



*"Recognizing the Potential in Each Child"*  
Gorham Public Schools

# *World Languages CURRICULUM*

REVIEW YEARS 2008-2009

*K – GRADE 12*

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## World Languages Philosophy

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language. – *American Council on The Teaching of Foreign Language*

The major organizing principle in today's world language classrooms is communication. While knowledge of vocabulary and the linguistic system remain essential tools for communication, learning to use a second language in meaningful and appropriate ways is the ultimate goal of world language instruction. In any mode of communication, there are particular links between language usage and knowledge of the associated culture(s). In the study of classical languages such as Latin, proficiency will emphasize the ability to understand the written language over oral communication and will recognize the linguistic and historical importance of the language and the people who spoke it. - *Maine Learning Results: Parameters of Essential Instruction*

## World Languages K – 12 Curriculum Committee

<b>K – Grade 2</b>	<b>Grades 3 – 5</b>	<b>Grades 6 – 8</b>	<b>Grades 9 – 12</b>
		Kelly Winslow Donna Shearman	Deborah Roy Michael Lawrenson Marc Paradis Sally Reynolds Robert Clark

Polly Brann, Assistant Principal, Narragansett School

# **World Languages Standards**

## **A. Communication**

**Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret written and spoken language on a variety of topics, and present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

## **B. Cultures**

**Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

## **C. Connections**

**Students reinforce and further their knowledge of other disciplines through the foreign language. Students acquire information and recognize through the distinctive viewpoints that are only available through the foreign language and its cultures.**

## **D. Communities**

**Students use the language both within and beyond the school setting. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

# World Languages Course Descriptions

**TITLE OF COURSE:** Exploratory Spanish  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 6  
**LENGTH OF INSTRUCTION:** 55 minutes / day  
**LENGTH OF COURSE:** 7 weeks  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** Exploratory Spanish  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 7  
**LENGTH OF INSTRUCTION:** 55 minutes / day  
**LENGTH OF COURSE:** 7 Weeks  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** Exploratory French  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 7-8  
**LENGTH OF INSTRUCTION:** 55 minutes / day  
**LENGTH OF COURSE:** 10 Weeks  
**CREDIT AWARDED:** N/A

**TITLE OF COURSE:** French I  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 9-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** French I / II  
**PRE-REQUISITE:** Level I of different romance language  
**GRADE LEVEL:** 10-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** French II  
**PRE-REQUISITE:** French I or equivalent  
**GRADE LEVEL:** 10-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** French III  
**PRE-REQUISITE:** French II or equivalent  
**GRADE LEVEL:** 11-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** French IV  
**PRE-REQUISITE:** French III or equivalent  
**GRADE LEVEL:** 12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Spanish I  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 9-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Spanish I / II  
**PRE-REQUISITE:** Level I of different romance language  
**GRADE LEVEL:** 10-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Spanish II  
**PRE-REQUISITE:** Spanish I or equivalent  
**GRADE LEVEL:** 10-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Latin III  
**PRE-REQUISITE:** Latin II or equivalent  
**GRADE LEVEL:** 11-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Spanish III  
**PRE-REQUISITE:** Spanish II or equivalent  
**GRADE LEVEL:** 11-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** AP Latin  
**PRE-REQUISITE:** Latin III or equivalent  
**GRADE LEVEL:** 12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Spanish IV  
**PRE-REQUISITE:** Spanish III or equivalent  
**GRADE LEVEL:** 12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Latin I  
**PRE-REQUISITE:** None  
**GRADE LEVEL:** 9-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

**TITLE OF COURSE:** Latin II  
**PRE-REQUISITE:** Latin I or equivalent  
**GRADE LEVEL:** 10-12  
**LENGTH OF INSTRUCTION:** 220 minutes / week  
**LENGTH OF COURSE:** 1 Year  
**CREDIT AWARDED:** 1

# World Languages Course Overviews

## **Kindergarten – Grade 2**

Currently, World Languages are not offered at this grade span.

## **Grade 3 – Grade 5**

Currently, World Languages are not offered at this grade span.

