

SAU #19

World Languages
Curriculum

Revised 2008

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SAU #19 Mission Statement

ADVANCING STUDENT LEARNING:

The mission of School Administrative Unit #19 is to develop and support an educational community that advances rigorous standards for learning for all students, resulting in high student achievement.

SAU #19 Vision Statements:

1. The Educational Community is responsible for setting high standards for student learning.
2. The Educational Community communicates and analyzes district, school and student expectations and achievements.
3. The Educational Community fosters individual and group responsibility.
4. The Educational Community promotes and holds individuals accountable for a safe and caring environment.
5. The Educational Community instills a lifelong desire for learning; recognizing this as an ongoing process.
6. The Educational Community develops student and staff ability to problem solve, make decisions involving creative and critical thinking, research, and application.
7. Our schools are adaptable and flexible in an ever-changing environment.

SAU #19 Educational Goals:

- In partnership with family and community, our goals are as follows:
- All students will develop reading ability in order to comprehend content materials at or beyond what is required at each level.
- All students will develop their writing skills in order to communicate effectively in each content area.
- All students will acquire mathematical skills and applications at or beyond the level needed to succeed in each content area.
- All students will participate in educational experiences beyond the core curriculum and the boundaries of the traditional classroom (such as community service, athletics, student council, band, drama, etc.).

SAU #19 Educational Community Roles:

The purpose of our schools is to promote learning. While learning occurs primarily through faculty and student interaction, each member of the Educational Community serves an important role in Advancing Student Learning. The following statements are examples of those roles. They are not intended to be all-inclusive.

Student Roles:

- To take responsibility for their own learning by setting learning goals for themselves.
 - To treat all members of the learning community with respect.
 - To take an active role in expanding learning beyond the classroom.
 - To be a role model to other students of appropriate behavior and learning.
- Support Staff Roles
- To support students in attaining their learning goals.
 - To support classroom and school environment in assisting students to reach their goals.
 - To take an active role in modeling appropriate behavior and learning.
 - To continue to learn and to upgrade skills to assist in the school community.

Educator Roles:

- To look upon student learning as their number one responsibility.
- To employ a variety/range of instructional strategies to insure student achievement.
- To utilize research, knowledge and experience to enhance student outcomes.
- To create a learning environment that supports learning.
- To assist students with setting learning goals at the beginning of each school year.
- To be a role model to students and the community of appropriate behavior and learning.
- To continue to advance and upgrade their own professional growth.
- To provide students with opportunities for learning and involvement beyond the classroom experience.

Administrator Roles:

- To act as cognitive coaches for staff; they model good teaching.
- To support exploration and experimentation in teaching and learning.
- To act as role model to students, staff and community of appropriate behavior and learning.
- To continue to advance and upgrade their own professional growth.

Parents/Guardians/Caregivers' Roles

- To set high standards of learning at home.
- To promote a healthy environment at home.
- To send their children to school ready to learn.
- To act as role models of behavior and learning.
- To help and support children at home with their learning.
- To be involved in their child's school through assisting and volunteering.
- To support an appropriate school district budget.
- To serve in a partnership with school personnel in educating children.
- To support and encourage their children to become involved beyond the classroom.
- To be active members of district initiatives.
- To open the dialogue with the greater community on the role of the school in the community.

“Knowing how, when, and why to say what to whom”

All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is *communication*, which also highlights the *why*, the *whom*, and the *when*. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today’s foreign language classroom.

Excerpted from:

National Standards in Foreign Language Education Project ~ Standards for Foreign Language Learning: Executive Summary

STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

This standard focuses on interpersonal communication, that is, direct oral or written communication between individuals who are in personal contact. In most modern languages, students can quite quickly learn a number of phrases that will permit them to interact with each other. In the course of their study, they will grow in their ability to converse in a culturally appropriate manner.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.2 involves one-way listening and reading in which the learner works with a variety of print and non-print materials. The context in which the language is experienced and the ability to control what they hear and read may impact students' development of comprehension. As a result, the ability to read may develop before the ability to comprehend rapid spoken language. In addition, content knowledge will often affect successful comprehension, for students understand more easily materials that reflect their interests or for which they have some background.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. Students with little or no previous language experience are likely to produce written and spoken language that will contain a variety of learned patterns or will look like English with words in the other language. This is a natural process and, over time, they begin to acquire authentic patterns and to use appropriate styles. By contrast, home-background students will write in ways that closely resemble the spoken language. Moreover, they will control informal oral styles. Over time these learners will develop the ability to write and speak using more formal styles.

CULTURES
Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

This standard focuses on the *practices* that are derived from the traditional ideas and attitudes (*perspectives*) of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social “pecking order,” and the use of space. In short, they represent the knowledge of “*what to do when and where.*”

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

This standard focuses on the *products* of the culture studied and on how they reflect the perspectives of the culture. Products may be tangible (e.g., a painting, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural practices involve the use of that product.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day, so too can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture. Foreign language instruction thus becomes a means to expand and deepen students' understanding of, and exposure to, other areas of knowledge. The new information and concepts presented in one class become the basis of continued learning in the foreign language classroom.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

As a consequence of learning another language and gaining access to its unique means of communication, students are able to broaden the sources of information available to them. They have a "new window on the world." At the early levels of language learning, students can begin to examine a variety of sources intended for native speakers, and extract specific information. As they become more proficient users of the foreign language, they can seek out materials of interest to them analyze the content, compare it to information available in their own language, and assess the linguistic and cultural differences.

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine English and to develop hypotheses about the structure and use of languages. From the earliest language learning experiences, students can compare and contrast the two languages as different elements are presented. Activities can be systematically integrated into instruction that will assist students in gaining understanding and in developing their abilities to think critically about how languages work.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar and different from their own culture, and they develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others may not. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Each day millions of Americans spend leisure time reading, listening to music, viewing films and television programs, and interacting with each other. By developing a certain level of comfort with their new language, students can use these skills to access information as they continue to learn throughout their lives. Students who study a language can use their skills to further enrich their personal lives by accessing various entertainment and information sources available to speakers of the language. Some students may have the opportunity to travel to communities and countries where the language is used extensively and, through this experience, further develop their language skills and understanding of the culture.

Parts excerpted from:

National Standards in Foreign Language Education Project ~ Standards for Foreign Language Learning: Executive Summary

French I
Strand One: Communication
Communicate in Languages Other Than English

Content Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Proficiency	Benchmarks
<p>1.1 Students will demonstrate the ability to engage in conversations within the framework of the vocabulary and structure being studied.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the French sound system and use this knowledge when pronouncing words • Recite sequences such as the alphabet, days of the week, months, seasons and numbers • Exchange information using time, date, weather, and location • Express confusion or lack of understanding in a limited context • Express personal likes and dislikes • Express basic needs and courtesies • Exchange personal greetings and basic information • Give simple instructions • Ask for information, permission, or directions • Acquire goods and services through basic negotiation and monetary exchange

French I

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Proficiency	Benchmarks
1.2 Students will demonstrate an understanding of the spoken and written language.	<ul style="list-style-type: none">• Comprehend simple oral/written messages• Understand some ideas and some familiar details when information is presented in measured speech and uncomplicated paragraphs• Recognize and appreciates phrase grouping and voice inflection when listening• Identify people and objects from oral and written descriptions.• Discern main ideas and identifies principal characters from age appropriate media• Respond to simple questions or requests with short answers or appropriate physical responses• Follow simple instructions/commands in French

French I

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Proficiency	Benchmarks
1.3 Students will demonstrate the ability to make oral or written presentations to an audience.	<ul style="list-style-type: none">• Presents simple oral presentations about family, friends, school, and home• List activities that take place in everyday life• Make plans and excuses, tells time, and arranges transportation• Make purchases• Narrate personal experiences and describe using the present and past tense (<i>Passé Composé</i> with <i>avoir & être</i>, and <i>le Passé Récent</i>) and the immediate future.• Understand and applies rules for the agreement and placement of nouns, pronouns, articles (definite, indefinite & partitive), and adjectives (descriptive & demonstrative)• Manipulate basic negative and interrogative constructions• Express possession using possessive adjectives or <i>de</i>• Manipulate the present and past tense or regular verbs• Demonstrate mastery of some common irregular verbs such as <i>être, aller, faire, avoir</i> (with idioms), <i>pouvoir, vouloir, mettre, prendre, savoir, connaître, boire devoir, voir, lire, dire</i>, and a limited number of stem changing verbs (accent add, accent change, double consonant and <i>yer</i>) in the present and past tense.• Express wishes, preferences, emotions, opinions, agreement and disagreement in a limited context• Write short messages, notes and dictations• Participate in role playing, situational interactive activities, simulation and informal interactions• Understand and use idioms with <i>être, avoir, and faire</i>.• Understand and use <i>C'est vs. il/elle est</i>.• Form and use simple adverbs.

French I

Strand Two: Cultures

Gain Knowledge and Understanding of Other Cultures

Content Standard 2.1: Students demonstrate knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.

