

WEST VIRGINIA
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

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2007 JUN 15 PM 1:47

OFFICE WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44G

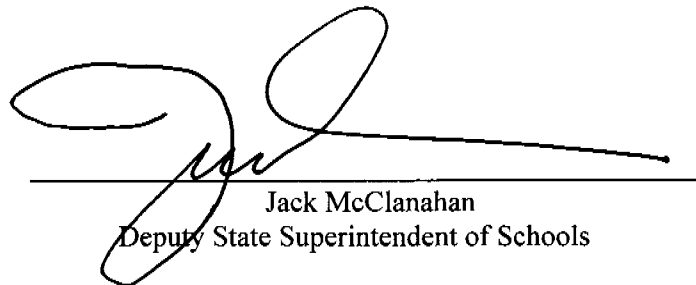
TITLE OF RULE BEING AMENDED: 21st Century Foreign Language Content

Standards and Objectives for West Virginia Schools (2520.7)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2008.



Jack McClanahan
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.7
21st CENTURY FOREIGN LANGUAGE CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS**

Policy Number and Title: West Virginia Board Of Education Policy 2520.7 *21st Century Foreign Language Content Standards and Objectives for West Virginia Schools*

Background: Policy 2520 defines the content standards and objectives for the programs of study required by Policy 2510 and establishes a standardized format for such.

- The original effective date of Policy 2520 (Instructional Goals and Objectives for West Virginia Schools) was July 1997.
- A revision to Policy 2520, placed on comment in November 2002, created a separate policy for each content area, expanded the number of performance levels from 3 to 5, and made minor editorial changes.
- Policy 2520.7 was filed May 8, 2003 and became effective July 1, 2003.

Major Revisions or Reasons for New Policy: A repeal and replace of Policy 2520.7 is being recommended due to the format changes.

- The format of the Foreign Language CSOs has been redesigned to facilitate easier use by West Virginia educators.
- The Foreign Language CSOs have been revised to
 - incorporate higher levels of critical thinking skills and problem solving skills,
 - incorporate 21st century knowledge and skills that West Virginia students will need to be successful in the global world of the 21st century.

Impact:

- Students will be better prepared for success on national assessments, in post-graduate studies and in the workplace of the 21st century.
- Students will acquire a higher level of critical thinking and problem solving skills needed for success in post graduate studies and the workplace of the 21st century.
- The revised format will better enable West Virginia educators to focus instruction on the approved CSOs.

126CSR44G

FILED

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

2007 JUN 15 PM 1:48

SERIES 44G
21st CENTURY FOREIGN LANGUAGE CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.7)

OFFICE OF THE SECRETARY OF STATE

§126-44S-1. General.

1.1. Scope. -- West W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.7 defines the content standards and objectives for the foreign languages as required by W. Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- June 15, 2007.

1.4. Effective Date. -- July 1, 2008.

1.5. Repeal of former rule. -- This legislative rule repeals and replaces W. Va. 126CSR44G, West Virginia Board of Education Policy 2520.7, "Foreign Language Content Standards and Objectives for West Virginia Schools" filed May 8, 2003 and effective July 1, 2003.

§126-44S-2. Purpose.

2.1. This policy defines the content standards and objectives (or instructional goals) for the programs of study required by Policy 2510 in foreign languages.

126-44S-3. Incorporation by Reference.

3.1. A copy of 21st Century Foreign Language Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.

§126-44S-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for foreign language; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.7

*21st Century Foreign Language Content
Standards and Objectives for West
Virginia Schools*

Steven L. Paine
State Superintendent of Schools

Foreword

A 21st century Foreign Language curriculum is an essential aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.7, 21st Century Foreign Language Content Standards and Objectives for West Virginia Schools. The West Virginia Foreign Language Standards for 21st Century Learning includes 21st century content standards and objectives as well as 21st century standards and objectives for learning skills and technology tools. This broadened scope of curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

A committee of educators from across the state convened to develop the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging Foreign Language curriculum that would prepare students for the 21st century. West Virginia educators, including regular classroom teachers and teachers representing higher education institutions, played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.7 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the broad descriptions of what all students must know and be able to do at the conclusion of the instructional sequence. The accompanying FLEX and Level I - IV objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional planning and provide a basis for determining appropriate assessments, instructional strategies and resources. The performance descriptors provide the basis for assessing overall student competence of standards at Levels I-IV. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of "learning for all," these descriptors allow the teacher, students and parents to judge the level of student proficiency in each 21st century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors becomes a comprehensive guide for delivering a rigorous and relevant Foreign Language curriculum to West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of four parts, each part separated by a period:

- the content area code is FL for Foreign Language, FLEX for Foreign Language Exploratory and LAT for Latin
- the letter S, for Standard,
- the level (LI, LII, LIII, and LIV), and
- the standard number.

Illustration: FL.S.L.I.01 refers to Level I Foreign Language content standard #1.

Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- the content area code (FL for Foreign Language, FLEX for Foreign Language Exploratory and LAT for Latin),
- the letter O is for Objective,
- the level (LI, LII, LIII, LIV),
- the number of the content standard addressed, and
- the objective number.

Illustration: LAT.O.LIII.2.03 refers to a Latin Language Level III objective that addresses standard #2 in Culture, the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of three performance descriptors is composed of four parts, each part separated by a period:

- the content area (FL for Foreign Language, FLEX for Foreign Language FLEX and LAT for Latin),
- the letters PD are for Performance Descriptors,
- the level (LI, LII, LIII, and LIV), and
- the standard number.