## **Grade 6 – Grade 8**

At the middle school our Foreign Language program is exploratory in nature as students attend class daily in seven to ten week rotations. Through the use of a variety of materials and activities, students are exposed to vocabulary and culture in French and Spanish. Vocabulary acquisition is thematic, covering such areas as: weather, classroom objects, numbers, basic expressions, etc. Culture is explored through film, literature and teacher anecdotes. One of our classroom goals is that each student speak in the target language on a daily basis both in and out of school.

## **Grade 9 – Grade 12**

In choosing a foreign language, it is best to have 3 or 4 years of a single language. Some students prefer to take 2 years of 2 languages, and this also is acceptable. Two years of one language is the minimum requirement for college preparation. There are colleges that do not require a foreign language for admission to some of their programs, but the logical learning sequences and the memory training that a student can obtain from taking a foreign language are difficult to duplicate in other high school courses.

### **French I (1 credit) - # 150**

The objectives for this course are to acquire four (4) basic skills: listening, speaking, reading and writing. Class work varies to include repetition, dialogues, oral summaries, skits, culture study and simple conversation. Dialogues, written tests, quizzes, homework and class participation are required.

### **French I/II (1 credit) - # 166**

French I/II covers the highlights of courses #150 and #151 in one academic year. This course is designed for students with a background in language study such as Latin I and II, Spanish I and II, or by permission from the department. The class moves at an accelerated pace. The homework load will be heavy. This course is not for students who failed French I. Course offering depends on enrollment and staffing.

**French II (1 credit) - # 151**

French II continues the emphasis on the four (4) basic language skills. Additionally presented are readings of at least one short story, supplementary workbook study of grammar, and cultural identity through the use of the text with somewhat greater emphasis on oral improvement.

**French III (1 credit) - # 152**

French III focuses on the expansion of complex grammar construction, further development of conversational vocabulary and in-depth analyses of francophone culture. Excerpts of works by some French authors are analyzed and discussed.

**French IV (1 credit) - # 153**

French IV focuses on literature, history and advanced grammar. Students will work to further develop and refine their reading, writing, and communication skills in French. Literary works by Moliere, Maupassant, Rubelais, Hugo, Sempe-Goscinny, and Perrault will be interpreted and analyzed. Students will frequently write responses to the literature being studied.

**Latin I (1 credit) - # 154**

Latin I derives largely from the Oxford Latin Course, Parts 1 and 2. The course serves as an introduction to the language, culture and literature of the Romans. The course adopts an inductive approach--so that understanding of the language and the culture proceed *pari passu*--and the instructor provides students with a thorough grounding in grammar (via parsing and grammar analysis) and vocabulary. English derivatives of Latin words are surveyed throughout the course.

**Latin II (1 credit) - # 155**

Latin II derives largely from the Oxford Latin Course, Parts 2 and 3. Part 2 introduces the passive voice, participles and most types of subordinate clause in succession. The gradient of difficulty remains constant and fairly limited for the first eleven chapters; in the last nine chapters the gradient is steeper. Extracts of Latin authors, including some of Horace's poetry, are introduced from Chapter 12 onwards. Grammatical constructs and English derivatives of Latin words are surveyed throughout.

**Latin III (1 credit) - # 156**

Latin III derives largely from the final chapters of the Oxford Latin Course, Parts 3 and 4, and the initial chapters of Part 4. Students also translate works of Virgil and Ovid. Grammatical constructs and English derivatives of Latin words are surveyed throughout.

**Latin AP Vergil (1 credit) - # 167**

The Latin AP Vergil examination builds on the skills acquired by the students in the previous years of training. It tests the students' ability to read, translate, understand, analyze, and interpret the assigned lines of Vergil's "Aeneid" leading to the Latin Vergil Advanced Placement examination.