Proficiency	Benchmarks
2.1 All students will demonstrate a knowledge and understanding of the daily life, traditions, institutions, perspectives, and artistic expressions of Francophone culture.	<ul style="list-style-type: none">• Demonstrate appropriate greeting, introductory and leave-taking behaviors• Demonstrate a basic knowledge of the geography of the target culture(s)• Demonstrate a basic knowledge of the family structure of the target culture(s)• Describe tangible products of everyday living such as housing, food and dress• Experience products of the culture such as songs, stories, games, traditional celebrations and art• Give answers to factual questions based on cultural information from countries where French is spoken• Participate in simulated cultural situations using the target currency and typical foods, goods and services

French I
Strand Three: Connections
Connect with Other Disciplines and Acquire Information

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Proficiency	Benchmarks
<p>3.1 Students will demonstrate an ability to use information from the language classroom in other school subjects.</p>	<ul style="list-style-type: none"> • Use knowledge of cognates to understand new vocabulary in French or another discipline • Use data from other subjects in the French language class • Recognize some famous figures whose native language is French • Explain in a limited way the customs and rituals of French culture (Social studies) • Understand the concept of monetary exchange (Economics) • Understand the basic grammatical concepts (parts of speech etc) (English)

Content Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Proficiency	Benchmarks
<p>3.2 Students demonstrate the ability to use information and perspectives gained from French class to expand their personal knowledge in other disciplines and vice versa.</p>	<ul style="list-style-type: none"> • Use a variety of methods to illustrate information about French culture (graphs, charts, tables, diagrams) (Math) • Explore how Francophone cultures are represented through the arts (Fine Arts) • Access information about Francophone culture through a variety of sources including computer, video, and print materials (Technology/Business)

French I

Strand Four: Comparisons

Develop insight into the Nature of Language and Culture

Content Standard 4.1: Students demonstrate understanding of the nature of language through comparison of language studied and their own.

Proficiency	Benchmarks
4.1 Students will recognize that different languages use different patterns to communicate and will be able to apply this knowledge to their own language.	<ul style="list-style-type: none">• Know the basic parts of speech and can talk in simple grammatical terms about their own language• Understand the basic grammar and syntax of French and English• Demonstrate an awareness of the French sound and writing system and discriminate between these elements and their English counterparts• Identify idiomatic expressions in both languages• Recognize the concept of gender• Use correctly the formal and informal forms of greetings and leave-takings as well as expressions of politeness

Content Standard 4.2: Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Proficiency	Benchmarks
4.2 Students will recognize that cultures use different patterns of interaction and will be able to apply this knowledge to their own culture.	<ul style="list-style-type: none">• Describe the patterns of behavior which are derived from the cultural beliefs, traditions, values and the world view of the target culture(s) and compare and contrast them with those of their own culture• Demonstrate sensitivity to cultural differences and differentiates between stereotypes and authentic culture• Identify the influence of everyday objects from the Francophone culture (signs, advertisements, packages, art, music) on American culture• Demonstrate awareness and importance of gestures

French I

Strand Five: Communities

Participate in Multicultural Communities and Global Society

Content Standard 5.1: Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.

Proficiency	Benchmarks
5.1 Students will use French in the classroom and beyond the school setting.	<ul style="list-style-type: none">• Use French to obtain information or make requests within the classroom• Understand simple messages found on signs, posters, maps, etc.• Use French to establish and maintain personal relationships and to exchange information via letters, e-mail or in audio and videotapes

Content Standard 5.2: Students use the language for leisure and personal enrichment.

Proficiency	Benchmarks
5.2 Students will use their knowledge of the French language and culture for leisure and personal enrichment.	<ul style="list-style-type: none">• Use Francophone materials and/or media for enjoyment and enrichment• Demonstrate a basic awareness of the importance of people, holidays, geography and history of the Francophone culture and language• Recognize the contributions of the Francophone culture and language to American society and other nations• Distinguish between cultural similarities and differences• Explore travel opportunities to Francophone countries• Identify career opportunities for bilingual employees

French II
Strand One: Communication
Communicate in Languages Other Than English

Content Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Proficiency	Benchmarks
<p>1.1 Students will demonstrate the ability to engage in conversations within the framework of the vocabulary and structure being studied.</p>	<ul style="list-style-type: none"> • Use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave-takings, and other common or familiar interactions (Name, address, phone number, place of origin general health/state of being) • Respond to questions at a paragraph level • Exchange information with peers and familiar adults • Express memorable previous experiences • Give and follows directions and instructions • Create simple descriptions within a context • Request services or favors, extending, accepting and/or declining invitations. • Give advice and basic commands • Describe themselves and others and their activities • Engage in conversations within the context of the vocabulary and structures being studied

French II

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Proficiency	Benchmarks
1.2 Students will demonstrate an understanding of the spoken and written language.	<ul style="list-style-type: none">• Understand important ideas and a few details, as demonstrated by comprehension activities, checklists, guided composition, notes and letters, and paragraphs, from age appropriate material• Comprehend the content of simple written messages• Understand the meaning of oral messages and announcements when listening to peers and familiar adults• Recognize common oral phrase groupings and structures• Collect data on familiar topics

French II

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Proficiency	Benchmarks
1.3 Students will demonstrate the ability to make oral or written presentations to an audience.	<ul style="list-style-type: none">• Express likes and dislikes by writing short discourse, letters, paragraphs, or in a modified oral proficiency interview• Demonstrate knowledge of the basic survival skills appropriate to Francophone cultures; i.e., taking the subway, ordering and paying for one's meal in a café, making introductions, etc.• Express important ideas and a few details in letters, conversations, summaries, and response to pertinent questions• Demonstrate the ability to make brief reports on topics that have been studied• Present short skits/plays, recite selected poems and perform songs• Use and recognizes common regular, irregular verbs, and reflexive verbs in the present, past, imperfect, future, and conditional and subjunctive moods (stem changing, <i>boire, connaître, savoir, s'asseoir, suivre, venir, vivre</i>)• Understand the concept of past participle agreement• Demonstrate an understanding of the use of the <i>Passé Composé vs Imparfait</i>.• Use and recognize the following pronouns: demonstrative, interrogative, object and relative (<i>qui, que, don't</i>)• Place object pronouns correctly• Understand the formation and placement of adverbs• Manipulate more complex negative and interrogative constructions• Understand the concept of mood with the conditional and subjunctive• Understand and form comparatives and superlatives of adjectives and adverbs• Form and use present participles

French II
Strand Two: Cultures
Gain Knowledge and Understanding of Other Cultures

Content Standard 2.1: Students demonstrate knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.

Proficiency	Benchmarks
<p>2.1 All students will demonstrate a knowledge and understanding of the daily life, traditions, institutions, perspectives, and artistic expressions of Francophone culture.</p>	<ul style="list-style-type: none"> • Observe and discuss (in a limited way) typical patterns of behavior and use appropriate verbal and non-verbal behavior for daily activities among peers and adults • Demonstrate a basic knowledge of the geography of the target culture(s) • Experience age-appropriate cultural activities including sports, music, and other entertainment • Compare and contrast beliefs and values reflected by the daily rituals and traditions of family roles and relationships in Francophone societies, as manifested through shopping, meals, and manners

French II

Strand Three: Connections

Connect with Other Disciplines and Acquire Information

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Proficiency

Benchmarks

3.1 Students will demonstrate an ability to use information from the language classroom in other school subjects.

- Acquire information from authentic documents about a topic being studied in French class to integrate with other school subjects, and vice versa
- Compare and assess the differences in the information
- Comprehend age appropriate authentic materials
- Demonstrate a greater comprehension of world geography. (History)
- Gain more insight into the use of the metric system (Math/Science)
- Listen to and/or sings songs (folk, rock, opera, etc) in French in the classroom or school choirs (Music)
- Taste and/or prepares Francophone foods
- Read short articles about famous speakers of the language and their contributions

Content Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Proficiency

Benchmarks

3.2 Students demonstrate the ability to use information and perspectives gained from French class to expand their personal knowledge in other disciplines and vice versa.

- Use new information and perspectives to compare experiences with those of peers in the target culture
- Discuss (in a limited way) some major events in history and current events as they occur and develop new perspectives
- Use various methods to access information about Francophone culture. (Internet, video, and print materials)
- Use more elaborate ways to present information about French culture (Power point, video production)

French II

Strand Four: Comparisons

Develop insight into the Nature of Language and Culture

Content Standard 4.1: Students demonstrate understanding of the nature of language through comparison of language studied and their own.

Proficiency	Benchmarks
4.1 Students will recognize that different languages use different patterns to communicate and will be able to apply this knowledge to their own language.	<ul style="list-style-type: none">• Observe syntactical differences between French and English, i.e., adverb and object pronoun placement• Recognize to a limited extent how both English and French have evolved and continue to evolve and how, in a global society, the languages are interrelated and interdependent• Recognize and compares linguistic structures• Understand differences as expressing respect and status

Content Standard 4.2: Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Proficiency	Benchmarks
4.2 Students will recognize that cultures use different patterns of interaction and will be able to apply this knowledge to their own culture.	<ul style="list-style-type: none">• Compare and contrasts the elements of the musical traditions of the different cultures• Recognize the significance and causes of culture shock• Contrast verbal and nonverbal behavior for certain activities in both cultures

French II

Strand Five: Communities

Participate in Multicultural Communities and Global Society

Content Standard 5.1: Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.

Proficiency	Benchmarks
5.1 Students will use French in the classroom and beyond the school setting.	<ul style="list-style-type: none">• Understand more complex messages found on signs, posters, maps, etc.• Consult various French sources to obtain information on topics of personal interest• Read and writes and/or communicates via the Internet with French-speaking peers

Content Standard 5.2: Students use the language for leisure and personal enrichment.

