazine Articles- People en espanol, Hispanic monthly, El Poder Video Clips
<b>Science &amp; Nature</b>	To be developed	Environmental Problems Nature, Ecology & Animals Environment Compare & Contrast	
<b>Holidays &amp; Cultural Connections</b>	To be developed	Art Forms Arts and Crafts from Spanish-speaking countries Notable Artists from Spanish-speaking countries	Art Forms-surrealism, cubism, realism & modern Artists of Spain, Mexico & Cuba
<b>Government &amp; History</b>	To be developed	Governments of the Spanish-speaking World Leaders of the Spanish-speaking World Spanish Civil War Past vs. Present	Governments of the Spanish-speaking World Leaders of the Spanish-speaking World Compare & Contrast Issues and Main Events in Spanish-speaking World Honors-16 <sup>th</sup> Century to Present Day Spain
<b>Grammar</b>	Review and refinement of LI Linguistic Elements	Review and refinement of LII Linguistic Elements	Review and refinement of LII and LIII Linguistic Elements. Embedded Advanced Placement (AP) and SAT II preparation.

## Level I-IV World Language French

### Topic Matrix

Topic Strand	French Level I-Grades 7 & 8	French Level II	French Level III	French Level IV
<b>Small Talk and Conversation</b>	Greeting people-Saying goodbye Introductions Numbers Colors Clothing	Introductions	Introductions	
<b>All About Me</b>	Describing People Family Birthdays Body Parts Illnesses		Marriage Customs Manners Emotions	
<b>School &amp; Community Connections</b>	School/Class Subjects School Days & Schedules School Supplies	Banking Post Office	Hotels-Checking in & Out City Traffic and Parking Professions Trades The Workplace Finding a Job	Police Firefighters Social Problems Crime French Media-Newspapers & Magazines
<b>Science &amp; Nature</b>	Body Parts Illnesses Seasons Weather	Health Hospitals Pharmacy Medicine	The Country-Farm Animals Weather	Public Health Nutrition
<b>Holidays &amp; Cultural Connections</b>	French Language in Africa, Haiti, Canada & Louisiana Housing & Meals in France Travel in Africa France & French-speaking countries-Shopping for food and clothes	Cultural Pleasures Theater Museums	Geography of France Paris Monuments Holidays in France Everyday life in France	Cultural Events Music North & West Africa French Customs & Heritage Literature & Poetry
<b>Sports &amp; Activities</b>	Air & Train Travel Soccer, Basketball & Volleyball Running & Cycling Winter & Summer Sports & Activities Television, Movies & Theater Museums	Air Travel Car Travel-Highways Telecommunications	Public Transportation-Bus, Subway, Train Travel Vacation Winter & Summer Activities Camping Leisure Activities	Leisure Activities Exercise

## Level I-IV World Language French

### Topic Matrix

Topic Strand	French Level I-Grades 7 & 8	French Level II	French Level III	French Level IV
<b>Home</b>	Houses & Apartments Foods/Meals Cafés & Restaurants Shopping & Food Markets Kitchen Daily Routines	Foods/Meals	Shopping	Daycare in France
<b>Grammar</b>	Level I Linguistic Elements	Review and Refinement of Level I Linguistic Elements and Level II Linguistic Elements	Review and Refinement of Level I and Level II Linguistic Elements and Level III Linguistic Elements	Review and Refinement of Level II and Level III Linguistic Elements and Level IV Linguistic Elements

# Linguistic Elements - Spanish Levels I - Levels IV

	Linguistic Elements-SPANISH	L1 (K-3)	L1 (4-5)	L1 (6)	L2	L3	L4
1	Present tense of ser, tener, estar, ir	I	I	X			
2	Possessive adjectives	I	I	X	X	X	
3	Question formation, interrogative expressions, and answer formation	I	I	X	X	X	
4	Prepositions of location	I	I	X			
5	Commands	I	I	X	X	X	X
6	Tener expressions (Idioms)	I	X	X			
7	Descriptive adjectives	I	X	X	X	X	
8	Negation	I	X	X			
9	Formal and informal address for "you"	I	X				
10	Formal and informal expressions	I	X				
11	Subject pronouns	I	X				
12	Possession with de	I	X				
13	Gustar used with infinitives	I	X				
14	Agreement and placement of adjectives	I	X				
15	Time and time expressions	I	X				
16	Use of definite articles	X					
17	Expressions of quantity	X					
18	Present tense verbs		I	X			
19	Adverbs of frequency		I	X	X	X	
20	Comparatives and superlatives		I	X	X	X	
21	Use of indefinite articles		X				
22	Ser and estar			I	X	X	
23	Direct and indirect objects			I	X	X	
24	Past tenses			I	X	X	X
25	Courtesy expressions me gustaria and quisiera			X	X	X	
26	Stem-changing verbs			X	X	X	
27	Demonstrative adjectives and pronouns			X	X	X	X
28	Progressive tenses			X	X	X	
29	Reflexive verbs			X	X	X	
30	Sequencing of tenses				X	X	X
31	Possessive Pronouns				X	X	

## Linguistic Elements - Spanish Levels I - Levels IV

Linguistic Elements-SPANISH		L1 (K-3)	L1 (4-5)	L1 (6)	L2	L3	L4
	<i>I = Linguistic elements are introductory in this level/grade.</i>						
32	Preterite vs. Imperfect				I	X	X
33	Future tense				X	X	X
34	Por/para				X	X	X
35	Use of subjunctive				X	X	X
36	Indicative vs. Subjunctive				I	X	X
37	Terminology for expressing obligation				X	X	
38	Subjunctive mood				X	X	X
39	Imperfect subjunctive					X	X
40	Perfect tenses				X	X	X
41	Nosotros commands				H	X	
42	Conditional tenses				X	X	X
43	Impersonal construction					X	
44	Relative pronouns					X	X
45	Future and conditional of probability					X	X
46	Passive voice						X
47	Vosotros Commands						X

*I = Linguistic elements are introductory in this level/grade.*

*H = Linguistic elements introduced in honors level only*

## Linguistic Elements Spanish Levels I - IV

### Level I Spanish Grades K-3

1. *Present tense of ser, tener, estar, ir*
2. *Possessive adjectives*
3. *Question formation, interrogative expressions, and answer formation*
4. *Prepositions of location*
5. *Commands*
6. *Tener expressions (Idioms)*
7. *Descriptive adjectives*
8. *Negation*
9. *Formal and informal address for "you"*
10. *Formal and informal expressions*
11. *Subject pronouns*
12. *Possession with de*
13. *Gustar used with infinitives*
14. *Agreement and placement of adjectives*
15. *Time and time expressions*
16. *Use of definite articles*
17. *Expressions of quantity*

### Level I Spanish Grades 4-5

1. *Present tense of ser, tener, estar, ir*
2. *Possessive adjectives*
3. *Question formation, interrogative expressions, and answer formation*
4. *Prepositions of location*
5. *Commands*
6. *Tener expressions (Idioms)*
7. *Descriptive adjectives*
8. *Negation*
9. *Formal and informal address for "you"*
10. *Formal and informal expressions*
11. *Subject pronouns*
12. *Possession with de*
13. *Gustar used with infinitives*
14. *Agreement and placement of adjectives*
15. *Time and time expressions*
21. *Use of indefinite articles*

### Level I Spanish Grade 6

1. *Present tense of ser, tener, estar, ir*
2. *Possessive adjectives*
3. *Question formation, interrogative expressions, and answer formation*
4. *Prepositions of location*
5. *Commands*
6. *Tener expressions (Idioms)*
7. *Descriptive adjectives*
8. *Negation*

*Note: Italicized linguistic elements are introduced at that level*



## Linguistic Elements Spanish Levels I - IV

### Level I Spanish Grade 6 (continued)

18. Present tense verbs
19. Adverbs of frequency
20. Comparatives and superlatives
22. *Ser and estar*
23. *Direct and indirect objects*
24. *Past tenses*
25. Courtesy expressions *me gustaria* and *quisiera*
26. Stem-changing verbs
27. Demonstrative adjectives and pronouns
28. Progressive tenses
29. Reflexive verbs

### Level II Spanish Grades 7-8

2. Possessive adjectives
3. Question formation, interrogative expressions, and answer formation
5. Commands
7. Descriptive adjectives
19. Adverbs of frequency
20. Comparatives and superlatives
22. *Ser and estar*
23. *Direct and indirect objects*
24. *Past tenses*
25. Courtesy expressions *me gustaria* and *quisiera*
26. Stem-changing verbs
27. Demonstrative adjectives and pronouns
28. Progressive tenses
29. Reflexive verbs
30. Sequencing of tenses
31. Possessive Pronouns
32. *Preterite vs. Imperfect*
33. Future tense
34. *Por/para*
35. Use of subjunctive
36. *Indicative vs. Subjunctive*
37. Terminology for expressing obligation
38. Subjunctive mood
40. Perfect tenses
41. *Nosotros* commands
42. Conditional tenses

*Note: Italicized linguistic elements are introduced at that level*

## Linguistic Elements Spanish

### Levels I - IV

#### Level III Spanish

2. Possessive adjectives
3. Question formation, interrogative expressions, and answer formation
5. Commands
7. Descriptive adjectives
19. Adverbs of frequency
20. Comparatives and superlatives
22. Ser and estar
23. Direct and indirect objects
24. Past tenses
25. Courtesy expressions me gustaria and quisiera
26. Stem-changing verbs
27. Demonstrative adjectives and pronouns
28. Progressive tenses
29. Reflexive verbs
30. Sequencing of tenses
31. Possessive Pronouns
32. Preterite vs. Imperfect
33. Future tense
34. Por/para
35. Use of subjunctive
36. Indicative vs. Subjunctive
37. Terminology for expressing obligation
38. Subjunctive mood
39. *Imperfect subjunctive*
40. Perfect tenses
41. *Nosotros commands*
42. Conditional tenses
43. Impersonal construction
44. *Relative pronouns*
45. *Future and conditional of probability*

#### Level IV Spanish

5. Commands
24. Past tenses
27. Demonstrative adjectives and pronouns
30. Sequencing of tenses
32. Preterite vs. Imperfect
33. Future tense
34. Por/para
35. Use of subjunctive
36. Indicative vs. Subjunctive
38. Subjunctive mood
39. Imperfect subjunctive
40. Perfect tenses
42. Conditional tenses
44. Relative pronouns
45. Future and conditional of probability
46. *Passive Voice*
47. *Vosotros Commands*