Upon completion of Latin AP students will: be able to translate the offered passages as literally as possible keeping in mind tense, number, voice, and mood of the verbs, tenses and moods of the participles, correct subject-verb agreement, correct understanding and rendition of ablative absolutes; be able to write analytical and interpretive short and long essays on a given topic with correct references to the text (quote or paraphrase); understand dactylic hexameter and be able to scan it; understand and be able to recognize figures of speech commonly used by Vergil in the "Aeneid"; be well familiar with the political, social, and cultural history of Rome from 753 BCE to the times of Augustus; be familiar with the "Odyssey" of Homer. (N.B. the feasibility of this course is subject to the extent of enrollment.)

**Spanish I (1 credit) - # 157**

Objectives for this course include participation and performance in each of the five learning areas: skill listening, speaking, reading, writing and culture. Class and homework include: dialogues, verb charts and translations, oral summaries, and skits. Evaluation is based upon your participation, effort, and technical skill. Homework is a vital part of the course. A notebook and personal dictionary are requirements for higher success.

**Spanish II (1 credit) - # 158**

Spanish II furthers the development of communicative skills. Additional complexity in grammar content is explored through the use of workbook study, grammatical structure, and cultural identities. Homework, combined with in-class activities, is keyed to an emphasis on the spoken skills.

**Spanish I/II (1 credit) - # 159**

Spanish I/II will cover the highlights of courses #158 and #159 in one academic year. This course is designed for students with previous background in language study such as Latin I & II, French I & II, or by permission from the department. Assignments are laid out to help the student advance beyond the "basic level" of communication. The class will move at a very rapid pace. Homework load may be heavy. This course is not for students who failed Spanish I. Course offering depends on enrollment and staffing.

**Spanish III (1 credit) - # 160**

Spanish III reviews all previous work in verbs, grammar and continues building vocabulary. Students begin to write their own conversations, rather than memorizing pre-written materials. Supplementary workbook continues in-depth study of grammar, verbs, and culture.



**Spanish IV (1 credit) - # 161**

Spanish IV will focus on literature, art, culture and advanced grammar. Reading includes Volumes 1 and 2 of Don Quixote, possibly others. Also stressed will be conversation and oral presentations.

## Unit Planning Process Overview

### ✓ Implementation of Curriculum

This curriculum document will be implemented for the 2009 – 2010 school year and will continue to be used for the next four

years. This document represents the learning results in terms of essential knowledge and essential skills for each grade span and

level; however, the Gorham Curriculum has three major components that must be connected using the unit planning process.

These four components include:

- Standards – a clear articulation of what our students are expected to know and be able to do
- Assessment – tools and activities used to collect information about student learning
- Methodology – identification of instructional strategies and practices utilized for instruction
- Vocabulary – key words or phrases used within a unit of study that need explanation

### ✓ Unit Plan Format

Unit plans provide a teacher usable, student-centered approaches to curriculum. The combination of items in a typical unit plan will provide us with a clear perspective on both assessment and methodology aligned with our written curriculum standards. Our unit design template includes: (sample design template below)

- Content standards
- Essential understandings
- Essential Questions
- Essential knowledge and skills
- Assessment evidence
- Unit vocabulary
- Tools and resources
- Notes

### ✓ Updating the Curriculum

As units are initially developed, minor corrections and improvements will be made in the Essential Knowledge and Skills contained in this document. All of these changes should be recorded and maintained for future curriculum cycle review years.

Unit plans are completed and submitted to the Director of Assessment and Curriculum through the curriculum web page.

## Unit Planning

Unit Title:

Grade Level:

Content Standard(s) measured: (may include performance indicators)

Essential Question(s): (what arguable, recurring, and thought-provoking questions will guide inquiry and point toward the essence of the unit?)

Essential Understanding(s): (what is the key knowledge and skill needed to develop the essential understanding? What knowledge and skill relates to the content standards on which the unit is built?)

*Students will know...*

*Students will be able to...*

Assessment Evidence: (what evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the standards met?)