Proficiency	Benchmarks
5.2 Students will use their knowledge of the French language and culture for leisure and personal enrichment.	<ul style="list-style-type: none">• Identify foods on a menu of the culture being studied• Use various media from the target language and culture for entertainment or personal growth. Examples may include listening to and/or learning song lyrics from various sources and/or viewing films, television shows, video clips and live theater• Explore the possibility of travel to a French-speaking country• Speak French with native speakers from the community

French III

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Proficiency	Benchmarks
1.1 Students will demonstrate the ability to engage in conversations within the framework of the vocabulary and structure being studied.	<ul style="list-style-type: none">• Participate in interviews, oral presentation, phone conversations, role-play, communicative activities, simulations employing newly acquired vocabulary and linguistic information• Describe, compare, and contrast items, people, events or circumstances with some detail and specificity• Exchange personal feelings and persuade others• Express needs, opinions, and polite requests in social situations or in the context of travel• Express necessity, obligation, or emotion as they relate to their own or another's actions• Expand communication to multi-paragraph level in the context of informative presentations, debates, interviews, compositions, journals, and letters• Circumlocate in order to obtain services or information• Be able to bring pronunciation to a level of comfort and to what a native speaker could comprehend• Be able to communicate effectively in open-ended conversations on topics of personal interest, about everyday activities, and about the target countries• Be able to communicate in more specific, more complicated real-life role-playing situations, both predetermined and impromptu• Be able to relate with description, personal incidents and /or fictional events

French III

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Proficiency	Benchmarks
1.2 Students will demonstrate an understanding of the spoken and written language.	<ul style="list-style-type: none">• Obtain information from authentic texts derived from literature, the media, writing about history or fine arts, letters, songs, advertising, surveys, cartoons, etc.• Tolerate ambiguity in language by using context clues, familiarity with idioms, and knowledge of cognate patterns to ascertain the gist of an oral or written sample of language• Be able to respond appropriately with words and actions to straightforward written or spoken directions• Possess strategies for reading and listening with less recourse to translation• Sustain listening comprehension on less familiar topics• Gain meaning of complicated oral and written messages using context clues• Show understanding of main ideas and details of discussions, lectures, and oral presentations

French III

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Proficiency	Benchmarks
<p>1.3 Students will demonstrate the ability to make oral or written presentations to an audience.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to prepare messages of personal interest in their daily lives • Write summaries and short compositions in paragraph form relating past or future events or describing conditions; sequence of tenses of indirect discourse • Know and be able to apply simple and compound tenses (<i>Passé Simple, Passé Composé., Conditionnel Passé, Plus-que-parfait, Passé du subjonctif</i>) • Use advanced verb forms and structures in a limited manner (the subjunctive, relative clauses). • Summarize plot and briefly describe characters in selected poems, short stories, and folk tales • Create stories, poems, and skits on personal experiences • Prepare and deliver oral and written presentations on thematic research topics • Use and recognizes common regular, irregular verbs, and reflexive verbs in the present, past, imperfect, future, and conditional and subjunctive moods; additional irregular verbs include <i>conduire croire, éteindre, vaincre, paraître</i> • Understand the nuances in meaning of the verbs <i>voir vs. regarder, apporter vs. emporter, amener vs. emmener</i> • Know and be able to use additional relative and demonstrative pronouns • Understand the difference between and use appropriately both reflexive and reciprocal verbs • Know and be able to use present participles and past infinitives

French III

Strand Two: Cultures

Gain Knowledge and Understanding of Other Cultures

Content Standard 2.1: Students demonstrate knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.

Proficiency	Benchmarks
2.1 All students will demonstrate a knowledge and understanding of the daily life, traditions, institutions, perspectives, and artistic expressions of Francophone culture.	<ul style="list-style-type: none">• Demonstrate a basic awareness of current and past politics, the government, geography, and culture of some Francophone nations• Demonstrate orally or in writing knowledge of important historical and cultural figures, places, and events• Demonstrate orally or in writing knowledge of the similarities and differences between the French culture and the American culture with respect to sports, health, home, clothing, travel, vacations, transportation, shopping• Participate in simulated cultural situations demonstrating knowledge of social conventions regarding requesting services, paying social visits, driving, eating and drinking, etc.• Express to some degree personal feelings and opinions on authentic literary texts

French III
Strand Three: Connections
Connect with Other Disciplines and Acquire Information

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Proficiency	Benchmarks
<p>3.1 Students will demonstrate an ability to use information from the language classroom in other school subjects.</p>	<ul style="list-style-type: none"> • Compare and contrast the French version of history or a current event with the American one (Social Studies) • Read survey results, tables, and diagrams in authentic texts (Math) • Describe the patterns of behavior which are derived from the cultural beliefs, traditions, values, and world view of the French culture and compare and contrast them with those of their own culture

Content Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Proficiency	Benchmarks
<p>3.2 Students demonstrate the ability to use information and perspectives gained from French class to expand their personal knowledge in other disciplines and vice versa.</p>	<ul style="list-style-type: none"> • Assimilate articles and short videos in the target language on topics being studied in other classes • Use acquired information as it relates to the foreign language classes in order to make comparisons and contrasts

French III

Strand Three: Connections

Connect with Other Disciplines and Acquire Information

Content Standard 4.1: Students demonstrate understanding of the nature of language through comparison of language studied and their own.

Proficiency	Benchmarks
4.1 Students will recognize that different languages use different patterns to communicate and will be able to apply this knowledge to their own language.	<ul style="list-style-type: none">• Recognize how both English and French have evolved and continue to evolve and how, in a global society, the languages are interrelated and interdependent• Identify the past tenses, the future tense, the conditional and the subjunctive modes in French and English and analyze how they compare

Content Standard 4.2: Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Proficiency	Benchmarks
4.2 Students will recognize that cultures use different patterns of interaction and will be able to apply this knowledge to their own culture	<ul style="list-style-type: none">• Understand the origin and existence of cultural differences, perspectives and practices• Analyze the perception of the U.S. as viewed by France and other Francophone countries

French III
Strand Four: Comparisons
Develop Insight into the Nature of Language and Culture

Content Standard 4.1: Students demonstrate understanding of the nature of language through comparison of language studied and their own.

Proficiency	Benchmarks
<p>4.1 Students will recognize that different languages use different patterns to communicate and will be able to apply this knowledge to their own language.</p>	<ul style="list-style-type: none"> • Recognize how both English and French have evolved and continue to evolve and how, in a global society, the languages are interrelated and interdependent • Identify the past tenses, the future tense, the conditional and the subjunctive modes in French and English and analyze how they compare

Content Standard 4.2: Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Proficiency	Benchmarks
<p>4.2 Students will recognize that cultures use different patterns of interaction and will be able to apply this knowledge to their own culture.</p>	<ul style="list-style-type: none"> • Understand the origin and existence of cultural differences, perspectives and practice • Analyze the perception of the U.S. as viewed by France and other Francophone countries

French III

Strand Five: Communities

Participate in Multicultural Communities and Global Society

Content Standard 5.1: Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.

Proficiency	Benchmarks
5.1 Students will use French in the classroom and beyond the school setting.	<ul style="list-style-type: none">• Give opportunity to establish and maintain a relationship with exchange students• Content will include media access, community resources, and study-abroad opportunities• Research a particular Francophone region in the target language culture to identify historical figures and landmarks

Content Standard 5.2: Students use the language for leisure and personal enrichment.

Proficiency	Benchmarks
5.2 Students will use their knowledge of the French language and culture for leisure and personal enrichment.	<ul style="list-style-type: none">• Use media from French and Francophone culture for enjoyment and personal enrichment• Explore opportunities to live and study in a French-speaking country

French IV/V
Strand One: Communication
Communicate in Languages Other Than English

Content Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Proficiency	Benchmarks
<p>1.1 Students will demonstrate the ability to engage in conversations within the framework of the vocabulary and structure being studied.</p>	<ul style="list-style-type: none"> • Initiate, sustain, and close a conversation in complex sentences • Debate and hypothesize • Manage complicated situations and communicate successfully • Convince and persuade • Use idioms and verbal pauses effectively • Express feelings or attitudes about past actions and events • Narrate past actions in sequence • Formulate polite requests • Describe simultaneous actions

French IV/V

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Proficiency	Benchmarks
<p>1.2 Students will demonstrate an understanding of the spoken and written language.</p>	<ul style="list-style-type: none"> • Exchange information from international media • Demonstrate knowledge of main elements of magazine and newspaper articles on current and historical topics • Understand linguistic and cultural information in written and spoken language • Categorize and synthesize information • Be able to read literature for comprehension, for application of history, geography, and cultural knowledge, and for a basis of discussion

Content Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Proficiency	Benchmarks
<p>1.3 Students will demonstrate the ability to make oral or written presentations to an audience.</p>	<ul style="list-style-type: none"> • Perform scenes from plays and recite poems or excerpts from selected short stories • Write a letter or article describing and analyzing an issue • Write reflections in journal • Explain the purpose, timing, conditions, and constraints of an action • Be able to apply all verb tenses and moods • Know and be able to apply correct grammatical structures • Use demonstrative and relative pronouns appropriately • Know and be able to apply reciprocal use of reflexive verbs • Know and be able to apply the advanced verb forms - passive voice, subjunctive mood (and ways to avoid the subjunctive using infinitives) • Be able to write readily in a variety of forms • Be able to speak at a comprehension level in unplanned situations • Be able to communicate easily and readily with peers and /or teachers in everyday classroom situations

French IV/V

Strand Two: Cultures

Gain Knowledge and Understanding of Other Cultures

Content Standard 2.1: Students demonstrate knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.

Proficiency	Benchmarks
2.1 All students will demonstrate a knowledge and understanding of the daily life, traditions, institutions, perspectives, and artistic expressions of Francophone culture.	<ul style="list-style-type: none">• Express personal feelings and opinions on authentic literary texts• Collaborate to develop and propose solutions to contemporary and historical problems• Converse and communicate on a wide variety of topics using social amenities• Catalog and discuss patterns of behavior and interact successfully in a variety of cultural contexts involving both peer-groups and adult activities• Identify and experience expressive forms of the culture classified as literature and the fine arts• Name, discuss and analyze social, economic, and political institutions, and their relationship to the culture• Demonstrate orally or in writing knowledge of contemporary social concerns for the French (such as the role of friends and family, the impact of immigration, racism, and the importance of education and future professions)• Function appropriately in a culturally difficult situation• Provide appropriate and adequate information in an emergency situation• Be able to apply a knowledge and appreciation of cultural differences and history, geography, arts and current events of Francophone countries in all oral and written work

French IV/V

Strand Three: Connections

Connect with Other Disciplines and Acquire Information

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Proficiency	Benchmarks
3.1 Students will demonstrate an ability to use information from the language classroom in other school subjects.	<ul style="list-style-type: none">• Use their knowledge of French idioms and cognates to understand new vocabulary in another discipline• Use new information and perspectives gained from French class to augment their personal knowledge and current study in other disciplines• Use mathematical skills to read survey results, diagrams in authentic texts (Math)• Compare and contrast artistic trends, movements, and influences as they are manifested in the two cultures (Fine Arts)• Compare and contrast literary themes, movements, and influences in the two cultures

Content Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Proficiency	Benchmarks
3.2 Students demonstrate the ability to use information and perspectives gained from French class to expand their personal knowledge in other disciplines and vice versa	<ul style="list-style-type: none">• Use topics from other school subjects including sports, music, fashion, customs and life in the country of the target language• Acquire information from a variety of authentic materials about a topic being studied in other school subjects• Evaluate accomplishments and achievements of famous speakers of the language• Use new information and perspectives to analyze the differences between the foreign culture and their own, and to begin to explain the reasons for such differences

French IV/V

Strand Four: Comparisons

Develop insight into the Nature of Language and Culture

Content Standard 4.1: Students demonstrate understanding of the nature of language through comparison of language studied and their own.