*Note: Italicized linguistic elements are introduced at that level*

## Linguistic Elements - French Levels I - Levels IV

Linguistic Elements-FRENCH		L1 (7-8)	L2 (9)	L3	L4
1	Formal and informal address for "you"	X			
2	Formal and informal expressions	X			
3	Subject pronouns	X			
4	Possession with de	X			
5	Present tense of être, avoir, aller	X			
6	Use of definite articles	X			
7	Aimer used with infinitives	X			
8	Possessive adjectives	X			
9	Courtesy expressions je voudrais	X			
10	Impersonal construction "on"	X			
11	Faire/Avoir expressions (Idioms)	X	X	X	
12	Present tense verbs	X	X	X	X
13	Descriptive adjectives	X	X	X	X
14	Agreement and placement of adjectives	X	X	X	X
15	Question formation, interrogative expressions, and answer formation	X	X	X	X
16	Negation	X	X	X	X
17	Expressions of quantity	X	X	X	
18	Reflexive verbs	X	X	X	
19	Time and time expressions	X	X	X	
20	Stem-changing verbs	X	X	X	X
21	Demonstrative adjectives and pronouns	X	X	X	
22	Past tenses	X	X	X	X
23	Perfect tenses	X	X	X	X
24	Prepositions of location	X	X		
25	Adverbs of frequency	X	X		
26	Use of definite and indefinite articles	X	X		
27	Commands	X	X		
28	Formal and Informal Questions		X	X	
29	Sequencing of tenses		X	X	X
30	Direct and indirect objects		X	X	

### Linguistic Elements - French Levels I - Levels IV

Linguistic Elements-FRENCH		L1 (7-8)	L2 (9)	L3	L4
31	Comparatives and superlatives		X	X	X
32	Terminology for expressing obligation		X	X	
33	Conditional tenses		X	X	X
34	Relative pronouns		X	X	
35	Future tense		X		
36	Commands with direct and indirect pronouns		X		
37	Possessive Pronouns			X	X
38	Use of subjunctive			X	X
39	Subjunctive mood			X	X
40	Passé simple				X

## Linguistic Elements French Levels I - IV

### Level I French Grades 7-8

1. *Formal and informal address for "you"*
2. *Formal and informal expressions*
3. *Subject pronouns*
4. *Possession with de*
5. *Present tense of etre, avoir, aller*
6. *Use of definite articles*
7. *Aimer used with infinitives*
8. *Possessive adjectives*
9. *Courtesy expressions je voudrais*
10. *Impersonal construction "on"*
11. *Faire/Avoir expressions (Idioms)*
12. Present tense verbs
13. Descriptive adjectives
14. Agreement and placement of adjectives
15. Question formation, interrogative expressions, and answer formation
16. Negation
17. Expressions of quantity
18. Reflexive verbs
19. Time and time expressions
20. Stem-changing verbs
21. Demonstrative adjectives and pronouns
22. Past tenses
23. Perfect tenses
24. Prepositions of location
25. Adverbs of frequency
26. Use of definite and indefinite articles
27. Commands

### Level II French Grade 9

11. *Faire/Avoir expressions (Idioms)*
12. *Present tense verbs*
13. *Descriptive adjectives*
14. *Agreement and placement of adjectives*
15. *Question formation, interrogative expressions, and answer formation*
16. *Negation*
17. *Expressions of quantity*
18. *Reflexive verbs*
19. *Time and time expressions*
20. *Stem-changing verbs*
21. *Demonstrative adjectives and pronouns*
22. *Past tenses*
23. *Perfect tenses*
24. *Prepositions of location*
25. *Adverbs of frequency*
26. *Use of definite and indefinite articles*
27. *Commands*

*Note: Italicized linguistic elements are introduced at that level*

## Linguistic Elements French Levels I - IV

### Level II French Grade 9 (continued)

- 28. *Formal and Informal Questions*
- 29. *Sequencing of tenses*
- 30. *Direct and indirect objects*
- 31. *Comparatives and superlatives*
- 32. *Terminology for expressing obligation*
- 33. *Conditional tenses*
- 34. *Relative pronouns*
- 35. *Future tense*
- 36. *Commands with direct and indirect pronouns*

### Level III French

- 11. *Faire/Avoir expressions (Idioms)*
- 12. *Present tense verbs*
- 13. *Descriptive adjectives*
- 14. *Agreement and placement of adjectives*
- 15. *Question formation, interrogative expressions, and answer formation*
- 16. *Negation*
- 17. *Expressions of quantity*
- 18. *Reflexive verbs*
- 19. *Time and time expressions*
- 20. *Stem-changing verbs*
- 21. *Demonstrative adjectives and pronouns*
- 22. *Past tenses*
- 23. *Perfect tenses*
- 28. *Formal and Informal Questions*
- 29. *Sequencing of tenses*
- 30. *Direct and indirect objects*
- 31. *Comparatives and superlatives*
- 32. *Terminology for expressing obligation*
- 33. *Conditional tenses*
- 34. *Relative pronouns*
- 37. *Possessive Pronouns*
- 38. *Use of subjunctive*
- 39. *Subjunctive mood*

### Level IV French

- 12. *Present tense verbs*
- 13. *Descriptive adjectives*
- 14. *Agreement and placement of adjectives*
- 15. *Question formation, interrogative expressions, and answer formation*
- 16. *Negation*
- 20. *Stem-changing verbs*
- 22. *Past tenses*
- 23. *Perfect tenses*
- 29. *Sequencing of tenses*
- 31. *Comparatives and superlatives*
- 33. *Conditional tenses*

## Linguistic Elements French Levels I - IV

*Note: Italicized linguistic elements are introduced at that level*

### **Level IV French** (continued)

- 37. Possessive Pronouns
- 38. Use of subjunctive
- 39. Subjunctive mood
- 40. *Passé simple*

*Note: Italicized linguistic elements are introduced at that level*

### Linguistic Elements - Chinese Levels I - Levels III

Linguistic Elements-CHINESE		L1	L2	L3
1	Question formation with “ma” and “bu”	X		
2	Modal Particles “ma” and “ne”	X		
3	Aspect particle “zai” and “zhe”	X		
4	Completed action marker “guo”	X		
5	Basic measure words (MW) and MW for food	X		
6	Formal and Informal questions ie use of “qing”	X		
7	Sentence connectors “keshi, danshi”	X		
8	Use of “de” for possession	X	X	
9	Auxiliary Verbs “neng”, “keyi”	X		
10	Prepositional Phrases “zhong” and “li”	X		
11	Completed action markers “le”		X	
12	Function of “shi...de” construction to mark past time.		X	
13	Sequencing vocabulary		X	
14	Expressions of comparison with “bi”		X	
15	Measure words for clothing		X	
16	Prepositions with places and transportation		X	
17	Affirmative and negative commands, ie use of “dei”, “zong dei”		X	
18	Sentence connector “que” placed before a verb		X	
19	Time duration phrases and “le” to indicate duration and continuance of an action or activity.		X	
20	Portative verbs “yao” and “xiang”		X	
21	Verb copying rule		X	
22	Modal particles “ba”, “a”,		X	
23	Terminology for expressing obligation			X
24	Future tense with “yao”			X
25	Progressive tenses			X
26	Formal letter writing			X
27	Comparatives and superlatives			X
28	Time adverbs “gangang”, “gang” and “cai”			X
29	Resultative verb compounds with “lai, qu, chulai, chuqu, jinlai, jinqu”			X
30	“dao” to indicate that the process or activity denoted by the preceding verb has reached its end or destination, accomplishment			X



## Linguistic Elements Chinese Levels I - III

### Level I Chinese

1. *Question formation with “ma” and “bu”*
2. *Modal Particles “ma” and “ne”*
3. *Aspect particle “zai” and “zhe”*
4. *Completed action marker “guo”*
5. *Basic measure words (MW) and MW for food*
6. *Formal and Informal questions ie use of “qing”*
7. *Sentence connectors “keshi, danshi”*
8. *Use of “de” for possession*
9. *Auxiliary Verbs “neng”, “keyi”*
10. *Prepositional Phrases “zhong” and “li”*

### Level II Chinese

8. *Use of “de” for possession – reg type*
11. *Completed action markers “le”*
12. *Function of “shi...de” construction to mark past time.*
13. *Sequencing vocabulary*
14. *Expressions of comparison with “bi”*
15. *Measure words for clothing*
16. *Prepositions with places and transportation*
17. *Affirmative and negative commands, ie use of “dei”, “zong dei”*
18. *Sentence connector “que” placed before a verb*
19. *Time duration phrases and “le” to indicate duration and continuance of an action or activity.*
20. *Portative verbs “yao” and “xiang”*
21. *Verb copying rule*
22. *Modal particles “ba”, “a”,*

### Level III Chinese

23. *Terminology for expressing obligation*
24. *Future tense with “yao”*
25. *Progressive tenses*
26. *Formal letter writing*
27. *Comparatives and superlatives*
28. *Time adverbs “ganggang”, “gang” and “cai”*
29. *Resultative verb compounds with “lai, qu, chulai, chuqu, jinlai, jinqu”.*
30. *“dao” to indicate that the process or activity denoted by the preceding verb has reached its end or destination, accomplishment*

*Note: Italicized linguistic elements are introduced at that level*

# **CURRICULUM STRUCTURE**

## **Level I World Language Standards**

- K-6 Spanish I
- 7-8 French I
- 9 Chinese

**Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)**

<b>I. Communication: <i>Communicate in languages other than English</i></b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-Chinese</b>
1	Describe various objects and people found at home and school.	X	X	X	X	X	X	X	X	X	X
2	Give and follow simple instructions by participating in various games or other activities with partners or groups.	X	X	X	X	X	X	X	X	X	X
3	Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.	X	X	X	X	X	X	X	X	X	X
4	Recognize that there are often multiple ways to express an idea in the target language.	X	X	X	X	X	X	X	X	X	
5	Recognize that there are often multiple ways to express an idea in the target language.	X	X	X	X	X	X	X	X	X	
6	Use memorized phrases and short sentences to interact and converse on very familiar topics.	X	X	X	X	X	X	X	X	X	X
7	Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.	X	X	X	X	X	X	X	X	X	X
8	Communicate accurately about very familiar topics using memorized oral and/or written phrases	X	X	X	X	X	X	X	X	X	X
9	Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.	X	X	X	X	X	X	X	X	X	X
10	Use some words and phrases as lexical items without awareness of grammatical structure.	X	X	X	X	X	X	X	X	X	X
11	Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.	X	X	X	X	X	X	X	X	X	
12	Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.	X	X	X	X	X	X	X	X	X	
13	Demonstrate understanding and use of common idiomatic expressions.	X	X	X	X	X	X	X	X	X	
14	Identify people and objects in their environments, based on oral and written descriptions.	X	X	X	X	X	X	X	X	X	
15	Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.	X	X	X	X	X	X	X	X	X	
16	Recognize and respond appropriately to questions, statements or commands.	X	X	X	X	X	X	X	X	X	X
17	Comprehend general information and vocabulary when the communication partner uses props, visuals, and gestures in speaking or writing.	X	X	X	X	X	X	X	X	X	X
18	Determine meaning by using contextual clues and key words.	X	X	X	X	X	X	X	X	X	X

**Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)**

<b>I. Communication: <i>Communicate in languages other than English</i></b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-Chinese</b>
19	Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props, or visuals.	X	X	X	X	X	X	X	X	X	X
20	Rely on visual aids and familiar language to assist in comprehension.	X	X	X	X	X	X	X	X	X	
21	Are aided by the use of redundancy, paraphrasing, and restatement in order to understand the message.	X	X	X	X	X	X	X	X	X	X
22	Derive meaning by comparing target language structures with those of the native language.	X	X	X	X	X	X	X	X	X	
23	Understand high-frequency idiomatic expressions.	X	X	X	X	X	X	X	X	X	
24	Recognize target culture influences in the products and practices of their own culture.	X	X	X	X	X	X	X	X	X	X
25	Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.	X	X	X	X	X	X	X	X	X	X
26	Comprehend the main idea of orally related personal anecdotes, familiar fairy tales, or other narratives based on well-known themes.	X	X	X	X	X	X	X			
27	Understand short, simple conversations and narratives (live and recorded material) within highly predictable and familiar context.	X	X	X	X	X	X	X			X
28	Determine meaning by recognition of cognates, prefixes, and thematic vocabulary.	X	X	X	X	X	X	X			X
29	Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts.	X	X	X	X	X	X	X			X
30	Use background experience to anticipate story direction in highly predictable oral or written texts.	X	X	X	X	X	X	X			
31	Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.	X	X	X	X	X	X	X			X
32	Greet others and exchange personal information, (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.).	X	X	X	X	X	X	X	X	X	X
33	Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own.		X	X	X	X	X	X	X	X	X
34	Recognize previously learned structures when presented in new contexts.		X	X	X	X	X	X	X	X	
35	Recognize parallels between new and familiar structures in the target language.		X	X	X	X	X	X	X	X	X

**Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)**

<b>I. Communication: <i>Communicate in languages other than English</i></b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-Chinese</b>
36	Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas.		X	X	X	X	X	X			
37	Demonstrate comprehension of written passages when accompanied by illustrations and other contextual clues.			X	X	X	X	X	X	X	
38	Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.			X	X	X	X	X			X
39	Use background knowledge to comprehend simple stories, personal correspondence, and other contextualized print.			X	X	X	X	X			
40	Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time.				X	X	X	X	X	X	
41	Comprehend short conversations among peers and adults on well-known topics.				X	X	X	X	X	X	
42	Comprehend brief notes on familiar topics, including daily activities at home or school.				X	X	X	X	X	X	
43	Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.				X	X	X	X	X	X	X
44	Use visuals to enhance oral and written presentations.				X	X	X	X	X	X	X
45	Formulate oral and written presentations using range of phrases and expressions based on familiar topics.				X	X	X	X	X	X	X
46	Exchange basic information about events, such as classes, meetings and meals.					X	X	X	X	X	
47	Describe their favorite activities at home and school.					X	X	X	X	X	
48	Comprehend messages that include predominately familiar grammatical structures.					X	X	X	X	X	X
49	Communicate through the use of short letters and notes by recombining learned vocabulary and structures.					X	X	X	X	X	
50	Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics.					X	X	X	X	X	
51	Use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more accurately.					X	X	X	X	X	
52	Recognize differences and similarities in the perspectives of the target culture and their own.						X	X	X	X	
53	Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.						X	X	X	X	

**Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)**

<b>I. Communication: <i>Communicate in languages other than English</i></b>		K	1	2	3	4	5	6	7	8	9-Chinese
54	Identify main ideas and some specific information on a limited number of topics found in the products of the target culture, such as those presented on TV, radio, and live and computer-generated presentations, although comprehension may be uneven.						X	X			
55	Demonstrate accurate use of present time and other time frames.							X	X	X	X
56	Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.							X	X	X	
57	Use short, memorized phrases and sentences in oral and written presentations.							X	X	X	X

## Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)

### II. Cultures: *Gain knowledge and understanding of other cultures*

	K	1	2	3	4	5	6	7	8	9-Chinese
1	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X	X	
6	X	X	X	X	X	X	X			
7	X	X	X							
8				X	X	X	X	X	X	
9					X	X	X	X	X	
10					X	X	X	X	X	X
11							X	X	X	

**Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)**

**III. Connections: Connect with other disciplines and acquire information**

	K	1	2	3	4	5	6	7	8	9-Chinese
1	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X	X
5										
6										

1 Use simple information learned in other subjects in their study of a world language.

2 Use simple information from their world language class in their study of other subjects.

3 Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

4 Use multiple media resources to access information regarding the target culture(s).

5 Recognize the various sources of information available only in the target language and culture(s), e.g., newspapers, websites, television, etc.

6 Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.



**Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)**

**IV. Comparisons: *Develop insight into the nature of language and culture***

	K	1	2	3	4	5	6	7	8	9-Chinese
1	X	X	X	X	X	X	X	X	X	
2	X	X	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	
4	X	X	X	X	X	X	X	X	X	
5	X	X	X	X	X	X	X	X	X	
6	X	X	X	X	X	X	X	X	X	
7	X	X	X	X	X	X	X			
8				X	X	X	X	X	X	X
9				X	X	X	X	X	X	X
10				X	X	X	X	X	X	
11					X	X	X	X	X	X
12					X	X	X	X	X	
13					X	X	X			

**Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)**

<b>IV. Comparisons: <i>Develop insight into the nature of language and culture</i></b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-Chinese</b>
14	Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.						X	X	X	X	
15	Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).							X	X	X	
16	Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.							X	X	X	
17	Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.							X	X	X	

**Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)**

**V. Communities:** *Participate in multilingual communities at home and around the world.*

		K	1	2	3	4	5	6	7	8	9-Chinese
1	Review materials and/or media from the target language and culture for enjoyment and/or entertainment.	X	X	X	X	X	X	X			
2	Identify different types of employment in which target language skills are an asset.					X	X	X	X	X	
3	Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.							X			X

**Level 1 World Language Expectations (K-6 Spanish, 7-8 French I, 9 Chinese)**

**VI. Chinese Only**

		K	1	2	3	4	5	6	7	8	9-Chinese
1	Demonstrate proficiency in use of pinyin for reading and writing Chinese sounds.										X
2	Use of color in clothing, art, architecture										X
3	Use of measure words and specifiers with objects and pets										X
4	Use of aspect markers and other indicators of ongoing and completed actions.										X
5	Discuss the concept of "ten thousand" to form numbers of 10,000										X
6	Demonstrate accuracy of register										X
7	Recognize radicals within a character										X
8	Be familiar with dialects and minorities as it relates to Chinese geography.										X

## **Level I World Language Expectations (K-6 Spanish)**

### **Kindergarten**

#### **I. Communication**

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
4. Recognize that there are often multiple ways to express an idea in the target language.
5. Use appropriate gestures and/or expressions to facilitate communication.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.
13. Demonstrate understanding and use of common idiomatic expressions.
14. Identify people and objects in their environments, based on oral and written descriptions.
15. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
20. Rely on visual aids and familiar language to assist in comprehension.
21. Are aided by the use of redundancy and restatement in order to understand the message.
22. Derive meaning by comparing target language structures with those of the native language.
23. Understand high-frequency idiomatic expressions.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
26. Comprehend the main idea of orally related personal anecdotes, familiar fairy tales, or other narratives based on well-known themes.
27. Understand short, simple conversations and narratives (live and recorded material) within highly predictable and familiar context.
28. Determine meaning by recognition of cognates, prefixes and thematic vocabulary.
29. Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts.
30. Use background experience to anticipate story direction on highly predictable oral or written texts.
31. Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.
32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)

**Level I World Language Expectations  
(K-6 Spanish)**

**Kindergarten (continued)**

**II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling, dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
4. Imitate culturally appropriate vocabulary and idiomatic expressions.
5. Understand oral language that reflects a cultural background similar to their own.
6. Predict a story line or event when it reflects a cultural background similar to their own.
7. Identify and experience expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.

**III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.
3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.
2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
3. Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
4. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
5. Use new information and cultural awareness to recognize the similarities and differences across cultures.
6. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures (s) and to identify with and respect peers in the target cultures.
7. Compare and contrast art forms, such as music and songs across cultures.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Review materials and/or media from the target language and culture for enjoyment and/or entertainment.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 1**

**I. Communication**

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
4. Recognize that there are often multiple ways to express an idea in the target language.
5. Use appropriate gestures and/or expressions to facilitate communication.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.
13. Demonstrate understanding and use of common idiomatic expressions.
14. Identify people and objects in their environments, based on oral and written descriptions.
15. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
20. Rely on visual aids and familiar language to assist in comprehension.
21. Are aided by the use of redundancy and restatement in order to understand the message.
22. Derive meaning by comparing target language structures with those of the native language.
23. Understand high-frequency idiomatic expressions.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
26. Comprehend the main idea of orally related personal anecdotes, familiar fairy tales, or other narratives based on well-known themes.
27. Understand short, simple conversations and narratives (live and recorded material) within highly predictable and familiar context.
28. Determine meaning by recognition of cognates, prefixes and thematic vocabulary.
29. Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts.
30. Use background experience to anticipate story direction on highly predictable oral or written texts.
31. Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.
32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
33. Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own.
34. Recognize previously learned structures when presented in new contexts.

# **Level I World Language Expectations (K-6 Spanish)**

## **Grade 1 (continued)**

### **I. Communication (continued)**

35. Recognize parallels between new and familiar structures in the target language.
36. Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas.

### **II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling, dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
4. Imitate culturally appropriate vocabulary and idiomatic expressions.
5. Understand oral language that reflects a cultural background similar to their own.
6. Predict a story line or event when it reflects a cultural background similar to their own.
7. Identify and experience expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.

### **III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.
3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

### **IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.
2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
3. Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
4. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
5. Use new information and cultural awareness to recognize the similarities and differences across cultures.
6. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures (s) and to identify with and respect peers in the target cultures.
7. Compare and contrast art forms, such as music and songs across cultures.



**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 1 (continued)**

**V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Review materials and/or media from the target language and culture for enjoyment and/or entertainment.