Unit Vocabulary: (key terms that are essential to understanding)

Tools and Resources: (materials, web sites, readings, etc. that will assist in the development of this unit)

Notes: (to help inform users of the unit over time)

## K – Grade 2 Curriculum



### Gorham Public Schools Kindergarten – Grade 2 World Languages Curriculum

*Currently, World Languages are not offered at this grade span.*

## Grades 3 - 5 Curriculum



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*Currently, World Languages are not offered at this grade span.*

# Grades 6 - 8 Curriculum



## Gorham Public Schools Grades 6 - 8 World Languages Curriculum

### **Standard A: Communication**

Students communicate in the target language.

#### *A1. Interpersonal*

<b>Essential Understandings</b>	6	7	8
1. Students engage in simple conversations to provide and obtain information using learned phrases and simple sentences.	X	X	X
2. Recognize and use appropriate forms of address and courtesy expressions in a variety of situations.	X	X	X
3. Ask and answer simple questions regarding familiar activities.	X	X	X
4. Give and respond to simple oral/signed directions and commands and make routine requests in the classroom.	X	X	X
5. <u>Modern only</u> : Participate in brief guided conversations related to needs, interests, likes, dislikes, and states of being.	X	X	X
6. <u>Modern only</u> : Express basic agreement and disagreement.	X	X	X
7. Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns or use appropriate non-manual markers (ASL), which are comprehensible to speakers accustomed to interacting with language learners.	X	X	X
8. <u>Modern only</u> : Give and respond to directions and commands, orally or in sign language, and in writing.	X	X	X



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*A2. Interpretive*

<b>Essential Understandings</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Students comprehend and respond to simple spoken/signed and written language in familiar contexts.	X	X	X
2. <u>Modern only</u> : Comprehend isolated words, phrases, and simple sentences in familiar print materials.	X	X	X
3. <u>Modern only</u> : Respond to simple written directions.	X	X	X
4. <u>Modern only</u> : Respond to oral/signed directions, commands, and routine requests.	X	X	X
5. <u>Modern only</u> : Identify people and objects based on oral/signed and written descriptions.	X	X	X





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*A3. Presentational*

<b>Essential Understandings</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Students use phrases and simple sentences in rehearsed oral/signed and written presentations on familiar topics.	X	X	X
2. <u>Modern only</u> : Write/sign familiar words and phrases, and short messages, descriptions, or simple poems.	X	X	X
3. <u>Modern only</u> : Provide simple oral/signed and written descriptions of people, places and objects.	X	X	X
4. <u>Modern only</u> : Present simple short plays/skits and/or simple short written texts.	X	X	X



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*A4. Language Comparisons*

*For both modern and classical languages, indicators may be accomplished in the target language or English.*

<b>Essential Understandings</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Students recognize a variety of similarities and differences between the target language and English.	X	X	X
2. <u>Modern</u> : Recognize word borrowings and cognates among languages.	X	X	X
3. <u>Modern</u> : Recognize differences in the writing system among languages. *	X	X	X
4. <u>Modern</u> : Recognize some idiomatic expressions of the target language.	X	X	X
5. Students compare the target language with English in order to better understand language systems.	X	X	X
6. <u>Modern</u> : Compare basic grammatical structures and syntax between languages.	X	X	X
7. <u>Modern</u> : Compare idiomatic expressions between languages.	X	X	X
8. <u>Modern</u> : Compare pronunciation systems between languages. *	X	X	X
9. <u>Modern</u> : Recognize that there are regional and/or historical variations in spoken/signed language.	X	X	X
10. <u>Modern</u> : Explain connections between languages through the identification of cognates.	X	X	X
11. Students use their understanding of the nature of language to enhance their communication in the target language.	X	X	X
12. <u>Modern</u> : Compare a variety of grammatical structures and syntax between languages.	X	X	X
13. <u>Modern</u> : Identify examples of vocabulary, in both languages, that do not translate directly from one language to another.	X	X	X
14. <u>Modern</u> : Use idiomatic expressions and/or proverbs in the target language.	X	X	X

*\* These descriptors are not appropriate for instruction in ASL.*



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**Standard B: Cultures**

Students demonstrate an understanding of a culture(s) in which the target language is spoken.