Proficiency	Benchmarks
4.1 Students will recognize that different languages use different patterns to communicate and will be able to apply this knowledge to their own language.	<ul style="list-style-type: none">• Perceive derivatives• Analyze time, mood and voice elements in both languages• Identify various elements of French (such as pluperfect tense, relative clauses, and present participles) and comparable linguistic elements in English and compare and contrast French and English• Identify elements of ethnocentrism• Recognize advantages of a multicultural perspective

Content Standard 4.2: Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Proficiency	Benchmarks
4.2 Students will recognize that cultures use different patterns of interaction and will be able to apply this knowledge to their own culture.	<ul style="list-style-type: none">• Express knowledge of music, art, and literature from the target culture• Compare nuances of the meanings of words, idioms, and vocal inflections• Compare and contrast relationships between perspectives and practices in both cultures• Compare and contrast relationships between certain literary genres in both cultures

French IV/V

Strand Five: Communities

Participate in Multicultural Communities and Global Society

Content Standard 5.1: Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.

Proficiency	Benchmarks
5.1 Students will use French in the classroom and beyond the school setting.	<ul style="list-style-type: none">• Identify cultural similarities and differences observed while viewing a film from the target culture• Adjust target language vocabulary appropriately to a given situation and audience• Use French to establish and maintain personal relationships and to exchange information with French speakers via conversations, letters, e-mail, or by audio or videotapes• Explore career or study opportunities, which require proficiency in French

Content Standard 5.2: Students use the language for leisure and personal enrichment.

Proficiency	Benchmarks
5.2 Students will use their knowledge of the French language and culture for leisure and personal enrichment.	<ul style="list-style-type: none">• Use various media from the language and culture for entertainment or personal growth• Be familiar with major geographical features, historical events, and political structures of foreign countries in which the target language is spoken• Know how to seek help in crisis situations

Latin I Strand One: Communication Communicate in Latin	
Content Standard 1.1: Students read, understand, and interpret Latin.	
Proficiency	Benchmarks
1.1 Students will demonstrate the ability to read, understand, interpret, and write Latin.	<ul style="list-style-type: none"> • Comprehend simple oral/written information • Discern main ideas and identify main characters and events in chapter stories • Understand and apply rules for the agreement and placement of nouns, and adjectives in the first, second, and third declensions, all three genders • Understand and apply rules for the nominative, genitive, accusative, and ablative cases • Manipulate basic negative and interrogative constructions • Understand and manipulate the present, imperfect, and perfect tenses of regular verbs in all four conjugations in first, second, and third person, both singular and plural forms • Demonstrate mastery of the irregular verbs esse and posse • Identify and classify infinitives in all four conjugations • Demonstrate mastery of active textbook vocabulary
Content Standard 1.2: Students use orally, listen to, and write Latin as part of the language learning process.	
Proficiency	Benchmarks
1.2 Students will demonstrate a basic understanding of the spoken language as part of the learning process.	<ul style="list-style-type: none"> • Demonstrate an understanding of the Latin sound system and use this knowledge when pronouncing words • Recite sequences such as the days of the week, months, seasons and numbers • Express confusion or lack of understanding in a limited context • Express basic needs and courtesies • Exchange personal greetings and basic information • Respond to simple questions or requests with short answers or appropriate physical responses • Follow simple instructions/commands in Latin • Apply learned grammatical constructions and vocabulary to homework and writing assignments

Latin I

Strand Two: Culture

Gain Knowledge and Understanding of Greco-Roman Culture

Content Standard 2.1: Students understand the perspectives of Roman culture as revealed in the practices and products of the Romans.

Proficiency	Benchmarks
2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices and products of the Romans.	<ul style="list-style-type: none">• Demonstrate a basic knowledge of the geography of the Roman world• Demonstrate knowledge of the Roman family structure• Describe tangible aspects of everyday living such as housing, eating, and dress in both the city and the country• Identify information about the class and slavery system of the Roman world• Recognize the major gods and beliefs of the ancient world's polytheistic religious system

Latin I

Strand Three: Connections

Connect with Other Disciplines and Expand Knowledge

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through their study of Latin and applicable readings.

Proficiency	Benchmarks
3.1 Students will demonstrate knowledge of other disciplines through their study of classical language and applicable readings.	<ul style="list-style-type: none">• Recognize famous Roman historical/mythological figures such as Aeneas, Spartacus, Romulus and Remus, and the seven kings of Rome (history)• Explain in a limited way the customs and rituals of the Roman world (Social studies)• Understand the concept of monetary exchange and the importance of trade in the Roman world (Economics)• Understand the basic grammatical concepts such as parts of speech, etc. (English)• Convert Roman numerals into Arabic number system (Math)• Identify ways in which natural processes and human activities in the ancient world contributed to historical environmental issues such as the explosion of Vesuvius (Science)• Explore how Roman culture has contributed to the arts (Fine Arts) and our present technology (Technology)

Latin I
Strand Four: Comparisons
Develop insight into Own Language and Culture

Content Standard 4.1: Students recognize and use elements of the Latin language to increase knowledge of their own language.

Proficiency	Benchmarks
<p>4.1 Students will demonstrate the ability to recognize and use elements of the Latin language to increase knowledge of their own language.</p>	<ul style="list-style-type: none"> • Know the basic parts of speech and are able to speak in grammatical terms about their own language and Latin • Understand the similarities and differences between the basic grammar and syntax of Latin and English • Recognize and apply the concepts of gender, declension, and inflected verb and noun formation • Develop facility with Latin roots to make connections with words in English in etymological studies

Content Standard 4.2: Students compare and contrast their own culture with that of the Greco-Roman world.

Proficiency	Benchmarks
<p>4.2 Students will demonstrate understanding of the comparison and contrast of their own culture with that of the Greco-Roman world.</p>	<ul style="list-style-type: none"> • Describe the patterns of behavior which are derived from the cultural beliefs, traditions, values and the world view of the Roman world and compare and contrast them with those of their own culture • Identify the influence of everyday objects from the ancient world (signs, advertisements, coinage, art, technology, architecture, government) on American culture

Latin I
Strand Five: Communities
Participate in Wider Communities of Language and Culture

Content Standard 5.1: Students use their knowledge of Latin in a multilingual world.

Proficiency	Benchmarks
5.1 Students will demonstrate their understanding of their knowledge of Latin in a multilingual world.	<ul style="list-style-type: none"> • Distinguish between cultural similarities and differences • Make etymological connections between Latin roots and other Romance languages

Content Standard 5.2: Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Proficiency	Benchmarks
5.2 Students will demonstrate their knowledge of Greco-Roman culture in a world of diverse cultures.	<ul style="list-style-type: none"> • Use books and movies on the Roman world for enjoyment and enrichment • Demonstrate a basic awareness of the importance of historical figures, geography and history of the Roman culture and language • Recognize the contributions of classical culture and language to American society and other nations <p>Textbook: <i>Ecce, Romani</i> chapters 1-21</p>

Latin II

Strand One: Communication

Communicate in a Classical Language

Content Standard 1.1: Students read, understand, and interpret Latin.

Proficiency	Benchmarks
1.1 Students will demonstrate the ability to read, understand and interpret Latin.	<ul style="list-style-type: none">• Comprehend oral/written information at the Latin II level• Discern main ideas and identify main characters and events in chapter stories• Continue to apply rules for the agreement and placement of nouns, and adjectives in the first, second, and third declensions, all three genders. Apply these rules to nouns of the 4th and 5th declension as well• Understand and apply former and new rules for the nominative, genitive, dative, accusative, and ablative cases• Understand and manipulate all six tenses (present, imperfect, future, perfect, pluperfect, future perfect) of regular verbs in the four conjugations, both active and passive forms as well as the imperative and infinitive forms• Demonstrate mastery of the irregular verbs esse, posse, velle, nolle, ferre, and ire• Identify and use possessive, demonstrative, indefinite, positive, comparative, and superlative adjectives• Identify and use comparative and superlative adverbs• Identify and use reflexive, demonstrative, relative, and interrogative pronouns• Demonstrate mastery of active textbook vocabulary

Latin II

Strand One: Communication

Communicate in a Classical Language

Content Standard 1.2: Students use orally, listen to, and write Latin as part of the language learning process.

Proficiency	Benchmarks
1.2 Students will demonstrate a basic understanding of the spoken language as part of the learning process.	<ul style="list-style-type: none">• Demonstrate an understanding of the Latin sound system and use this knowledge when pronouncing words in assignments, songs, and skits• Recite sequences such as months, days, numbers, noun endings and grammar forms• Express confusion or lack of understanding in a limited context• Express basic needs and courtesies• Exchange personal greetings and basic information• Respond to simple questions or requests with short answers or appropriate physical responses• Follow simple instructions/commands in Latin• Apply learned grammatical constructions and vocabulary (see benchmarks 1.1) to homework and writing assignments

Latin II

Strand Two: Culture

Gain Knowledge and Understanding of Greco-Roman Culture

Content Standard 2.1: Students understand the perspectives of Roman culture as revealed in the practices and products of the Romans.