## Level I World Language Expectations (K-6 Spanish)

### Grade 2

#### I. Communication

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
4. Recognize that there are often multiple ways to express an idea in the target language.
5. Use appropriate gestures and/or expressions to facilitate communication.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.
13. Demonstrate understanding and use of common idiomatic expressions.
14. Identify people and objects in their environments, based on oral and written descriptions.
15. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
20. Rely on visual aids and familiar language to assist in comprehension.
21. Are aided by the use of redundancy and restatement in order to understand the message.
22. Derive meaning by comparing target language structures with those of the native language.
23. Understand high-frequency idiomatic expressions.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
26. Comprehend the main idea of orally related personal anecdotes, familiar fairy tales, or other narratives based on well-known themes.
27. Understand short, simple conversations and narratives (live and recorded material) within highly predictable and familiar context.
28. Determine meaning by recognition of cognates, prefixes and thematic vocabulary.
29. Recognize structural patterns in target language narratives and derive meaning from these structures.
30. Use background experience to anticipate story direction on highly predictable oral or written texts.
31. Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 2 (continued)**

**I. Communication (continued)**

32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
33. Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own.
34. Recognize previously learned structures when presented in new contexts.
35. Recognize parallels between new and familiar structures in the target language.
36. Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas.
37. Demonstrate comprehension of written passages when accompanied by illustrations and other contextual clues.
38. Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.
39. Use background knowledge to comprehend simple stories, personal correspondence and other contextualized print.

**II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling, dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
4. Imitate culturally appropriate vocabulary and idiomatic expressions.
5. Understand oral language that reflects a cultural background similar to their own.
6. Predict a story line or event when it reflects a cultural background similar to their own.
7. Identify and experience expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.

**III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.
3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 2 (continued)**

**IV. Comparisons (continued)**

2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
3. Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
4. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
5. Use new information and cultural awareness to recognize the similarities and differences across cultures.
6. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures (s) and to identify with and respect peers in the target cultures.
7. Compare and contrast art forms, such as music and songs across cultures.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Review materials and/or media from the target language and culture for enjoyment and/or entertainment.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 3**

**I. Communication**

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
4. Recognize that there are often multiple ways to express an idea in the target language.
5. Use appropriate gestures and/or expressions to facilitate communication.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.
13. Demonstrate understanding and use of common idiomatic expressions.
14. Identify people and objects in their environments, based on oral and written descriptions.
15. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
20. Rely on visual aids and familiar language to assist in comprehension.
21. Are aided by the use of redundancy and restatement in order to understand the message.
22. Derive meaning by comparing target language structures with those of the native language.
23. Understand high-frequency idiomatic expressions.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
26. Comprehend the main idea of orally related personal anecdotes, familiar fairy tales, or other narratives based on well-known themes.
27. Understand short, simple conversations and narratives (live and recorded material) within highly predictable and familiar context.
28. Determine meaning by recognition of cognates, prefixes and thematic vocabulary.
29. Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts.
30. Use background experience to anticipate story direction on highly predictable oral or written texts.
31. Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.
32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
33. Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own.
34. Recognize previously learned structures when presented in new contexts.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 3 (continued)**

**I. Communication (continued)**

35. Recognize parallels between new and familiar structures in the target language.
36. Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas.
37. Demonstrate comprehension of written passages when accompanied by illustrations and other contextual clues.
38. Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.
39. Use background knowledge to comprehend simple stories, personal correspondence and other contextualized print.
40. Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time.
41. Comprehend short conversations among peers and adults on well-known topics.
42. Comprehend brief notes on familiar topics, including daily activities at home or school.
43. Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
44. Use visuals to enhance oral and written presentation.
45. Formulate oral and written presentations using range of phrases and expressions based on familiar topics.

**II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling, dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
4. Imitate culturally appropriate vocabulary and idiomatic expressions.
5. Understand oral language that reflects a cultural background similar to their own.
6. Predict a story line or event when it reflects a cultural background similar to their own.
7. Identify and experience expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.
8. Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.

**III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.
3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 3 (continued)**

**IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.
2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
3. Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
4. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
5. Use new information and cultural awareness to recognize the similarities and differences across cultures.
6. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures (s) and to identify with and respect peers in the target cultures.
7. Compare and contrast art forms, such as music and songs across cultures.
8. Demonstrate an awareness of the target language's writing systems and how they differ from the writing systems in the English language.
9. Organize in a logical sequence a written text provided by the teacher.
10. Solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Review materials and/or media from the target language and culture for enjoyment and/or entertainment.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 4**

**I. Communication**

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
4. Recognize that there are often multiple ways to express an idea in the target language.
5. Use appropriate gestures and/or expressions to facilitate communication.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.
13. Demonstrate understanding and use of common idiomatic expressions.
14. Identify people and objects in their environments, based on oral and written descriptions.
15. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
20. Rely on visual aids and familiar language to assist in comprehension.
21. Are aided by the use of redundancy and restatement in order to understand the message.
22. Derive meaning by comparing target language structures with those of the native language.
23. Understand high-frequency idiomatic expressions.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
26. Comprehend the main idea of orally related personal anecdotes, familiar fairy tales, or other narratives based on well-known themes.
27. Understand short, simple conversations and narratives (live and recorded material) within highly predictable and familiar context.
28. Determine meaning by recognition of cognates, prefixes and thematic vocabulary.
29. Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts.
30. Use background experience to anticipate story direction on highly predictable oral or written texts.
31. Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.
32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
33. Write with accuracy when copying written language but may use invented spelling when writing words or



**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 4 (continued)**

**I. Communication (continued)**

34. Recognize previously learned structures when presented in new contexts.
35. Recognize parallels between new and familiar structures in the target language.
36. Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas.
37. Demonstrate comprehension of written passages when accompanied by illustrations and other contextual clues.
38. Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.
39. Use background knowledge to comprehend simple stories, personal correspondence and other contextualized print.
40. Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time.
41. Comprehend short conversations among peers and adults on well-known topics.
42. Comprehend brief notes on familiar topics, including daily activities at home or school.
43. Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
44. Use visuals to enhance oral and written presentation.
45. Formulate oral and written presentations using range of phrases and expressions based on familiar topics.
46. Exchange basic information about events, such as classes, meetings and meals.
47. Describe their favorite activities at home and school.
48. Comprehend messages that include predominately familiar grammatical structures.
49. Communicate through the use of short letters and notes by recombining learned vocabulary and structures.
50. Comprehend the main ideas contained in videos, DVDs, films, television programs or websites on familiar topics.
51. Use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more accurately.

**II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling, dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
4. Imitate culturally appropriate vocabulary and idiomatic expressions.
5. Understand oral language that reflects a cultural background similar to their own.
6. Predict a story line or event when it reflects a cultural background similar to their own.
7. Identify and experience expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.
8. Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the

## **Level I World Language Expectations (K-6 Spanish)**

### **Grade 4 (continued)**

#### **II. Cultures (*continued*)**

9. Experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and website that are enjoyed or produced by their peer group in the target culture.
10. Recognize simple themes, ideas or perspectives of the target culture.

#### **III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.
3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

#### **IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.
2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
3. Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
4. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
5. Use new information and cultural awareness to recognize the similarities and differences across cultures.
6. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures (s) and to identify with and respect peers in the target cultures.
7. Compare and contrast art forms, such as music and songs across cultures.
8. Demonstrate an awareness of the target language's writing systems and how they differ from the writing systems in the English language.
9. Organize in a logical sequence a written text provided by the teacher.
10. Solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges.
11. Develop listening and speaking skills on a range of topics to facilitate reading skills.
12. Identify and describe some cultural benefits and perspectives relating to family, school, work and play across cultures.
13. Retell, summarize and give opinions on level-appropriate texts read aloud by the teacher.

#### **V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Review materials and/or media from the target language and culture for enjoyment and/or entertainment.
2. Identify different types of employment in which target language skills are an asset.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 5**

**I. Communication**

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
4. Recognize that there are often multiple ways to express an idea in the target language.
5. Use appropriate gestures and/or expressions to facilitate communication.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.
13. Demonstrate understanding and use of common idiomatic expressions.
14. Identify people and objects in their environments, based on oral and written descriptions.
15. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
20. Rely on visual aids and familiar language to assist in comprehension.
21. Are aided by the use of redundancy and restatement in order to understand the message.
22. Derive meaning by comparing target language structures with those of the native language.
23. Understand high-frequency idiomatic expressions.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
26. Comprehend the main idea of orally related personal anecdotes, familiar fairy tales, or other narratives based on well-known themes.
27. Understand short, simple conversations and narratives (live and recorded material) within highly predictable and familiar context.
28. Determine meaning by recognition of cognates, prefixes and thematic vocabulary.
29. Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts.
30. Use background experience to anticipate story direction on highly predictable oral or written texts.
31. Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.
32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
33. Write with accuracy when copying written language but may use invented spelling when writing words or

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 5 (continued)**

**I. Communication (continued)**

34. Recognize previously learned structures when presented in new contexts.  
relevant curricular areas.
35. Recognize parallels between new and familiar structures in the target language.
36. Recognize a variety of vocabulary words and expressions related to familiar topics embedded within
37. Demonstrate comprehension of written passages when accompanied by illustrations and other contextual clues.
38. Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.
39. Use background knowledge to comprehend simple stories, personal correspondence and other contextualized print.
40. Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time.
41. Comprehend short conversations among peers and adults on well-known topics.
42. Comprehend brief notes on familiar topics, including daily activities at home or school.
43. Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
44. Use visuals to enhance oral and written presentation.
45. Formulate oral and written presentations using range of phrases and expressions based on familiar topics.
46. Exchange basic information about events, such as classes, meetings and meals.
47. Describe their favorite activities at home and school.
48. Comprehend messages that include predominately familiar grammatical structures.
49. Communicate through the use of short letters and notes by recombining learned vocabulary and structures.
50. Comprehend the main ideas contained in videos, DVDs, films, television programs or websites on familiar topics.
51. Use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more accurately.
52. Recognize differences and similarities in the perspectives of the target culture and their own.
53. Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.
54. Identify main ideas and some specific information on a limited number of topics found in the products of the target culture, such as those presented on TV, radio, and live and computer-generated presentations, although comprehension may be uneven.

**II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling, dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
4. Imitate culturally appropriate vocabulary and idiomatic expressions.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 5 (continued)**

**II. Cultures (continued)**

5. Understand oral language that reflects a cultural background similar to their own.
6. Predict a story line or event when it reflects a cultural background similar to their own.
7. Identify and experience expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.
8. Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.
9. Experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and website that are enjoyed or produced by their peer group in the target culture.
10. Recognize simple themes, ideas or perspectives of the target culture.