*B1. Practices and Perspectives*

<b>Essential Understandings</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Students identify and demonstrate basic culturally-appropriate practices of daily life within a culture(s) in which the target language is spoken.	X	X	X
2. <u>Modern</u> : Use culturally-appropriate polite requests and courtesy expressions, and demonstrate greeting and leave-taking behaviors in a variety of age-appropriate social settings.	X	X	X
3. <u>Modern</u> : Recognize age-appropriate similarities and differences related to practices of a culture(s) in which the target language is spoken.	X	X	X



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**Standard C: Connections**

Students expand their knowledge by connecting their study of a world language(s) with other content areas.

*C1. Knowledge of Other Learning Results Content Areas*

<b>Essential Understandings</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Students identify connections between other Learning Results content areas and the target language and associated culture(s).	X	X	X
2. <u>Modern</u> : Identify the earth’s major geographical features.	X	X	X
3. Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.	X	X	X
4. <u>Modern</u> : Use the writing process learned in English Language Arts when writing for the target language class. *	X	X	X
5. <u>Modern</u> : Apply research skills to further knowledge in the target language.	X	X	X
6. <u>Modern</u> : Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.	X	X	X
7. Students use the target language to enhance their knowledge of other Learning Results content areas.	X	X	X
8. <u>Modern</u> : Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.	X	X	X

\* *These descriptors are not appropriate for instruction in ASL.*



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**Standard D: Communities**

Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

*D1. Communities*

<b>Essential Understandings</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Students demonstrate understanding and use of the target language and their knowledge of a culture(s) in which the language is spoken through community involvement.	X	X	X
2. <u>Modern:</u> Demonstrate use of oral/signed and/or written forms of the target language with family, friends, or peers.	X	X	X
3. <u>Modern:</u> Ask questions and share knowledge about aspects of a culture(s) in which the target language is spoken to demonstrate an interest in the target language and an associated culture(s).	X	X	X
4. <u>Modern:</u> Access online resources or resources available in the community to understand aspects of a culture(s) in which the target language is spoken.		X	X
5. Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).	X	X	X
6. <u>Modern:</u> Identify community and online resources that can be used to gain information about the target language or associated culture(s).		X	X
7. <u>Modern:</u> Communicate with students in the target language.	X	X	X
8. <u>Modern:</u> Describe language skills and cultural insights gained through real or virtual travel.	X	X	X

# Grades 9 - 12 Curriculum



## Gorham Public Schools Grades 9 - 12 World Languages Curriculum

### **Standard A: Communication**

Students communicate in the target language.

#### *A1. Interpersonal*

<b>Essential Understandings</b>	9	10	11	12
1. Students engage in simple conversations to provide and obtain information using learned phrases and simple sentences.	X	X	X	X
2. Recognize and use appropriate forms of address and courtesy expressions in a variety of situations.	X			
3. Ask and answer simple questions regarding familiar activities.	X			
4. Give and respond to simple oral/signed directions and commands and make routine requests in the classroom.	X	X	X	X
5. <u>Modern only</u> : Participate in brief guided conversations related to needs, interests, likes, dislikes, and states of being.	X	X	X	X
6. <u>Modern only</u> : Express basic agreement and disagreement.	X			
7. Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns or use appropriate non-manual markers (ASL), which are comprehensible to speakers accustomed to interacting with language learners.	X	X	X	X
8. <u>Modern only</u> : Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.	X	X	X	X
9. <u>Modern only</u> : Participate in conversations on a variety of everyday topics to meet personal needs.	X	X		
10. <u>Modern only</u> : Give and respond to directions and commands, orally or in sign language, and in writing.	X	X	X	X
11. Exchange information in writing about familiar topics.	X	X	X	X



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*A1. Interpersonal (continued)*