Proficiency	Benchmarks
2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices and products of the Romans.	<ul style="list-style-type: none">• Demonstrate knowledge of travel, geography, and hospitality in the ancient world• Describe tangible aspects of everyday living such as funeral customs, hairstyles, housing, food, and recipes• Identify information about the role of games and chariot racing• Recognize the major gods and beliefs of the ancient world's polytheistic religious system

Latin II

Strand Three: Connections

Connect with Other Disciplines and Expand Knowledge

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through their study of Latin and applicable readings.

Proficiency	Benchmarks
<p>3.1 Students will demonstrate knowledge of other disciplines through their study of Latin and applicable readings.</p>	<ul style="list-style-type: none"> • Recognize famous Roman historical/mythological figures such as the Horatii, Cincinnatus, Scaevola, Marius, Sulla, Hannibal, Caesar, Cicero, and others of the Monarchy, Republic, and Early Civil Wars periods (history) • Explain Republican system of government with its checks and balances and the importance assimilation in the expansion of the Empire (Social studies) • Understand the importance of trade in the Roman world with reference to the grain supply in particular (Economics) • Understand the basic grammatical concepts such as main and subordinate clauses, voice, etc. (English) • Use a variety of methods to illustrate information about the classical world (graphs, charts, tables, diagrams) (Math) • Identify ways in which natural processes and human activities in the ancient world contributed to historical environmental issues such as the use of aqueducts, the problems with fire in Rome, and the development of the arch in varying forms of architecture (Science) • Explore how Roman culture has contributed to the arts (Fine Arts) and our present technology (Technology)

Latin II
Strand Four: Comparisons
Develop insight into Own Language and Culture

Content Standard 4.1: Students recognize and use elements of the Latin language to increase knowledge of their own language.

Proficiency	Benchmarks
4.1 Students will demonstrate the ability to recognize and use elements of the Latin language to increase knowledge of their own language	<ul style="list-style-type: none"> • Know the basic parts of a sentence (main vs. subordinate clauses, comparative terms, types of adjectives) using grammatical terms about their own language and Latin • Apply morphological rules with prefixes and suffixes to improve vocabulary • Continue to apply the concepts of gender, declension, and inflected verb formation • Continue learning Latin roots to make connections with words in English in etymological studies

Content Standard 4.2: Students compare and contrast their own culture with that of the Greco-Roman world.

Proficiency	Benchmarks
4.2 Students will demonstrate understanding of the comparison and contrast of their own culture with that of the Greco-Roman world	<ul style="list-style-type: none"> • Describe the patterns of behavior which are derived from the cultural beliefs, traditions, values and the world view of the Roman world and compare and contrast them with those of their own culture • Identify the influence of everyday objects from the ancient world (signs, advertisements, coinage, art, technology, architecture, government) on American culture

Latin II
Strand Five: Communities
Participate in Wider Communities of Language and Culture

Content Standard 5.1: Students use their knowledge of Latin in a multilingual world.

Proficiency	Benchmarks
5.1 Students will demonstrate their understanding of their knowledge of Latin in a multilingual world.	<ul style="list-style-type: none"> • Continue to distinguish between cultural similarities and differences • Continue to make etymological connections between Latin roots and other Romance languages

Content Standard 5.2: Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Proficiency	Benchmarks
5.2 Students will demonstrate their knowledge of Greco-Roman culture in a world of diverse cultures.	<ul style="list-style-type: none"> • Use books and movies on the Roman world for enjoyment and enrichment • Demonstrate a basic awareness of the importance of historical figures, geography and history of the Roman culture and language and how they are an example of cultural diversity • Recognize the contributions of classical culture and language to American society and other nations <p>Textbook: <i>Ecce, Romani</i> chapters 21-37</p>

Latin III

Strand One: Communication

Communicate in a Classical Language

Content Standard 1.1: Students read, understand, and interpret Latin.

Proficiency	Benchmarks
1.1 Students will demonstrate the ability to read, understand and interpret Latin.	<ul style="list-style-type: none">• Comprehend oral/written information at the Latin III level• Discern main ideas and identify main characters and events in chapter stories• Continue to apply all grammar rules for the agreement and placement of nouns and adjectives in the five declensions using all six cases as well as the forms of all specialized pronoun and adjective forms• Continue to manipulate all six tenses and infinitives (active and passive voices) of regular and irregular verbs in the four conjugations including the imperative• Identify and use the 4 tenses of the subjunctive mood in both active and passive voices, using the appropriate sequence of tenses in indirect commands, purpose clauses, result clauses and specialized indirect statements• Understand and use deponent and semi-deponent verbs in all tenses• Apply present active, future active and perfect passive participles as substantives, ablative absolutes, and participial phrases• Demonstrate mastery of active textbook vocabulary

Content Standard 1.2: Students use orally, listen to, and write Latin as part of the language learning process.

Proficiency	Benchmarks
1.2 Students will demonstrate a basic understanding of the spoken language as part of the learning process.	<ul style="list-style-type: none">• Continue applying simple spoken Latin in situations encountered in previous years (recitation, expression of understandings, basic needs, greetings, commands, instructions, simple questions and answers)• Apply learned grammatical constructions and vocabulary (see benchmarks 1.1) to homework and writing assignments

Latin III

Strand Two: Culture

Gain Knowledge and Understanding of Greco-Roman Culture

Content Standard 2.1: Students understand the perspectives of Roman culture as revealed in the practices and products of the Romans.

Proficiency	Benchmarks
2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices and products of the Romans.	<ul style="list-style-type: none">• Demonstrate an understanding of the importance of cottage arts such as spinning in the outlying areas of the empire• Apply the Roman dating and time systems• Describe the Roman education system and the importance of writing, letters, and books• Explain Roman customs in coming-of-age ceremonies, weddings, and funerals• Identify the major elements of the Roman baths• Recognize the essential parts of the circus and gladiatorial life

Latin III

Strand Three: Connections

Connect with Other Disciplines and Expand Knowledge

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through their study of classical language and applicable readings.

Proficiency	Benchmarks
3.1 Students will demonstrate knowledge of other disciplines through their study of classical language and applicable readings.	<ul style="list-style-type: none">• Recognize famous Roman historical figures such as the emperors of the Early Empire and the events throughout the empire period (history)• Explain customs and rituals of the Roman world such as the importance of the baths and varying religions (Social studies)• Understand the importance of Roman provinces and their contributions to the Roman economy (Economics)• Understand advanced Latin grammatical concepts such as the subjunctive, participial use, and infinitive expression and how they differ from our language in expression (English)• Explain the difference between cardinal and ordinal Roman numerals (Math)• Identify ways in which natural processes and human activities in the ancient world may have contributed to historical environmental issues such as the collapse of the Empire (Science)• Continue to explore how Roman culture has contributed to the arts (Fine Arts) and our present technology (Technology)

Latin III

Strand Four: Comparisons

Develop insight into Own Language and Culture

Content Standard 4.1: Students recognize and use elements of the Latin language to increase knowledge of their own language.

Proficiency	Benchmarks
4.1 Students will demonstrate the ability to recognize and use elements of the Latin language to increase knowledge of their own language.	<ul style="list-style-type: none">• Learn advanced grammar concepts of indirect statement, subjunctive usage, and indirect commands using grammatical terms about their own language and Latin• Apply morphological rules with prefixes and suffixes to improve vocabulary• Apply Latin words to the other Romance languages to increase student understanding of etymological history and increase English vocabulary• Continue to apply the concepts of gender, declension, and inflected verb formation• Continue learning Latin roots to make connections with words in English in etymological studies

Content Standard 4.2: Students compare and contrast their own culture with that of the Greco-Roman world.

Proficiency	Benchmarks
4.2 Students will demonstrate understanding of the comparison and contrast of their own culture with that of the Greco-Roman world.	<ul style="list-style-type: none">• Continue to describe the patterns of behavior which are derived from the cultural beliefs, traditions, values and the world view of the Roman world and compare and contrast them with those of their own culture• Recognize the influence of everyday objects from the ancient world (signs, advertisements, coinage, art, technology, architecture, government) on American culture

Latin III
Strand Five: Communities
Participate in Wider Communities of Language and Culture

Content Standard 5.1: Students use their knowledge of Latin in a multilingual world.