**III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.
3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

**IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.
2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
3. Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
4. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
5. Use new information and cultural awareness to recognize the similarities and differences across cultures.
6. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures (s) and to identify with and respect peers in the target cultures.
7. Compare and contrast art forms, such as music and songs across cultures.
8. Demonstrate an awareness of the target language's writing systems and how they differ from the writing systems in the English language.
9. Organize in a logical sequence a written text provided by the teacher.
10. Solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges.
11. Develop listening and speaking skills on a range of topics to facilitate reading skills.
12. Identify and describe some cultural benefits and perspectives relating to family, school, work and play across cultures.
13. Retell, summarize and give opinions on level-appropriate texts read aloud by the teacher.
14. Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings that exist across cultures.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 5 (continued)**

**V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Review materials and/or media from the target language and culture for enjoyment and/or entertainment.
2. Identify different types of employment in which target language skills are an asset.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 6**

**I. Communication**

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
4. Recognize that there are often multiple ways to express an idea in the target language.
5. Use appropriate gestures and/or expressions to facilitate communication.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.
13. Demonstrate understanding and use of common idiomatic expressions.
14. Identify people and objects in their environments, based on oral and written descriptions.
15. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
20. Rely on visual aids and familiar language to assist in comprehension.
21. Are aided by the use of redundancy and restatement in order to understand the message.
22. Derive meaning by comparing target language structures with those of the native language.
23. Understand high-frequency idiomatic expressions.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
26. Comprehend the main idea of orally related personal anecdotes, familiar fairy tales, or other narratives based on well-known themes.
27. Understand short, simple conversations and narratives (live and recorded material) within highly predictable and familiar context.
28. Determine meaning by recognition of cognates, prefixes and thematic vocabulary.
29. Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts.
30. Use background experience to anticipate story direction on highly predictable oral or written texts.
31. Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.
32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
33. Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own.
34. Recognize previously learned structures when presented in new contexts.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 6 (continued)**

**I. Communication (continued)**

35. Recognize parallels between new and familiar structures in the target language.  
relevant curricular areas.
36. Recognize a variety of vocabulary words and expressions related to familiar topics embedded within
37. Demonstrate comprehension of written passages when accompanied by illustrations and other contextual clues.
38. Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or  
illustrated stories.
39. Use background knowledge to comprehend simple stories, personal correspondence and other contextualized  
print.
40. Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in  
present time.
41. Comprehend short conversations among peers and adults on well-known topics.
42. Comprehend brief notes on familiar topics, including daily activities at home or school.
43. Give simple oral reports or presentations about family members and friends, objects, or common school and  
home activities in their everyday environments.
44. Use visuals to enhance oral and written presentation.
45. Formulate oral and written presentations using range of phrases and expressions based on familiar topics.
46. Exchange basic information about events, such as classes, meetings and meals.
47. Describe their favorite activities at home and school.
48. Comprehend messages that include predominately familiar grammatical structures.
49. Communicate through the use of short letters and notes by recombining learned vocabulary and structures.
50. Comprehend the main ideas contained in videos, DVDs, films, television programs or websites on familiar  
topics.
51. Use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more  
accurately.
52. Recognize differences and similarities in the perspectives of the target culture and their own.
53. Write short, informal notes in which they describe or provide information about themselves, their friends and  
families, and their school activities.
54. Identify main ideas and some specific information on a limited number of topics found in the products of the  
target culture, such as those presented on TV, radio, and live and computer-generated presentations, although  
comprehension may be uneven.
55. Demonstrate accurate use of present time and other time frames.
56. Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.
57. Use short, memorized phrases and sentences in oral and written presentations.

**II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical  
instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling,  
dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom  
interactions of the target culture.



**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 6 (continued)**

**II. Cultures (continued)**

4. Imitate culturally appropriate vocabulary and idiomatic expressions.
5. Understand oral language that reflects a cultural background similar to their own.
6. Predict a story line or event when it reflects a cultural background similar to their own.
7. Identify and experience expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.
8. Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.
9. Experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and website that are enjoyed or produced by their peer group in the target culture.
10. Recognize simple themes, ideas or perspectives of the target culture.
11. Understand written language that reflects a cultural background similar to their own.

**III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.
3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.
4. Use multiple media resources to access information regarding the target culture.
5. Recognize the various sources of information available only in the target language and culture(s), e.g. newspapers, websites, television, etc.
6. Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet with assistance if necessary.

**IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.
2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
3. Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
4. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
5. Use new information and cultural awareness to recognize the similarities and differences across cultures.
6. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures (s) and to identify with and respect peers in the target cultures.
7. Compare and contrast art forms, such as music and songs across cultures.
8. Demonstrate an awareness of the target language's writing systems and how they differ from the writing systems in the English language.
9. Organize in a logical sequence a written text provided by the teacher.

**Level I World Language Expectations  
(K-6 Spanish)**

**Grade 6 (continued)**

**IV. Comparisons (continued)**

10. Solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges.
11. Develop listening and speaking skills on a range of topics to facilitate reading skills.
12. Identify and describe some cultural benefits and perspectives relating to family, school, work and play across cultures.
13. Retell, summarize and give opinions on level-appropriate texts read aloud by the teacher.
14. Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings that exist across cultures.
15. Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).
16. Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.
17. Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Review materials and/or media from the target language and culture for enjoyment and/or entertainment.
2. Identify different types of employment in which target language skills are an asset.
3. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.

## Level I World Language Expectations (7-8 French I)

### Grade 7

#### I. Communication

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
4. Recognize that there are often multiple ways to express an idea in the target language.
5. Use appropriate gestures and/or expressions to facilitate communication.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.
13. Demonstrate understanding and use of common idiomatic expressions.
14. Identify people and objects in their environments, based on oral and written descriptions.
15. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
20. Rely on visual aids and familiar language to assist in comprehension.
21. Are aided by the use of redundancy and restatement in order to understand the message.
22. Derive meaning by comparing target language structures with those of the native language.
23. Understand high-frequency idiomatic expressions.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
33. Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own.
34. Recognize previously learned structures when presented in new contexts.
35. Recognize parallels between new and familiar structures in the target language.
37. Demonstrate comprehension of written passages when accompanied by illustrations and other contextual clues.
40. Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time.
41. Comprehend short conversations among peers and adults on well-known topics.
42. Comprehend brief notes on familiar topics, including daily activities at home or school.
43. Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.

**Level I World Language Expectations  
(7-8 French I)**

**Grade 7 (continued)**

**I. Communication (continued)**

44. Use visuals to enhance oral and written presentation.
45. Formulate oral and written presentations using range of phrases and expressions based on familiar topics.
46. Exchange basic information about events, such as classes, meetings and meals.
47. Describe their favorite activities at home and school.
48. Comprehend messages that include predominately familiar grammatical structures.
49. Communicate through the use of short letters and notes by recombining learned vocabulary and structures.
50. Comprehend the main ideas contained in videos, DVDs, films, television programs or websites on familiar topics.
51. Use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more accurately.
52. Recognize differences and similarities in the perspectives of the target culture and their own.
53. Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.
55. Demonstrate accurate use of present time and other time frames.
56. Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.
57. Use short, memorized phrases and sentences in oral and written presentations.

**II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling, dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
4. Imitate culturally appropriate vocabulary and idiomatic expressions.
5. Understand oral language that reflects a cultural background similar to their own.
8. Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.
9. Experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and website that are enjoyed or produced by their peer group in the target culture.
10. Recognize simple themes, ideas or perspectives of the target culture.
11. Understand written language that reflects a cultural background similar to their own.

**III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.
3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.
4. Use multiple media resources to access information regarding the target culture.

**Level I World Language Expectations  
(7-8 French I)**

**Grade 7 (continued)**

**III. Connections (continued)**

5. Recognize the various sources of information available only in the target language and culture(s), e.g. newspapers, websites, television, etc.
6. Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet with assistance if necessary.

**IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.
2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
3. Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
4. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
5. Use new information and cultural awareness to recognize the similarities and differences across cultures.
6. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures (s) and to identify with and respect peers in the target cultures.
8. Demonstrate an awareness of the target language's writing systems and how they differ from the writing systems in the English language.
9. Organize in a logical sequence a written text provided by the teacher.
10. Solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges.
11. Develop listening and speaking skills on a range of topics to facilitate reading skills.
12. Identify and describe some cultural benefits and perspectives relating to family, school, work and play across cultures.
14. Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations
15. Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).
16. Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.
17. Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

2. Identify different types of employment in which target language skills are an asset.

**Level I World Language Expectations  
(7-8 French I)**

**Grade 8**

**I. Communication**

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
4. Recognize that there are often multiple ways to express an idea in the target language.
5. Use appropriate gestures and/or expressions to facilitate communication.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Comprehend general concepts and messages about familiar and occasionally unfamiliar topics.
13. Demonstrate understanding and use of common idiomatic expressions.
14. Identify people and objects in their environments, based on oral and written descriptions.
15. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
20. Rely on visual aids and familiar language to assist in comprehension.
21. Are aided by the use of redundancy and restatement in order to understand the message.
22. Derive meaning by comparing target language structures with those of the native language.
23. Understand high-frequency idiomatic expressions.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
33. Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own.
34. Recognize previously learned structures when presented in new contexts.
35. Recognize parallels between new and familiar structures in the target language.
37. Demonstrate comprehension of written passages when accompanied by illustrations and other contextual clues.
40. Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time.
41. Comprehend short conversations among peers and adults on well-known topics.
42. Comprehend brief notes on familiar topics, including daily activities at home or school.

**Level I World Language Expectations  
(7-8 French I)**

**Grade 8 (continued)**

**I. Communication (continued)**

43. Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
44. Use visuals to enhance oral and written presentation.
45. Formulate oral and written presentations using range of phrases and expressions based on familiar topics.
46. Exchange basic information about events, such as classes, meetings and meals.
47. Describe their favorite activities at home and school.
48. Comprehend messages that include predominately familiar grammatical structures.
49. Communicate through the use of short letters and notes by recombining learned vocabulary and structures.
50. Comprehend the main ideas contained in videos, DVDs, films, television programs or websites on familiar topics.
51. Use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more accurately.
52. Recognize differences and similarities in the perspectives of the target culture and their own.
53. Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.
55. Demonstrate accurate use of present time and other time frames.
56. Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.
57. Use short, memorized phrases and sentences in oral and written presentations.

**II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling, dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
4. Imitate culturally appropriate vocabulary and idiomatic expressions.
5. Understand oral language that reflects a cultural background similar to their own.
8. Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.
9. Experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and website that are enjoyed or produced by their peer group in the target culture.
10. Recognize simple themes, ideas or perspectives of the target culture.
11. Understand written language that reflects a cultural background similar to their own.

**III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.

**Level I World Language Expectations  
(7-8 French I)**

**Grade 8 (continued)**

**III. Connections (continued)**

3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.
4. Use multiple media resources to access information regarding the target culture.
5. Recognize the various sources of information available only in the target language and culture(s), e.g. newspapers, websites, television, etc.
6. Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet with assistance if necessary.

**IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.
2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
3. Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
4. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
5. Use new information and cultural awareness to recognize the similarities and differences across cultures.
6. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures (s) and to identify with and respect peers in the target cultures.
8. Demonstrate an awareness of the target language's writing systems and how they differ from the writing systems in the English language.
9. Organize in a logical sequence a written text provided by the teacher.
10. Solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges.
11. Develop listening and speaking skills on a range of topics to facilitate reading skills.
12. Identify and describe some cultural benefits and perspectives relating to family, school, work and play across cultures.
14. Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations
15. Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).
16. Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.
17. Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

2. Identify different types of employment in which target language skills are an asset.



**Level I World Language Expectations  
(9 Chinese)**

**Grade 9**

**I. Communication**

*Communicate in languages other than English.*

1. Describe various objects and people found at home and school.
2. Give and follow simple instructions by participating in various games or other activities with partners or groups.
3. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
6. Use memorized phrases and short sentences to interact and converse on very familiar topics.
7. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
8. Communicate accurately about very familiar topics using memorized oral and/or written phrases.
9. Comprehend and produce vocabulary that is related to everyday objects and actions on familiar topics.
10. Use some words and phrases as lexical items without awareness of grammatical structure.
16. Recognize and respond appropriately to questions, statements or commands.
17. Comprehend general information and vocabulary when the communication partner uses props, visuals and gestures in speaking or writing.
18. Determine meaning by using contextual clues and key words.
19. Demonstrate comprehension of vocabulary in spoken passages when enhanced by pantomime, props or visuals.
24. Recognize target culture influences in the products and practices of their own culture.
25. Demonstrate some accuracy in pronunciations and intonation when presenting well-rehearsed material on familiar topics.
27. Understand short, simple conversations and narratives (live and recorded material) within highly predictable and familiar context.
28. Determine meaning by recognition of cognates, prefixes, and thematic vocabulary
32. Greet others and exchange personal information (e.g., names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
31. Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.
32. Greet others and exchange personal information (e.g. names, addresses, birthplaces, telephone numbers, and e-mail addresses, etc.)
33. Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own.
35. Recognize parallels between new and familiar structures in the target language.
38. Comprehend the main idea and identify the principal characters when reading poems, short folk tales or illustrated stories.
43. Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
44. Use visuals to enhance oral and written presentation.
45. Formulate oral and written presentations using range of phrases and expressions based on familiar topics.
48. Comprehend messages that include predominately familiar grammatical structures.
55. Demonstrate accurate use of present time and other time frames.
57. Use short, memorized phrases and sentences in oral and written presentations.

**Level I World Language Expectations  
(9 Chinese)**

**Grade 9 (continued)**

**II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
2. Participate in age-appropriate cultural activities, such as games, songs, celebrations, storytelling, dramatizations or role-playing of the target culture.
3. Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
4. Imitate culturally appropriate vocabulary and idiomatic expressions.
10. Recognize simple themes, ideas or perspectives of the target culture.

**III. Connections**

*Connect with other disciplines and acquire information*

1. Use simple information learned in other subjects in their study of a world language.
2. Use simple information from their world language class in their study of other subjects.
3. Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.
4. Use multiple media resources to access information regarding the target culture.
5. Recognize the various sources of information available only in the target language and culture(s), e.g. newspapers, websites, television, etc.
6. Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.

**IV. Comparisons**

*Develop insight into the nature of language and culture*

1. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.
2. Demonstrate an awareness of the target language's phonetic systems and how they differ from the phonetic systems in the English language.
9. Organize in a logical sequence a written text provided by the teacher.
10. Solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges.
11. Develop listening and speaking skills on a range of topics to facilitate reading skills.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

3. Exchange information (as a class) about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.

**Level I World Language Expectations  
(9 Chinese)**

**VI. Chinese Only**

1. Demonstrate proficiency in use of pinyin for reading and writing Chinese sounds.
2. Use of color in clothing, art, architecture
3. Use of measure words and specifiers with objects and pets
4. Use of aspect markers and other indicators of ongoing and completed actions.
5. Discuss the concept of "ten thousand" to form numbers of 10,000
6. Demonstrate accuracy of register
7. Recognize radicals within a character
8. Be familiar with dialects and minorities as it relates to Chinese geography.

Level II World Language Expectations (7-8 Spanish II/9 French II)

**I. Communication:** Communicate in languages other than English

		7	8	9
1	Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.	X	X	X
2	Give and follow directions in order to travel from one location to another and ask questions for clarification.	X	X	X
3	Acquire goods and/or services through basic negotiations and exchange of monies.	X	X	X
4	Work in groups to plan events and activities to be carried out in the target language.	X	X	X
5	Exchange thoughts about people, activities and events in their personal lives or communities.	X	X	X
6	Find alternate methods of communication when they cannot express their intended message adequately.	X	X	X
7	Comprehend messages that include some unfamiliar grammatical structures.	X	X	X
8	Begin to apply familiar structures to new situations.	X	X	X
9	Use vocabulary from a variety of thematic groups.	X	X	X
10	Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.	X	X	X
11	Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.	X	X	X
12	Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.	X	X	X
13	Work individually to collect data on familiar topics from various print, digital and electronic resources.	X	X	X
14	Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.	X	X	X
15	Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.	X	X	X
16	Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.	X	X	X

Level II World Language Expectations (7-8 Spanish II/9 French II)

**I. Communication:** Communicate in languages other than English

		7	8	9
17	Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.	X	X	X
18	Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts.	X	X	X
19	Comprehend an expanded range of vocabulary.	X	X	X
20	Frequently derive meaning of unknown words by using contextual clues.	X	X	X
21	Demonstrate enhanced comprehension when listening to or reading content that has a recognizable format.	X	X	X
22	Identify the main idea of a written text by using reading strategies such as gleanings information from the first and last paragraphs.	X	X	X
23	Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.	X	X	X
24	Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.	X	X	X
25	Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.	X	X	X
26	Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.	X	X	X
27	Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.	X	X	X
28	Prepare a diary of their daily activities and those of their families and friends in the target language.	X	X	X
29	Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.	X	X	X
30	Formulate oral and written presentations on familiar topics using a range of sentences and strings of sentences, primarily in present time but also, with preparation, in past and future time.	X	X	X
31	Demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions.	X	X	X
32	Supplement their basic vocabulary for both oral and written presentations with expressions acquired from other sources such as dictionaries.	X	X	X
33	Show evidence of awareness of capitalization and punctuation when writing in the target language.			X

Level II World Language Expectations (7-8 Spanish II/9 French II)

**II. Cultures:** Gain knowledge of understanding of other cultures

		7	8	9
1	Identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance.	X	X	X
2	Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance.	X	X	X
3	Participate in age-appropriate cultural activities, including, but not limited to games (e.g., card, board, computer and outdoor games), sports, music, television and the Internet.	X	X	X
4	Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.	X	X	X
5	Analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.	X	X	X
6	Use culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors.	X	X	X
7	Demonstrate cultural knowledge in oral and written presentations.	X	X	X

Level II World Language Expectations (7-8 Spanish II/9 French II)

**III. Connections:** Connect with other disciplines and acquire information

		7	8	9
1	Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences.	X	X	X
2	Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences.	X	X	X
3	Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.	X	X	X
4	Develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).	X	X	X

**IV. Comparisons:** Develop insight into the nature of language and culture

		7	8	9
1	Understand how idiomatic expressions affect communication and reflect culture.	X	X	X
2	Use oral and written language to relate their own experiences and construct their own stories.	X	X	X
3	Expand comprehension strategies to predict outcomes and make comparisons.	X	X	X
4	Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).	X	X	X
5	Compare and contrast art forms, such as music and songs across cultures.	X	X	X
6	Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals,	X	X	X
7	Solicit their peers’ opinions on aspects of culture through face- to-face contact or written exchanges.	X	X	X
8	Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).	X	X	X
9	Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.	X	X	X
10	Use new information and perspectives to identify universals of human experience across cultures and begin to demonstrate empathy and respect	X	X	X
11	Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.	X	X	X
12	Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.	X	X	X
13	Compare and contrast the treatment of current issues across cultures by drawing on authentic texts.	X	X	X
14	Analyze how other cultures view the role of the United States in the world arena.	X	X	X
15	Use new information and perspectives to compare and contrast their experiences with those of their peers and others in the target culture(s).	X	X	X
16	Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.	X	X	X
17	Evaluate the effectiveness of a communicative interaction within an appropriate cultural context.	X	X	X



Level II World Language Expectations (7-8 Spanish II/9 French II)

**V. Communities:** Participate in multilingual communities at home and around the world.

		7	8	9
1	Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.	X	X	X
2	Demonstrate their target language skills while involved in community activities, including community service activities.	X	X	X
3	Demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.	X	X	X
4	Interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.	X	X	
5	Review materials and/or media from the target language and culture for enjoyment.	X	X	
6	Use various media from the target language and culture for entertainment.	X	X	
7	Consult various sources in the target language to obtain information on topics of personal interest.	X	X	

**Level II World Language Expectations  
(7-8 Spanish II / 9 French II)**

**Grade 7**

**I. Communication**

*Communicate in languages other than English.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies
4. Work in groups to plan events and activities to be carried out in the target language
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Comprehend messages that include some unfamiliar grammatical structures.
8. Begin to apply familiar structures to new situations.
9. Use vocabulary from a variety of thematic groups.
10. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
11. Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.
12. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
13. Work individually to collect data on familiar topics from various print, digital and electronic resources.
14. Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
15. Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.
16. Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.
17. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.
18. Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts.
19. Comprehend an expanded range of vocabulary.
20. Frequently derive meaning of unknown words by using contextual clues.
21. Demonstrate enhanced comprehension when listening to or reading content that has a recognizable format.
22. Identify the main idea of a written text by using reading strategies such as gleaning information from the first and last paragraphs.
23. Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.
24. Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.
25. Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.
26. Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.

**Level II World Language Expectations  
(7-8 Spanish II / 9 French II)**

**Grade 7 (continued)**

**I. Communication (continued)**

27. Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.
28. Prepare a diary of their daily activities and those of their families and friends in the target language.
29. Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.
30. Formulate oral and written presentations on familiar topics using a range of sentences and strings of sentences, primarily in present time but also, with preparation, in past and future time.
31. Demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions.
32. Supplement their basic vocabulary for both oral and written presentations with expressions acquired from other sources such as dictionaries.

**II. Cultures**

*Gain knowledge of understanding of other cultures.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies.
4. Work in groups to plan events and activities to be carried out in the target language.
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Demonstrate cultural knowledge in oral and written presentations.

**III. Connections**

*Connect with other disciplines and acquire information.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies.
4. Work in groups to plan events and activities to be carried out in the target language

**IV. Comparisons**

*Develop insight into the nature of language and culture.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies.