<b>Essential Understandings</b>	9	10	11	12
12. Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation patterns or use appropriate non-manual markers (ASL), which would be comprehensible to a native speaker accustomed to interacting with language learners.	X	X	X	X
13. <u>Modern only</u> : Interact in a variety of social situations including formal and informal exchanges and/or phone inquiries.	X	X	X	X
14. <u>Modern only</u> : Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing.	X	X	X	X
15. <u>Modern only</u> : Describe and explain states or being, orally or in sign language, and in writing.	X	X	X	X
16. <u>Modern only</u> : Express agreement and disagreement, orally or in sign language, and in writing, supporting opinions with simple reasoning.			X	X
17. <u>Classical only</u> : Exchange information in writing on identified topics.	X	X	X	X



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*A2. Interpretive*

*For classical languages only, the 9-Diploma indicators may be accomplished in the target language or English.*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students comprehend and respond to simple spoken/signed and written language in familiar contexts.	X	X	X	X
2. <u>Modern only</u> : Comprehend isolated words, phrases, and simple sentences in familiar print materials.	X			
3. <u>Modern only</u> : Respond to simple written directions.	X			
4. <u>Modern only</u> : Respond to oral/signed directions, commands, and routine requests.	X	X	X	X
5. <u>Modern only</u> : Identify people and objects based on oral/signed and written descriptions.	X	X	X	X
6. Students comprehend brief conversations, narratives, and recorded material in familiar contexts.	X	X	X	X
7. <u>Modern only</u> : Identify main ideas, topics, and details from simple oral/signed and written texts.	X	X	X	X
8. <u>Classical only</u> : Identify main ideas, topics, and details from written texts.	X	X	X	X
9. Students comprehend conversations, narratives, and recorded material in familiar contexts.	X	X	X	X
10. <u>Modern and Classical</u> : Identify main ideas, topics and specific information in a variety of authentic written/signed materials.			X	X
11. <u>Modern only</u> : Identify main ideas, topics and specific information in authentic films.			X	X
12. <u>Modern only</u> : Identify main ideas, topics and specific information in a variety of authentic oral/signed materials.	X	X	X	X
13. <u>Classical only</u> : Interpret the author's use of literary devices evident in prose and poetry.	X	X	X	X





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*A3. Presentational*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students use phrases and simple sentences in rehearsed oral/signed and written presentations on familiar topics.	X	X	X	X
2. <u>Modern only</u> : Write/sign familiar words and phrases, and short messages, descriptions, or simple poems.	X			
3. <u>Modern only</u> : Provide simple oral/signed and written descriptions of people, places and objects.	X	X		
4. <u>Modern only</u> : Present simple short plays/skits and/or simple short written texts.	X	X	X	X
5. Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentation based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.	X	X	X	X
6. <u>Modern only</u> : Write/sign messages using a prescribed, culturally-appropriate format.	X	X	X	X
7. <u>Modern only</u> : Produce and present simple creative works orally or in sign language, and in writing.	X	X	X	X
8. <u>Modern only</u> : Convey personal preferences or information pertaining to everyday life orally or in sign language, and in writing.	X	X	X	X
9. <u>Classical only</u> : Create written products based on a give topic.	X	X		
10. <u>Classical only</u> : Read aloud from adapted texts with appropriate intonation and pronunciation.	X	X	X	
11. Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy that could be understood by native speakers accustomed to interacting with language learners.	X	X	X	X
12. <u>Modern and Classical</u> : Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.	X	X	X	X
13. <u>Modern only</u> : Relate a story about a personal experience or event orally or in sign language.	X	X	X	X



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*A3. Presentational (continued)*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
14. <u>Modern only</u> : Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.			X	X
15. <u>Modern only</u> : Write/sign brief narrative compositions.	X	X	X	X
16. <u>Modern only</u> : Give oral/signed presentations on familiar subjects related to a culture(s) in which the target language is spoken.	X	X	X	X
17. <u>Classical only</u> : Paraphrase and/or summarize texts orally or in writing in a presentational format using the target language or English.	X	X	X	X