Proficiency	Benchmarks
5.1 Students will demonstrate their understanding of their knowledge of Latin in a multilingual world.	<ul style="list-style-type: none"> • Distinguish between cultural similarities and differences in lifestyles, beliefs, and knowledge • Make etymological connections between Latin roots and other Romance languages • Understand the impact of the Roman Empire on the history of Europe

Content Standard 5.2: Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Proficiency	Benchmarks
5.2 Students will demonstrate their knowledge of Greco-Roman culture in a world of diverse cultures.	<ul style="list-style-type: none"> • Use books and movies on the Roman world for enjoyment and enrichment • Demonstrate a basic awareness of the importance of historical figures, geography and history of the Roman culture and language and how they are an example of cultural diversity • Recognize the contributions of classical culture and language to American society and other nations <p>Textbook: <i>Ecce, Romani</i> chapters 36-54</p>

Spanish I

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Proficiency	Benchmarks
1.1 Students will demonstrate the ability to engage in conversations within the framework of the vocabulary and structure being studied.	<ul style="list-style-type: none">• Demonstrate an understanding of the Spanish sound system and use this knowledge when pronouncing words• Recite sequences such as the alphabet, days of the week, months, seasons and numbers• Exchange information using time, date, weather, and location• Express confusion or lack of understanding in a limited context• Express personal likes and dislikes• Express basic needs and courtesies• Exchange personal greetings and basic information• Ask for information or directions• Acquire goods and services through basic communication exchange

Content Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Proficiency	Benchmarks
1.2 Students will demonstrate an understanding of the spoken and written language.	<ul style="list-style-type: none">• Comprehend simple oral/written information• Understand some ideas and some familiar details when information is presented in measured speech and uncomplicated paragraphs• Recognize and appreciate phrase grouping and voice inflection when listening• Identify people and objects from oral and written descriptions• Discern main ideas and identify principle characters from age appropriate media• Respond to simple questions or requests with short answers or appropriate physical responses• Follow simple instructions/commands in Spanish

Spanish I

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Proficiency	Benchmarks
1.3 Students will demonstrate the ability to make oral or written presentations to an audience.	<ul style="list-style-type: none">• Presents simple oral presentations about themselves, family, friends, school, and home• List activities that take place in everyday life• Make plans and tell time• Narrate personal experiences and describe using the present tense and the immediate future, basic preterit and present progressive• Understand and apply rules for the agreement and placement of nouns, pronouns, articles, and adjectives• Manipulate basic negative and interrogative constructions• Express possession using possessive adjectives or <i>de</i>• Understand and manipulate the present tense of regular verbs and irregular verbs• Demonstrate mastery of some common irregular verbs such as <i>ser, ir, hacer, estar, tener, saber, ver</i> and a limited number of stem changing verbs in the present tense• Express wishes, preferences, emotions, agreement and disagreement in a limited context• Write short messages, notes and dictations• Participate in role playing, situational interactive activities, simulation and informal interactions• Identify and classify infinitives• Distinguish between <i>ser</i> and <i>estar</i> and their basic uses

Spanish I

Strand Two: Cultures

Gain Knowledge and Understanding of Other Cultures

Content Standard 2.1: Students gain knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.

Proficiency	Benchmarks
2.1 All students will demonstrate a knowledge and understanding of the daily life, traditions, institutions, perspectives, and artistic expressions of Hispanic culture.	<ul style="list-style-type: none">• Demonstrate appropriate greeting, introductory and leave-taking behaviors• Demonstrate a basic knowledge of the geography of the target culture(s)• Demonstrate a basic knowledge of the family structure of the target culture(s)• Describe tangible aspects of everyday living such as housing, eating, and dress• Experience aspects of the culture such as songs, stories, games, traditional celebrations and art• Give answers to factual questions based on cultural information from countries where Spanish is spoken• Participate in simulated cultural situations using the target currency and typical foods, goods and services

Spanish I

Strand Three: Connections

Connect with Other Disciplines and Acquire Information

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Proficiency	Benchmarks
3.1 Students will demonstrate an ability to use information from the language classroom in other school subjects.	<ul style="list-style-type: none">• Use knowledge of cognates to understand new vocabulary in another discipline• Recognize some famous figures whose native language is Spanish• Explain in a limited way the customs and rituals of Hispanic culture (Social studies)• Taste and/or prepare Hispanic foods• Understand the concept of monetary exchange (Economics)• Understand the basic grammatical concepts, (parts of speech, etc.) (English)• Recognize linguistic formulas (Mathematics)

Content Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Proficiency	Benchmarks
3.2 Students demonstrate the ability to use information and perspectives gained from other disciplines to expand their personal knowledge in Spanish class.	<ul style="list-style-type: none">• Use a variety of methods to illustrate information about Hispanic culture, (graphs, charts, tables, diagrams) (Math)• Explore how Hispanic cultures are represented through the arts (Fine Arts)• Access information about Hispanic culture through a variety of sources including computer, video, and print materials (Technology/Business)

Spanish I

Strand Four: Comparisons

Develop Insight into and make Comparisons between the Native and the Target Language

Content Standard 4.1: Students will recognize that different languages use different patterns to communicate and will be able to apply this knowledge to their own language.

Proficiency	Benchmarks
4.1 Students demonstrate understanding of the nature of language through comparison of the language studied and their own.	<ul style="list-style-type: none">• Know the basic parts of speech and are able to speak in simple grammatical terms about their own language• Understand the basic grammar and syntax of Spanish and English• Demonstrate an awareness of the Spanish sound and writing system and discriminate between these elements and their English counterparts• Identify idiomatic expressions in both languages• Recognize the concept of gender• Use correctly the formal and informal forms of greetings and leave-takings as well as expressions of politeness

Content Standard 4.2: Students will recognize that cultures use different patterns of interaction and will be able to apply this knowledge to their own culture.

Proficiency	Benchmarks
4.2 Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.	<ul style="list-style-type: none">• Describe the patterns of behavior which are derived from the cultural beliefs, traditions, values and the world view of the target culture(s) and compare and contrast them with those of their own culture• Demonstrate sensitivity to cultural differences and differentiate between stereotypes and authentic culture• Identify the influence of everyday objects from the Hispanic culture (signs, advertisements, packages, art, music) on American culture• Demonstrate awareness and importance of gestures

Spanish I

Strand Five: Communities

Participate in Multicultural Communities and Global Society

Content Standard 5.1: Students will use Spanish in the classroom and beyond the school setting.

Proficiency	Benchmarks
5.1 Students will use the language both within and beyond the school setting with native speakers of the target cultures in a variety of ways.	<ul style="list-style-type: none">• Use Spanish to obtain information or make requests within the classroom• Understand simple messages found on signs, posters, maps, etc.

Content Standard 5.2: Students use the language for leisure and personal enrichment.

Proficiency	Benchmarks
5.2 Students will use their knowledge of the Spanish language and Hispanic culture for leisure and personal enrichment.	<ul style="list-style-type: none">• Use authentic Hispanic realia and/or media for enjoyment and enrichment• Demonstrate a basic awareness of the importance of people, holidays, geography and history of the Hispanic culture and language• Recognize the contributions of the Hispanic culture and language to American society and other nations• Distinguish between cultural similarities and differences• Explore travel opportunities to Spanish-speaking countries• Identify career opportunities for bilingual employees• Identify foods on a menu of the culture being studied

Spanish II

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Proficiency	Benchmarks
1.1 Students will demonstrate the ability to engage in conversations within the framework of the vocabulary and structure being studied.	<ul style="list-style-type: none">• Use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave-takings, and other common or familiar interactions (Name, address, phone number, place of origin general health/state of being)• Respond to questions at a paragraph level• Exchange information with peers and familiar adults• Express memorable previous experiences• Give and follow directions and instructions• Create simple descriptions within a context• Extend, accept and/or decline invitations• Give advice and basic commands• Describe themselves and others and their activities

Content Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Proficiency	Benchmarks
1.2 Students will demonstrate an understanding of the spoken and written language.	<ul style="list-style-type: none">• Understand important ideas and a few details, as demonstrated by comprehension activities, checklists, guided composition, notes and letters, and paragraphs from age appropriate material• Comprehend the content of simple written information• Understand the meaning of oral information and announcements when listening to peers and familiar adults• Recognize common oral phrase groupings and structures• Collect data on familiar topics

Spanish II

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Proficiency	Benchmarks
1.3 Students will demonstrate the ability to make oral or written presentations to an audience.	<ul style="list-style-type: none">• Express likes and dislikes by writing short discourse, letters, paragraphs, or in a modified oral proficiency interview• Demonstrate knowledge of the basic survival skills appropriate to Hispanic cultures; i.e., transportation, ordering and paying for one's meal in a café, making introductions, using the telephone, etc.• Express important ideas and a few details in letters, conversations, summaries, and response to pertinent questions• Demonstrate the ability to make brief reports on topics that have been studied• Present short skits/plays, recite selected poems and perform songs• Use and recognize common regular, irregular verbs, and reflexive verbs in the present, past, and imperfect tenses (stem changing, <i>comer, ir, sentarse, estar, dormir, preferir</i>)• Demonstrate an understanding of the use of the <i>pretérito vs. the imperfecto</i>• Use and recognize the following pronouns: demonstrative, reflexive, direct and indirect object• Place object pronouns correctly• Understand the formation and placement of adverbs• Manipulate more complex negative and interrogative constructions• Understand and use idioms with <i>estar, tener, and hacer</i>• Use comparisons and superlatives

Spanish II

Strand Two: Cultures

Gain Knowledge and Understanding of Other Cultures

Content Standard 2.1: Students gain knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.

Proficiency	Benchmarks
2.1 All students will demonstrate a knowledge and understanding of the daily life, traditions, institutions, perspectives, and artistic expressions of Hispanic culture.	<ul style="list-style-type: none">• Observe and discuss (in a limited way) typical patterns of behavior and use appropriate verbal and/or non-verbal behavior for daily activities among peers and adults• Experience age-appropriate cultural activities including music and other entertainment• Compare and contrast beliefs and values reflected by the daily rituals and traditions of family roles and relationships in Spanish-speaking societies, as manifested through shopping, meals, and manners

Spanish II

Strand Three: Connections

Connect with Other Disciplines and Acquire Information

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Proficiency	Benchmarks
<p>3.1 Students will demonstrate an ability to use information from the language classroom in other school subjects.</p>	<ul style="list-style-type: none"> • Acquire, compare, and assess information from authentic documents about a topic being studied in Spanish class to integrate with other school subjects • Comprehend age appropriate authentic materials • Demonstrate a greater comprehension of world geography (History) • Listen to and/or sings songs (folk, rock, opera, etc) in Spanish in the classroom or school choirs (Music) • Taste and/or prepare Hispanic foods

Content Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Proficiency	Benchmarks
<p>3.2 Students demonstrate the ability to use information and perspectives gained from other disciplines to expand their personal knowledge in Spanish class.</p>	<ul style="list-style-type: none"> • Use new information and perspectives to compare experiences with those of peers in the target culture • Discuss (in a limited way) some major events in history and current events as they occur and develop new perspectives • Use various methods to access information about Hispanic culture (Internet, video, and print materials) • Use more elaborate ways to present information about Hispanic culture (Power point, video production) • Explore to a greater extent how Hispanic cultures are represented through the arts

Spanish II

Strand Four: Comparisons

Develop Insight into and make Comparisons between the Native and the Target Language

Content Standard 4.1: Students will recognize that different languages use different patterns to communicate and will be able to apply this knowledge to their own language.