**Level II World Language Expectations  
(7-8 Spanish II / 9 French II)**

**Grade 7 (continued)**

**IV. Comparisons (continued)**

4. Work in groups to plan events and activities to be carried out in the target language.
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Solicit their peers' opinions on aspects of culture through face- to-face contact or written exchanges.
8. Begin to apply familiar structures to new situations.
9. Use vocabulary from a variety of thematic groups.
10. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
11. Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.
12. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
13. Work individually to collect data on familiar topics from various print, digital and electronic resources.
14. Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
15. Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.
16. Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.
17. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies
4. Work in groups to plan events and activities to be carried out in the target language
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Consult various sources in the target language to obtain information on topics of personal interest.

**Level II World Language Expectations  
(7-8 Spanish II / 9 French II)**

**Grade 8**

**I. Communication**

*Communicate in languages other than English.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies
4. Work in groups to plan events and activities to be carried out in the target language
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Comprehend messages that include some unfamiliar grammatical structures.
8. Begin to apply familiar structures to new situations.
9. Use vocabulary from a variety of thematic groups.
10. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
11. Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.
12. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
13. Work individually to collect data on familiar topics from various print, digital and electronic resources.
14. Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
15. Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.
16. Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.
17. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.
18. Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts.
19. Comprehend an expanded range of vocabulary.
20. Frequently derive meaning of unknown words by using contextual clues.
21. Demonstrate enhanced comprehension when listening to or reading content that has a recognizable format.
22. Identify the main idea of a written text by using reading strategies such as gleaning information from the first and last paragraphs.
23. Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.
24. Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.
25. Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.
26. Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.

**Level II World Language Expectations  
(7-8 Spanish II / 9 French II)**

**Grade 8 (continued)**

**I. Communication (continued)**

27. Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.
28. Prepare a diary of their daily activities and those of their families and friends in the target language.
29. Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.
30. Formulate oral and written presentations on familiar topics using a range of sentences and strings of sentences, primarily in present time but also, with preparation, in past and future time.
31. Demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions.
32. Supplement their basic vocabulary for both oral and written presentations with expressions acquired from other sources such as dictionaries.

**II. Cultures**

*Gain knowledge of understanding of other cultures.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies.
4. Work in groups to plan events and activities to be carried out in the target language.
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Demonstrate cultural knowledge in oral and written presentations.

**III. Connections**

*Connect with other disciplines and acquire information.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies.
4. Work in groups to plan events and activities to be carried out in the target language

**IV. Comparisons**

*Develop insight into the nature of language and culture.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies.

**Level II World Language Expectations  
(7-8 Spanish II / 9 French II)**

**Grade 8 (continued)**

**IV. Comparisons (continued)**

4. Work in groups to plan events and activities to be carried out in the target language.
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges.
8. Begin to apply familiar structures to new situations.
9. Use vocabulary from a variety of thematic groups.
10. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
11. Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.
12. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
13. Work individually to collect data on familiar topics from various print, digital and electronic resources.
14. Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
15. Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.
16. Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.
17. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies
4. Work in groups to plan events and activities to be carried out in the target language
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Consult various sources in the target language to obtain information on topics of personal interest.

**Level II World Language Expectations  
(7-8 Spanish II / 9 French II)**

**Grade 9**

**I. Communication**

*Communicate in languages other than English.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies
4. Work in groups to plan events and activities to be carried out in the target language
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Comprehend messages that include some unfamiliar grammatical structures.
8. Begin to apply familiar structures to new situations.
9. Use vocabulary from a variety of thematic groups.
10. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
11. Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.
12. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
13. Work individually to collect data on familiar topics from various print, digital and electronic resources.
14. Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
15. Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.
16. Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.
17. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.
18. Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts.
19. Comprehend an expanded range of vocabulary.
20. Frequently derive meaning of unknown words by using contextual clues.
21. Demonstrate enhanced comprehension when listening to or reading content that has a recognizable format.
22. Identify the main idea of a written text by using reading strategies such as gleaning information from the first and last paragraphs.
23. Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.
24. Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.
25. Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.
26. Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.



**Level II World Language Expectations  
(7-8 Spanish II / 9 French II)**

**Grade 9 (continued)**

**I. Communication**

27. Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.
28. Prepare a diary of their daily activities and those of their families and friends in the target language.
29. Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.
30. Formulate oral and written presentations on familiar topics using a range of sentences and strings of sentences, primarily in present time but also, with preparation, in past and future time.
31. Demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions.
32. Supplement their basic vocabulary for both oral and written presentations with expressions acquired from other sources such as dictionaries.
33. Show evidence of awareness of capitalization and punctuation when writing in the target language.

**II. Cultures**

*Gain knowledge of understanding of other cultures.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies.
4. Work in groups to plan events and activities to be carried out in the target language.
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Demonstrate cultural knowledge in oral and written presentations.

**III. Connections**

*Connect with other disciplines and acquire information.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies.
4. Work in groups to plan events and activities to be carried out in the target language

**IV. Comparisons**

*Develop insight into the nature of language and culture.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.

**Level II World Language Expectations  
(7-8 Spanish II / 9 French II)**

**Grade 9 (continued)**

**IV. Comparisons (continued)**

3. Acquire goods and/or services through basic negotiations and exchange of monies.
4. Work in groups to plan events and activities to be carried out in the target language.
5. Exchange thoughts about people, activities and events in their personal lives or communities.
6. Find alternate methods of communication when they cannot express their intended message adequately.
7. Solicit their peers' opinions on aspects of culture through face- to-face contact or written exchanges.
8. Begin to apply familiar structures to new situations.
9. Use vocabulary from a variety of thematic groups.
10. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
11. Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.
12. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
13. Work individually to collect data on familiar topics from various print, digital and electronic resources.
14. Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
15. Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.
16. Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.
17. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

**V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
2. Give and follow directions in order to travel from one location to another and ask questions for clarification.
3. Acquire goods and/or services through basic negotiations and exchange of monies.

## Level III and Level IV World Language Expectations (Spanish and French)

### I. Communication: Communicate in languages other than English

		L3	L4
1	Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.	X	X
2	Exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.	X	X
3	Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.	X	X
4	Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.	X	X
5	Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.	X	X
6	Recognize some of their own spelling or character production errors and make appropriate adjustments.	X	X
7	Comprehend main ideas and most details on a variety of topics beyond the immediate situation.	X	X
8	Comprehend messages that include unfamiliar grammatical structures.	X	X
9	Communicate successfully by applying familiar structures to new situations.	X	X
10	Understand and often use idiomatic and culturally authentic expressions.	X	X
11	Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.	X	X
12	Are able to sustain an interaction with a native speaker by using a variety of strategies when discussion topics relate to personal experience or immediate needs.	X	X
13	Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting with topics of personal, school, and community interest.	X	X
14	Are understood by those with whom they interact, although a range of linguistic inaccuracies may still exist, and, on occasion, the communication partner may need to make a special effort to understand the message.	X	X
15	Use pronunciation and intonation patterns that are understandable to a native speaker unaccustomed to interacting with language learners.	X	X
16	Are able to meet practical writing needs such as letters and summaries by writing descriptions and narrations of paragraph length and organization, showing sustained control of basic structures and partial control of more complex structures and time frames.	X	X

## Level III and Level IV World Language Expectations (Spanish and French)

### I. Communication: Communicate in languages other than English

		L3	L4
17	Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.	X	X
18	Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.	X	X
19	Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.	X	X
20	Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.	X	X
21	Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.	X	X
22	Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).	X	X
23	Comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture.	X	X
24	Use knowledge acquired in other settings and from other curricular areas to comprehend both spoken and written messages.	X	X
25	Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use.	X	X
26	Apply rules of language to construct meaning from oral and written texts.	X	X
27	Understand idiomatic expressions.	X	X
28	Use context to deduce meaning of unfamiliar vocabulary.	X	X
29	Recognize and understand the cultural context of many words and phrases.	X	X
30	Use background knowledge to deduce meaning and to understand complex information in oral or written texts.	X	X
31	Identify the organizing principle(s) of oral or written texts.	X	X
32	Interpret the intent of the writer.	X	X
33	Infer meaning of both oral and written texts by recognizing familiar words and phrases in new contexts.	X	X
34	Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.	X	X
35	Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.	X	X

## Level III and Level IV World Language Expectations (Spanish and French)

### I. Communication: Communicate in languages other than English

		L3	L4
36	Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.	X	X
37	Perform scenes from plays and/or recite poems or excerpts from short stories in the target language.	X	X
38	Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.	X	X
39	Use pronunciation and intonation patterns that are understood by native users of the language.	X	X
40	Use language confidently and with ease, with few pauses.	X	X
41	Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.	X	X
42	Supplement their basic vocabulary by using resources such as textbooks and dictionaries.	X	X
43	Make use of a variety of resource materials and presentation methods to enhance presentations.	X	X
44	Rarely make errors in capitalization and in punctuation.	X	
45	Are generally accurate in spelling or production of characters.	X	
46	Use more specialized and precise vocabulary terms within a limited number of topics.	X	
47	Use language confidently and with ease, with few pauses.	X	
48	Understand main ideas and significant details on a variety of topics found in the products of the target culture, such as those presented on TV, radio, video, or in live and computer-generated presentations, although comprehension may be uneven.	X	
49	Demonstrate a growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.	X	
50	Accurately formulate paragraph-length and longer oral and written presentations in present time on topics of personal, school, community, and global interest.	X	
51	Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.		X
52	Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels.		X
53	Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.		X
54	Occasionally encounter difficulty comprehending language dealing with abstract topics.		X
55	Use more specialized and precise vocabulary terms within a variety of topics.		X

### Level III and Level IV World Language Expectations (Spanish and French)

#### I. Communication: Communicate in languages other than English

		L3	L4
56	Show evidence of attention to mechanical errors even when these may not interfere with communication.		X
57	Use language confidently and with ease.		X
58	Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.		X
59	Understand main ideas and details on a variety of topics found in the products of the target culture, such as those presented on TV, radio, video, or in live and computer-generated presentations.		X
60	Demonstrate a growing independence as a reader or listener and comprehend what they read and hear without relying solely on formally learned vocabulary.		X
61	Move beyond literal comprehension toward more critical reading and listening.		X
62	Comprehend a wide range of vocabulary in both concrete and abstract contexts.		X
63	Prepare oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and works of fiction or nonfiction.		X
64	Accurately formulate paragraph-length and longer oral and written presentations in a variety of tenses on topics of personal, school, community, and global interest.		X
65	Sustain length and continuity of presentations by appropriate use of strategies such as simplification, reformulation, and circumlocution.		X

## Level III and Level IV World Language Expectations (Spanish and French)

### II. Cultures: Gain knowledge and understanding of other cultures

		L3	L4
1	Identify, experience or read about and discuss expressive forms of the target culture, including, but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance) and describe their significance.	X	X
2	Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.	X	X
3	Identify, experience or read about and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts in order to explore their effects on the larger community.	X	X
4	Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.	X	X
5	Use culturally appropriate vocabulary and idioms.	X	X
6	Demonstrate increased use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors.	X	X
7	Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.		X
8	Analyze and evaluate cultural stereotypes encountered in oral and written texts.		X