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*A4. Language Comparisons*

*For both modern and classical languages, indicators may be accomplished in the target language or English.*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students recognize a variety of similarities and differences between the target language and English.	X	X	X	X
2. <u>Modern only</u> : Recognize word borrowings and cognates among languages.	X	X	X	X
3. <u>Modern only</u> : Recognize differences in the writing system among languages. *	X	X	X	X
4. <u>Modern only</u> : Recognize some idiomatic expressions of the target language.	X	X	X	X
5. Students compare the target language with English in order to better understand language systems.	X	X	X	X
6. <u>Modern and Classical</u> : Compare basic grammatical structures and syntax between languages.	X	X	X	X
7. <u>Modern and Classical</u> : Compare idiomatic expressions between languages.	X	X	X	X
8. <u>Modern and Classical</u> : Compare pronunciation systems between languages. *	X	X	X	X
9. <u>Modern and Classical</u> : Recognize that there are regional and/or historical variations in spoken/signed language.	X	X	X	X
10. <u>Modern and Classical</u> : Explain connections between languages through the identification of cognates.	X	X	X	X
11. Students use their understanding of the nature of language to enhance their communication in the target language.	X	X	X	X
12. <u>Modern and Classical</u> : Compare a variety of grammatical structures and syntax between languages.	X	X	X	X
13. <u>Modern and Classical</u> : Identify examples of vocabulary, in both languages, that do not translate directly from one language to another.	X	X	X	X
14. <u>Modern and Classical</u> : Use idiomatic expressions and/or proverbs in the target language.	X	X	X	X
15. <u>Modern and Classical</u> : Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.			X	X

\* *These descriptors are not appropriate for instruction in ASL.*



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**Standard B: Cultures**

Students demonstrate an understanding of a culture(s) in which the target language is spoken.

*B1. Practices and Perspectives*

*For classical languages only, indicators may be accomplished in the target language or English.*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students identify and demonstrate basic culturally-appropriate practices of daily life within a culture(s) in which the target language is spoken.	X	X	X	X
2. <u>Modern and Classical</u> : Use culturally-appropriate polite requests and courtesy expressions, and demonstrate greeting and leave-taking behaviors in a variety of age-appropriate social settings.	X	X	X	X
3. <u>Modern and Classical</u> : Recognize age-appropriate similarities and differences related to practices of a culture(s) in which the target language is spoken.	X	X	X	X
4. Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.	X	X	X	X
5. <u>Modern and Classical</u> : Describe examples of common beliefs of a culture(s) in which the target language is spoken.	X	X	X	X
6. <u>Modern and Classical</u> : Describe common attitudes of a culture(s) in which the target language is spoken.	X	X	X	X
7. <u>Modern and Classical</u> : Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.	X	X	X	X
8. Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.	X	X	X	X
9. <u>Modern and Classical</u> : Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.	X	X	X	X
10. <u>Modern and Classical</u> : Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.	X	X	X	X
11. <u>Modern and Classical</u> : Identify differences in cultural practices among peoples that speak the same language.			X	X



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*B2. Products and Perspectives*

*For classical languages only, indicators may be accomplished in the target language or English.*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students identify common products of a culture(s) in which the target language is spoken.	X	X	X	X
2. Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.	X	X	X	X
3. Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.	X	X	X	X



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*B3. Comparisons with Own Culture*

*For classical languages only, indicators may be accomplished in the target language or English.*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students compare some common culturally-appropriate products and practices of daily life of a culture(s) in which the target language is spoken to the culture in which the student lives.	X	X	X	X
2. <u>Modern and Classical</u> : Compare daily activities of their own lives to those of individuals in a culture(s) in which the target language is spoken.	X	X	X	X
3. <u>Modern and Classical</u> : Compare foods, celebrations, dress, and/or dwellings of a culture(s) in which the target language is spoken with those of the culture in which the student lives.	X	X	X	X
4. Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the students lives.	X	X	X	X
5. <u>Modern and Classical</u> : Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.	X	X	X	X
6. <u>Modern and Classical</u> : Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture.	X	X	X	X
7. Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.	X	X	X	X
8. <u>Modern and Classical</u> : Identify and compare influential figures from the two cultures.		X	X	X
9. <u>Modern and Classical</u> : Explain the reasons for a variety of similarities and differences between the culture in which the student lives and culture(s) in which the target language is spoken.	X	X	X	X
10. <u>Modern only</u> : Use the target language in a manner that would be considered appropriate by native speakers and explain what makes it appropriate communication.			X	X



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**Standard C: Connections**

Students expand their knowledge by connecting their study of a world language(s) with other content areas.