Proficiency	Benchmarks
4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.	<ul style="list-style-type: none">• Understand how idiomatic expressions have an impact on communication and reflect culture by anticipating larger units of meaning rather than individual word equivalencies, and, to a certain extent, is able to use them in order to express ideas rather than single words• Observe syntactical differences between Spanish and English, i.e., adverb and object pronoun placement• Recognize to a limited extent how both English and Spanish have evolved and continue to evolve and how, in a global society, the languages are interrelated and interdependent• Recognize and compare linguistic structures• Understand differences between English and Spanish expressing respect and status

Content Standard 4.2: Students will recognize that cultures use different patterns of interaction and will be able to apply this knowledge to their own culture.

Proficiency	Benchmarks
4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.	<ul style="list-style-type: none">• Observe the cultural importance of the arts and how they relate to their American counterparts• Compare and contrast the elements of the musical traditions of the different cultures• Recognize the significance and causes of culture shock• Contrast verbal and nonverbal behavior for certain activities in both cultures

Spanish II

Strand Five: Communities

Participate in Multicultural Communities and Global Society

Content Standard 5.1: Students will use Spanish in the classroom and beyond the school setting.

Proficiency	Benchmarks
5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.	<ul style="list-style-type: none">• Understand more complex messages found on signs, posters, maps, etc.• Consult various Hispanic sources to obtain information on topics of personal interest

Content Standard 5.2: Students use the language for leisure and personal enrichment.

Proficiency	Benchmarks
5.2 Students will use their knowledge of the Spanish language and culture for leisure and personal enrichment.	<ul style="list-style-type: none">• Identify a greater variety of foods on a menu of the culture being studied• Use various media from the target language and culture for entertainment or personal growth; examples may include listening to and/or learning song lyrics from various sources and/or viewing films, television shows, video clips and live theater• Explore the possibility of travel to a Spanish-speaking country

Spanish III

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Proficiency	Benchmarks
1.1 Students will demonstrate the ability to engage in conversations within the framework of the vocabulary and structure being studied.	<ul style="list-style-type: none">• Participate in interviews, oral presentation, role-play, communicative activities, simulations employing newly acquired vocabulary and linguistic information• Describe, compare, and contrast items, people, events or circumstances with some detail and specificity• Exchange personal feelings and persuade others• Express needs, opinions, polite requests in social situations or in the context of travel• Express necessity, obligation, or emotion as they relate to their own or another's actions• Expand communication to multi-paragraph level in the context of informative presentations, debates, interviews, compositions, journals, and/or letters• Circumlocate in order to obtain services or information• Be able to bring pronunciation to a level of comfort and to what a native speaker could comprehend, including stress and pitch patterns significantly different than in English• Be able to communicate effectively in open-ended conversations on topics of personal interest, about everyday activities, and about the target countries• Be able to communicate in more specific, more complicated real-life role-playing situations, both predetermined and impromptu• Be able to relate with description, personal incidents and /or fictional events

Spanish III

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Proficiency	Benchmarks
1.2 Students will demonstrate an understanding of the spoken and written language.	<ul style="list-style-type: none">• Obtain information from authentic texts derived from literature, the media, writing about history or fine arts, letters, songs, advertising, surveys, cartoons, etc.• Tolerate ambiguity in language by using context clues, familiarity with idioms, and knowledge of cognate patterns to ascertain the gist of an oral or written sample of language• Be able to respond appropriately with words and actions to straightforward written or spoken directions• Possess strategies for reading and listening with less recourse to translation• Sustain listening comprehension on less familiar topics• Gain meaning of complicated oral and written messages using context clues• Show understanding of main ideas and details of discussions, lectures, and oral presentations

Spanish III

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Proficiency	Benchmarks
1.3 Students will demonstrate the ability to make oral or written presentations to an audience.	<ul style="list-style-type: none">• Write summaries and short compositions in paragraph form relating past or future events or describing conditions• Know and be able to apply simple and compound tenses• Use advanced verb forms and structures in a limited manner (the passive voice, the subjunctive, the present perfect)• Create stories and skits on personal experiences• Prepare and deliver oral and written presentations on thematic research topics and of personal interest

Spanish III

Strand Two: Cultures

Gain Knowledge and Understanding of Other Cultures

Content Standard 2.1: Students gain knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.

Proficiency	Benchmarks
2.1 All students will demonstrate a knowledge and understanding of the daily life, traditions, institutions, perspectives, and artistic expressions of Hispanic culture.	<ul style="list-style-type: none">• Demonstrate a basic awareness of current and past politics, the government, geography, and culture of some Hispanic nations• Demonstrate orally or in writing knowledge of important historical and cultural figures, places, and events• Demonstrate orally or in writing knowledge of the similarities and differences between the Hispanic culture and the American culture• Participate in simulated cultural situations demonstrating knowledge of social conventions

Spanish III

Strand Three: Connections

Connect with Other Disciplines and Acquire Information

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Proficiency	Benchmarks
3.1 Students will demonstrate an ability to use information from the language classroom in other school subjects.	<ul style="list-style-type: none">• Compare and contrast the Hispanic version of history or a current event with the American one (Social Studies)• Analyze geographical differences using topical maps in authentic texts and identify areas where Spanish is spoken (Geography)• Synthesize information about contributions of famous Hispanics with information introduced in other disciplines (all academic areas)• Utilize MLA Format and demonstrate mastery of the expository writing process in Spanish

Content Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Proficiency	Benchmarks
3.2 Students demonstrate the ability to use information and perspectives gained from other disciplines to expand their personal knowledge in Spanish class.	<ul style="list-style-type: none">• Assimilate articles and/or short videos in the target language on topics being studied in other classes• Use acquired information as it relates to the foreign language classes in order to compare and contrast the relevant cultures

Spanish III

Strand Four: Comparisons

Develop Insight into and make Comparisons between the Native and the Target Language

Content Standard 4.1: Students will recognize that different languages use different patterns to communicate.

Proficiency	Benchmarks
4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.	<ul style="list-style-type: none">• Recognize how both English and Spanish have evolved and continue to evolve and how, in a global society, the languages are interrelated and interdependent• Identify the past tenses, the future tense, the conditional and the subjunctive modes in Spanish and English and analyze how they compare

Content Standard 4.2: Students will recognize that cultures use different patterns of interaction.

Proficiency	Benchmarks
4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.	<ul style="list-style-type: none">• Understand the origin and existence of cultural differences, perspectives and practices• Read authentic texts and view films related to historical periods or current issues• Describe the patterns of behavior, which are derived from the cultural beliefs, traditions, values, and worldview of the Hispanic culture and compare and contrast them with those of their own culture

Spanish III

Strand Five: Communities

Participate in Multicultural Communities and Global Society

Content Standard 5.1: Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.

Proficiency	Benchmarks
5.1 Students will use Spanish in the classroom and beyond the school setting.	<ul style="list-style-type: none">• Have opportunities to research and participate in community activities related to the Spanish language or Hispanic culture, (Latin American Center, university groups, celebrations, etc.)• Research a particular Hispanic region in the target language to identify historical figures and landmarks

Content Standard 5.2: Students use the language for leisure and personal enrichment.

Proficiency	Benchmarks
5.2 Students will use their knowledge of the Spanish language and culture for leisure and personal enrichment.	<ul style="list-style-type: none">• Use media from Hispanic culture for enjoyment and personal enrichment• Explore opportunities to live and study in a Spanish-speaking country

Spanish IV

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Proficiency	Benchmarks
1.1 Students will demonstrate the ability to engage in conversations within the framework of the vocabulary and structure being studied.	<ul style="list-style-type: none">• Initiate, sustain, and close a conversation in complex sentences• Hypothesize and draw conclusions• Manage complicated situations and communicate successfully• Use idioms effectively• Express feelings or attitudes about past actions and events• Narrate past actions in sequence• Formulate polite requests• Describe simultaneous actions

Content Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Proficiency	Benchmarks
1.2 Students will demonstrate an understanding of the spoken and written language.	<ul style="list-style-type: none">• Present information from international media• Demonstrate knowledge of main elements of web investigations of historical topics• Understand linguistic and cultural information in written and spoken language.• Categorize and synthesize information• Be able to read literature for comprehension, for application of history, geography, and cultural knowledge, and for a basis of discussion

Spanish IV

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Proficiency	Benchmarks
1.3 Students will demonstrate the ability to make oral or written presentations to an audience.	<ul style="list-style-type: none">• Write a reflection and/or essay describing and analyzing an issue• Be able to apply all presented verb tenses• Know and be able to apply correct grammatical structures• Use demonstrative and relative pronouns appropriately• Know and be able to apply reciprocal use of reflexive verbs• Know and be able to apply the advanced verb forms - passive voice, subjunctive mood• Be able to write readily in a variety of forms• Be able to speak at a comprehension level in unplanned situations• Be able to communicate easily and readily with peers and /or teachers in everyday classroom situations

Spanish IV

Strand Two: Cultures

Gain Knowledge and Understanding of Other Cultures

Content Standard 2.1: Students obtain knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.