### Level III and Level IV World Language Expectations (Spanish and French)

III. Connections: Connect with other disciplines and acquire information.		L3	L4
1	Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.	X	X
2	Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.	X	X
3	Use new information and critical thinking gained through world language study to expand their personal knowledge.	X	X
4	Use information acquired from other school subjects to complete activities in the world language classroom.	X	X
5	Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.	X	X
6	Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.	X	X
7	Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.	X	X
8	Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.	X	X
9	Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).	X	X



### Level III and Level IV World Language Expectations (Spanish and French)

IV. Comparisons: Develop Insight into the Nature of Language and Culture		L3	L4
1	Expand comprehension strategies to predict outcomes and make comparisons.	X	X
2	Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).	X	X
3	Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.	X	X
4	Evaluate the style of a communicative interaction in the target language.		X
5	Use a writing process in producing work that includes self-assessment and discussion with other students.	X	X
6	Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.	X	X
7	Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.	X	X
8	Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.	X	X
9	Compare and contrast the treatment of current issues across cultures by drawing on authentic texts.	X	X
10	Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).	X	X
11	Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.	X	X
12	Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.	X	X

V. Communities: Participate in multilingual communities at home and around the world.		L3	L4
1	Establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.	X	X
2	Demonstrate their target language skills while involved in community activities, including community service activities.	X	X
3	Demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.	X	X

## Level III World Language Expectations (Spanish and French)

### I. Communication

*Communicate in languages other than English.*

1. Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.
2. Exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.
3. Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.
4. Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.
5. Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.
6. Recognize some of their own spelling or character production errors and make appropriate adjustments.
7. Comprehend main ideas and most details on a variety of topics beyond the immediate situation.
8. Comprehend messages that include unfamiliar grammatical structures.
9. Communicate successfully by applying familiar structures to new situations.
10. Understand and often use idiomatic and culturally authentic expressions.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Are able to sustain an interaction with a native speaker by using a variety of strategies when discussion topics relate to personal experience or immediate needs.
13. Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting with topics of personal, school, and community interest.
14. Are understood by those with whom they interact, although a range of linguistic inaccuracies may still exist, and, on occasion, the communication partner may need to make a special effort to understand the message.
15. Use pronunciation and intonation patterns that are understandable to a native speaker unaccustomed to interacting with language learners.
16. Are able to meet practical writing needs such as letters and summaries by writing descriptions and narrations of paragraph length and organization, showing sustained control of basic structures and partial control of more complex structures and time frames.
17. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
18. Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
19. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.
20. Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.
21. Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.
22. Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).
23. Comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture.
24. Use knowledge acquired in other settings and from other curricular areas to comprehend both spoken and written messages.

## Level III World Language Expectations (Spanish and French)

### I. Communication (continued)

25. Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use.
26. Apply rules of language to construct meaning from oral and written texts.
27. Understand idiomatic expressions.
28. Use context to deduce meaning of unfamiliar vocabulary.
29. Recognize and understand the cultural context of many words and phrases.
30. Use background knowledge to deduce meaning and to understand complex information in oral or written texts.
31. Identify the organizing principle(s) of oral or written texts.
32. Interpret the intent of the writer.
33. Infer meaning of both oral and written texts by recognizing familiar words and phrases in new contexts.
34. Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.
35. Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.
36. Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.
37. Perform scenes from plays and/or recite poems or excerpts from short stories in the target language.
38. Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.
39. Use pronunciation and intonation patterns that are understood by native users of the language.
40. Use language confidently and with ease, with few pauses.
41. Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.
42. Supplement their basic vocabulary by using resources such as textbooks and dictionaries.
43. Make use of a variety of resource materials and presentation methods to enhance presentations.
44. Rarely make errors in capitalization and in punctuation.
45. Are generally accurate in spelling or production of characters.
46. Use more specialized and precise vocabulary terms within a limited number of topics.
47. Use language confidently and with ease, with few pauses.
48. Understand main ideas and significant details on a variety of topics found in the products of the target culture, such as those presented on TV, radio, video, or in live and computer-generated presentations, although comprehension may be uneven.
49. Demonstrate a growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.
50. Accurately formulate paragraph-length and longer oral and written presentations in present time on topics of personal, school, community, and global interest.

### II. Cultures

*Gain knowledge and understanding of other cultures.*

1. Identify, experience or read about and discuss expressive forms of the target culture, including, but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance) and describe their significance.
2. Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

## Level III World Language Expectations (Spanish and French)

### II. Cultures (continued)

3. Identify, experience or read about and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts in order to explore their effects on the larger community.
4. Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.
5. Use culturally appropriate vocabulary and idioms.
6. Demonstrate increased use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors.

### III. Connections

*Connect with other disciplines and acquire*

1. Identify, experience or read about and discuss expressive forms of the target culture, including, but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance) and describe their significance.
2. Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.
3. Use new information and critical thinking gained through world language study to expand their personal knowledge.
4. Use information acquired from other school subjects to complete activities in the world language classroom.
5. Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.
6. Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.
7. Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.
8. Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.
9. Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

### IV. Comparisons

*Develop insight into the nature of language and culture.*

1. Expand comprehension strategies to predict outcomes and make comparisons.
2. Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).
3. Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.
4. Evaluate the style of a communicative interaction in the target language.
5. Use a writing process in producing work that includes self-assessment and discussion with other students.
6. Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

## **Level III World Language Expectations (Spanish and French)**

### **IV. Comparisons (continued)**

7. Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.
8. Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.
9. Compare and contrast the treatment of current issues across cultures by drawing on authentic texts.
10. Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).
11. Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.
12. Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

### **V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.
2. Demonstrate their target language skills while involved in community activities, including community service activities.
3. Demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

## Level IV World Language Expectations (Spanish and French)

### I. Communication

*Communicate in languages other than English.*

1. Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.
2. Exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.
3. Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.
4. Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.
5. Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.
6. Recognize some of their own spelling or character production errors and make appropriate adjustments.
7. Comprehend main ideas and most details on a variety of topics beyond the immediate situation.
8. Comprehend messages that include unfamiliar grammatical structures.
9. Communicate successfully by applying familiar structures to new situations.
10. Understand and often use idiomatic and culturally authentic expressions.
11. Recognize and use vocabulary from a variety of topics, including those related to other curricular areas.
12. Are able to sustain an interaction with a native speaker by using a variety of strategies when discussion topics relate to personal experience or immediate needs.
13. Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting with topics of personal, school, and community interest.
14. Are understood by those with whom they interact, although a range of linguistic inaccuracies may still exist, and, on occasion, the communication partner may need to make a special effort to understand the message.
15. Use pronunciation and intonation patterns that are understandable to a native speaker unaccustomed to interacting with language learners.
16. Are able to meet practical writing needs such as letters and summaries by writing descriptions and narrations of paragraph length and organization, showing sustained control of basic structures and partial control of more complex structures and time frames.
17. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
18. Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
19. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.
20. Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.
21. Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.
22. Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).
23. Comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture.
24. Use knowledge acquired in other settings and from other curricular areas to comprehend both spoken and written messages.

## **Level IV World Language Expectations (Spanish and French)**

### **I. Communication (continued)**

25. Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use.
26. Apply rules of language to construct meaning from oral and written texts.
27. Understand idiomatic expressions.
28. Use context to deduce meaning of unfamiliar vocabulary.
29. Recognize and understand the cultural context of many words and phrases.
30. Use background knowledge to deduce meaning and to understand complex information in oral or written texts.
31. Identify the organizing principle(s) of oral or written texts.
32. Interpret the intent of the writer.
33. Infer meaning of both oral and written texts by recognizing familiar words and phrases in new contexts.
34. Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.
35. Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.
36. Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.
37. Perform scenes from plays and/or recite poems or excerpts from short stories in the target language.
38. Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.
39. Use pronunciation and intonation patterns that are understood by native users of the language.
40. Use language confidently and with ease, with few pauses.
41. Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.
42. Supplement their basic vocabulary by using resources such as textbooks and dictionaries.
43. Make use of a variety of resource materials and presentation methods to enhance presentations.
51. Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.
52. Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels.
53. Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.
54. Occasionally encounter difficulty comprehending language dealing with abstract topics.
55. Use more specialized and precise vocabulary terms within a variety of topics.
56. Show evidence of attention to mechanical errors even when these may not interfere with communication.
57. Use language confidently and with ease.
58. Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.
59. Understand main ideas and details on a variety of topics found in the products of the target culture, such as those presented on TV, radio, video, or in live and computer-generated presentations.
60. Demonstrate a growing independence as a reader or listener and comprehend what they read and hear without relying solely on formally learned vocabulary.
61. Move beyond literal comprehension toward more critical reading and listening.
62. Comprehend a wide range of vocabulary in both concrete and abstract contexts.
63. Prepare oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and works of fiction or nonfiction.



## **Level IV World Language Expectations (Spanish and French)**

### **I. Communication (continued)**

64. Accurately formulate paragraph-length and longer oral and written presentations in a variety of tenses on topics of personal, school, community, and global interest.
65. Sustain length and continuity of presentations by appropriate use of strategies such as simplification, reformulation, and circumlocution.

### **II. Cultures**

*Gain knowledge and understanding of other cultures.*

1. Identify, experience or read about and discuss expressive forms of the target culture, including, but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance) and describe their significance.
2. Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.
3. Identify, experience or read about and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts in order to explore their effects on the larger community.
4. Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.
5. Use culturally appropriate vocabulary and idioms.
6. Demonstrate increased use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors.
7. Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.
8. Analyze and evaluate cultural stereotypes encountered in oral and written tests.

### **III. Connections**

*Connect with other disciplines and acquire*

1. Identify, experience or read about and discuss expressive forms of the target culture, including, but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance) and describe their significance.
2. Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.
3. Use new information and critical thinking gained through world language study to expand their personal knowledge.
4. Use information acquired from other school subjects to complete activities in the world language classroom.
5. Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.
6. Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.
7. Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.
8. Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.
9. Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

## **Level IV World Language Expectations (Spanish and French)**

### **IV. Comparisons**

*Develop insight into the nature of language and culture.*

1. Expand comprehension strategies to predict outcomes and make comparisons.
2. Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).
3. Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.
4. Evaluate the style of a communicative interaction in the target language.
5. Use a writing process in producing work that includes self-assessment and discussion with other students.
6. Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.
7. Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.
8. Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.
9. Compare and contrast the treatment of current issues across cultures by drawing on authentic texts.
10. Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).
11. Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.
12. Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

### **V. Communities**

*Participate in multilingual communities at home and around the world.*

1. Establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.
2. Demonstrate their target language skills while involved in community activities, including community service activities.
3. Demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.