*C1. Knowledge of Other Learning Results Content Areas*

*For classical languages only, indicators may be accomplished in the target language or English.*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students identify connections between other Learning Results content areas and the target language and associated culture(s).	X	X	X	X
2. <u>Modern and Classical</u> : Identify common expressions and traditions.	X	X	X	X
3. <u>Modern and Classical</u> : Identify examples of the visual/performing arts.	X	X	X	X
4. <u>Modern and Classical</u> : Identify products important to the livelihood of the people.	X	X	X	X
5. <u>Modern and Classical</u> : Identify the earth's major geographical features.	X	X	X	X
6. Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.	X	X	X	X
7. <u>Modern and Classical</u> : Use the writing process learned in English Language Arts when writing for the target language class. *	X	X	X	X
8. <u>Modern and Classical</u> : Apply research skills to further knowledge in the target language.	X	X	X	X
9. <u>Modern and Classical</u> : Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.	X	X	X	X
10. Students use the target language to enhance their knowledge of other Learning Results content areas.	X	X	X	X
11. <u>Modern and Classical</u> : Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.	X	X	X	X

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*C2 - Distinctive Viewpoints*

*For classical languages only, indicators may be accomplished in the target language or English.*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students recognize some distinctive viewpoints available only through sources from the target language.	X	X	X	X
2. <u>Modern and Classical</u> : Identify examples of simple narrative selections from a culture(s) in which the target language is spoken.	X	X	X	X
3. <u>Classical only</u> : Identify information about the Roman/Greek world by reading passages with culturally authentic settings.	X	X	X	X
4. Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.				X
5. <u>Modern and Classical</u> : Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.				X
6. Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.			X	X
7. <u>Modern and Classical</u> : Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).				X
8. <u>Modern and Classical</u> : Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).			X	X
9. <u>Modern and Classical</u> : Locate selected magazine, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture(s) in which the target language is spoken.			X	X





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**Standard D: Communities**

Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

*D1. Communities*

*For classical languages only, performance indicators may be accomplished in the target language or in English.*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Students demonstrate understanding and use of the target language and their knowledge of a culture(s) in which the language is spoken through community involvement.	X	X	X	X
2. <u>Modern and Classical</u> : Demonstrate use of oral/signed and/or written forms of the target language with family, friends, or peers.	X	X	X	X
3. <u>Modern and Classical</u> : Participate in activities using the target language which can benefit the school or broader community.	X	X	X	X
4. <u>Modern and Classical</u> : Ask questions and share knowledge about aspects of a culture(s) in which the target language is spoken to demonstrate an interest in the target language and an associated culture(s).	X	X	X	X
5. <u>Modern and Classical</u> : Access online resources or resources available in the community to understand aspects of a culture(s) in which the target language is spoken.	X	X	X	X
6. Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).	X	X	X	
7. <u>Modern and Classical</u> : Identify community and online resources that can be used to gain information about the target language or associated culture(s).	X	X	X	X
8. <u>Modern and Classical</u> : Communicate with students in the target language.	X	X	X	X
9. <u>Modern and Classical</u> : Describe language skills and cultural insights gained through real or virtual travel.	X	X	X	X
10. Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21 <sup>st</sup> century.	X	X	X	X



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*D1. Communities (continued)*

*For classical languages only, performance indicators may be accomplished in the target language or in English.*

<b>Essential Understandings</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
11. <u>Modern and Classical</u> : Interact with people, either in the community or online who use the target language in their professions.			X	X
12. <u>Modern and Classical</u> : Independently access a variety of target language sources for one's own entertainment or enrichment.	X	X	X	X
13. <u>Modern and Classical</u> : Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).	X	X	X	X
14. <u>Modern only</u> : Communicate with target language speakers using the target language.	X	X	X	X