Proficiency	Benchmarks
2.1 All students will demonstrate a knowledge and understanding of the daily life, traditions, institutions, perspectives, and artistic expressions of Hispanic culture.	<ul style="list-style-type: none">• Express personal feelings and opinions on authentic literary texts• Converse and communicate on a wide variety of topics within the appropriate social context• Know and examine historical periods, places and persons, and evaluate their influence on cultural perspectives and behavior• Identify and experience expressive forms of the culture classified as literature and the fine arts• Name, discuss and analyze social, economic, and political institutions, and their relationship to the culture• Discuss components of the target culture(s) with a fluent speaker of Spanish• Compare the evolution of the form of Hispanic governments to that of the U.S. government• Demonstrate orally or in writing knowledge of contemporary social concerns for the Hispanic people, (such as the role of friends and family, the impact of immigration, racism, and the importance of education and future professions)• Discuss culturally difficult situations• Provide appropriate and adequate information in an emergency situation• Be able to apply a knowledge and understanding of cultural differences and history, geography, arts and current events of Hispanic countries in all oral and written work

Spanish IV

Strand Three: Connections

Connect with Other Disciplines and Acquire Information

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Proficiency	Benchmarks
3.1 Students will demonstrate an ability to use information from the language classroom in other school subjects.	<ul style="list-style-type: none">• Use their knowledge of Spanish idioms and cognates to understand new vocabulary in another discipline (All Subjects)• Use new information and perspectives gained from Spanish class to augment their personal knowledge and current study in other disciplines (All subjects)• Compare and contrast the Spanish version of a historical or current event with the same American/World event (Social Studies)

Content Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Proficiency	Benchmarks
3.2 Students demonstrate the ability to use information and perspectives gained from other disciplines to expand their personal knowledge in Spanish class.	<ul style="list-style-type: none">• Use topics from other school subjects including sports, music, and fashion to expand information gained in the target language• Present information in Spanish class originating from topics being studied in other school subjects• Evaluate accomplishments and achievements of famous speakers of the language• Use new information and perspectives to analyze the differences between the foreign culture and their own, and to begin to explain the reasons for such differences

Spanish IV

Strand Four: Comparisons

Develop Insight into and make Comparisons between the Native and the Target Language and Culture

Content Standard 4.1 Students will recognize that different languages use different patterns to communicate and will be able to apply this knowledge to their own language.

Proficiency	Benchmarks
4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.	<ul style="list-style-type: none">• Perceive derivatives• Analyze time, mood and voice elements in both languages• Discuss relationships between word order and meaning• Identify various elements of Spanish (such as pluperfect tense, relative clauses, and present participles) and comparable linguistic elements in English• Identify the influence of Spanish on the U.S.• Identify elements of ethnocentrism• Recognize advantages of a multicultural perspective

Content Standard 4.2 Students will recognize that cultures use different patterns of interaction and will be able to apply this knowledge to their own culture.

Proficiency	Benchmarks
4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.	<ul style="list-style-type: none">• Express knowledge of music, art, and literature from the target culture• Identify origins of idioms as reflections of culture• Compare and contrast relationships between certain literary genres in both cultures

Spanish IV

Strand Five: Communities

Participate in Multicultural Communities and Global Society

Content Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.

Proficiency	Benchmarks
5.1 Students will demonstrate the ability to use Spanish in the classroom and beyond the school setting.	<ul style="list-style-type: none">• Identify cultural similarities and differences observed while viewing a film from the target culture• Adjust target language vocabulary appropriately to a given situation and audience• Explore career or study opportunities, which require proficiency in Spanish• Use Spanish to establish and maintain a relationship with exchange students currently living in the community

Content Standard 5.2 Students use the language for leisure and personal enrichment.

Proficiency	Benchmarks
5.2 Students will use their knowledge of the Spanish language and culture for leisure and personal enrichment.	<ul style="list-style-type: none">• Use various media from the language and culture for entertainment or personal growth• Be familiar with major geographical features, historical events, and political structures of foreign countries in which the target language is spoken• Establish and/or maintain interpersonal relations with speakers of two languages

Spanish V

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Proficiency	Benchmarks
1.1 Students will demonstrate the ability to engage in conversations within the framework of the vocabulary and structure being studied.	<ul style="list-style-type: none">• Initiate, sustain, and close a conversation in complex sentences• Debate and hypothesize• Manage complicated situations and communicate successfully• Use idioms effectively• Express feelings or attitudes about past actions and events• Narrate past actions in sequence• Formulate polite requests• Describe simultaneous actions

Content Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Proficiency	Benchmarks
1.2 Students will demonstrate an understanding of the spoken and written language.	<ul style="list-style-type: none">• Present information from international media• Demonstrate knowledge of main elements of magazine and newspaper articles on current and historical topics.• Understand linguistic and cultural information in written and spoken language.• Categorize and synthesize information• Be able to read literature for comprehension, for application of history, geography, and cultural knowledge, and for a basis of discussion

Spanish V

Strand One: Communication

Communicate in Languages Other Than English

Content Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Proficiency	Benchmarks
1.3 Students will demonstrate the ability to make oral or written presentations to an audience.	<ul style="list-style-type: none">• Perform scenes from plays and/or excerpts from selected short stories• Write a reflection and/or essay describing and analyzing an issue• Be able to apply all presented verb tenses• Know and be able to apply correct grammatical structures• Use demonstrative and relative pronouns appropriately• Know and be able to apply reciprocal use of reflexive verbs• Know and be able to apply the advanced verb forms - passive voice, subjunctive mood• Be able to write readily in a variety of forms• Be able to speak at a comprehension level in unplanned situations• Be able to communicate easily and readily with peers and /or teachers in everyday classroom situations

Spanish V

Strand Two: Cultures

Gain Knowledge and Understanding of Other Cultures

Content Standard 2.1: Students obtain knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.

Proficiency	Benchmarks
2.1 All students will demonstrate a knowledge and understanding of the daily life, traditions, institutions, perspectives, and artistic expressions of Hispanic culture.	<ul style="list-style-type: none">• Express personal feelings and opinions on authentic literary texts• Collaborate to develop and propose solutions to contemporary and historical problems• Converse and communicate on a wide variety of topics within the appropriate social context• Know and examine historical periods, places and persons, and evaluate their influence on cultural perspectives and behavior• Identify and experience expressive forms of the culture classified as literature and the fine arts• Name, discuss and analyze social, economic, and political institutions, and their relationship to the culture• Discuss components of the target culture(s) with a fluent speaker of Spanish• Compare the evolution of the form of Hispanic governments to that of the U.S. government• Demonstrate orally or in writing knowledge of contemporary social concerns for the Hispanic people, (such as the role of friends and family, the impact of immigration, racism, and the importance of education and future professions)• Appropriately discuss culturally difficult situations• Provide appropriate and adequate information in an emergency situation• Be able to apply a knowledge and understanding of cultural differences and history, geography, arts and current events of Hispanic countries in all oral and written work

Spanish V

Strand Three: Connections

Connect with Other Disciplines and Acquire Information

Content Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Proficiency	Benchmarks
3.1 Students will demonstrate an ability to use information from the language classroom in other school subjects.	<ul style="list-style-type: none">• Use their knowledge of Spanish idioms and cognates to understand new vocabulary in another discipline (All Subjects)• Use new information and perspectives gained from Spanish class to augment their personal knowledge and current study in other disciplines (All subjects)• Compare and contrast the Spanish version of a historical or current event with the same American/World event (Social Studies)• Compare and contrast artistic trends, movements, and influences as they are manifested in the two cultures. (Fine Arts)

Content Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Proficiency	Benchmarks
3.2 Students demonstrate the ability to use information and perspectives gained from other disciplines to expand their personal knowledge in Spanish class.	<ul style="list-style-type: none">• Use topics from other school subjects including sports, music, and fashion to expand information gained in the target language• Present information in Spanish class originating from topics being studied in other school subjects• Evaluate accomplishments and achievements of famous speakers of the language• Use new information and perspectives to analyze the differences between the foreign culture and their own, and to begin to explain the reasons for such differences

Spanish V

Strand Four: Comparisons

Develop Insight into and Make Comparisons Between the Native and the Target Language

Content Standard 4.1 Students will recognize that different languages use different patterns to communicate and will be able to apply this knowledge to their own language.

Proficiency	Benchmarks
4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.	<ul style="list-style-type: none">• Perceive derivatives• Analyze time, mood and voice elements in both languages• Discuss relationships between word order and meaning• Identify various elements of Spanish (such as pluperfect tense, relative clauses, and present participles) and comparable linguistic elements• Identify the influence of Spanish on the U.S.• Identify elements of ethnocentrism• Recognize advantages of a multicultural perspective

Content Standard 4.2 Students will recognize that cultures use different patterns of interaction and will be able to apply this knowledge to their own culture.

Proficiency	Benchmarks
4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.	<ul style="list-style-type: none">• Express knowledge of music, art, and literature from the target culture• Identify origins of idioms as reflections of culture• Compare nuances of the meanings of words, idioms, and vocal inflections• Compare and contrast relationships between certain literary genres in both cultures

Spanish V

Strand Five: Communities

Participate in Multicultural Communities and Global Society

Content Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.

Proficiency	Benchmarks
5.1 Students will demonstrate the ability to use Spanish in the classroom and beyond the school setting.	<ul style="list-style-type: none">• Identify cultural similarities and differences observed while viewing a film from the target culture• Adjust target language vocabulary appropriately to a given situation and audience• Use Spanish to establish and maintain personal relationships and to exchange information with Spanish speakers via conversations, letters, e-mail, or by audio or videotapes.• Explore career or study opportunities, which require proficiency in Spanish• Use Spanish to establish and maintain a relationship with exchange students currently living in the community

Content Standard 5.2 Students use the language for leisure and personal enrichment.

Proficiency	Benchmarks
5.2 Students will use their knowledge of the Spanish language and culture for leisure and personal enrichment.	<ul style="list-style-type: none">• Use various media from the language and culture for entertainment or personal growth• Be familiar with major geographical features, historical events, and political structures of foreign countries in which the target language is spoken• Establish and/or maintain interpersonal relations with speakers of two languages

References

Curriculum work based on the National Standards set by ACTFL:

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>

The National Standards in Foreign Language Education Project ~ Standards for Foreign Language Learning: Executive Summary:

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3324>