Illustration: FL.PD.LI.02 refers to Foreign Language performance descriptors for Level I, content standard #2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.7 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.7 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.18 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.7 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.7 are revised, UENs will be changed to reflect the new approval date. UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV 21st Century Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for Level I Foreign Language standard #2 will be "200602.FL.S.LI.2".

Abbreviations and Glossary

Content Areas

FL	Foreign Language
LAT	Latin
FLEX	Foreign Language Exploratory

Other Abbreviations

PD	Performance Descriptors
O	Objective
S	Standard (Content Standard)

Glossary

- * Indicates that the term is defined in the Glossary at the end of the document

Acknowledgement

The writing committee for the West Virginia 21st Century Content Standards and Objectives for Foreign Languages would like to thank the Wisconsin Department of Public Instruction for the invaluable assistance provided by its publication, *Planning Curriculum for World Languages* (July 2002).

FOREIGN LANGUAGES – POLICY 2520.7

"More than ever, success in the world depends on what you know, not where you live. Technology has leveled the playing field and 'flattened' the world. It has showed the value of math, science and other subjects in high demand across the globe. And it has illustrated the importance of foreign languages in communicating and forming partnerships with citizens from other cultures and countries." Margaret Spellings, US Secretary of Education, 2006.

The West Virginia 21st Century Content Standards and Objectives for Foreign Languages sets forth the expectations for world language study for all West Virginia students in elementary and secondary schools. Since language learning is an innate human capability, any child who is able to function in the native language is a candidate for learning a world language and making language learning a life-long skill. This document is designed to address the needs of all students engaged in the study of a second language, regardless of the language they study, the grade level at which they begin, or their post-high school plans.

In this document the term "world languages" is used interchangeably with the term "foreign languages." Educators in many states have adopted the term "world languages" to reflect the realization that the world's peoples, their cultures and languages are in a constant state of movement and interaction. The study of world languages focuses on providing and preparing students with opportunities to communicate and think in global terms, not only within the classroom setting but also in their future lives.

The Foreign Language Content Standards, Objectives and Performance Descriptors establish goals for optimal learning experiences in foreign languages for all West Virginia students.

- Content Standards specify what students should know and be able to do.
- Objectives are incremental steps toward accomplishment of Content Standards.
- Performance Descriptors indicate how well students are meeting the Content Standards and the level of proficiency achieved.

The Foreign Language Content Standards, Objectives and Performance Descriptors are designed to provide guidance for the development of foreign language curricula, the selection of instructional materials, the evaluation of students' learning and professional development opportunities. While teachers are responsible for developing curriculum maps and for selecting specific content and learning activities, this document is intended to guide local curriculum development. Instructional decision-making is best left to the discretion of classroom teachers; therefore, it is essential for teachers to select and use a variety of learning strategies which meet the needs of all students.

World language research supports that a longer and uninterrupted sequence of study, beginning at an early age, results in a higher level of language and cultural proficiency and encourages life-long learning (*The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools*, National Association of State Boards of Education). Thus, instructional objectives organized around the five goals of foreign language learning (*Standards for Foreign Language Learning in the 21st Century* and the *Standards for Classical Language Learning*) are the best tools for improving West Virginia students' knowledge of world languages and cultures. The five goals of Communication, Culture, Connections, Comparisons and Communities remain paramount. The "five Cs" continue to be the foundation for developing the ability to communicate effectively with people across languages and cultures which is a critical skill for success in the 21st century.

The rationale for the five standards for world language proficiency includes the following:

- **Communication** is at the heart of the human experience. Therefore, the ability to communicate appropriately is the essence of second language study.
- **Language and Culture** are inseparable; thus, students can only master a second language by developing an appropriate understanding of the authentic cultural contexts which define acceptable language and behaviors.
- The third standard of **Connections** emphasizes the interconnectedness of various bodies of knowledge and the benefits that are only available to multi-lingual speakers.
- World language students develop insights into the nature of language and culture through the **Comparisons** standard.
- The **Communities** standard enables students to use their global perspective to become more informed members in their communities, to expand opportunities for personal growth and interest.

The West Virginia Foreign Language Content Standards are based on the following beliefs:

- World language study is an integral part of the core curriculum as stated in *No Child Left Behind*.
- World language study must be equitably accessible for all students.
- World language study provides a foundation for lifelong language learning and for personal enjoyment and enrichment.
- World language instruction should begin in elementary grades and continue with well-articulated, uninterrupted sequences of instruction throughout the educational process.
- World language learning is best served by an approach which is student-centered, performance-based, proficiency-driven, and provides real-life contexts to ensure meaningful communication.
- World language study leads to an increased understanding of diverse cultures by tapping deeply into those aspects of peoples' lives that are at the center of what it means to be human.
- World language study enhances learning and achievement in other content areas, develops higher-order thinking skills and provides a clearer understanding of one's native language.
- World languages are a tool to provide content-based learning in reading, writing, mathematics, and other subject areas of accountability.
- World language study is best served by highly qualified teachers.
- World language learning best serves students when teachers are provided with time and opportunities for high-quality professional development which includes exchange programs and/or study abroad.

West Virginia's vision for education includes integration of technology tools and critical thinking skills interwoven with relevant curricular content. These skills connect to the global community and support high achievement. Therefore, the West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools, Policy 2520.14. All West Virginia teachers are responsible for classroom instruction that integrated learning skills, technology tools and content standards and objectives.

Foreign Languages Content Standards

Levels I, II, III and IV	Modern Languages
Standard: 1	Communication
FL.S.1	Students will communicate using both <u>spoken and written forms</u> of the target language to demonstrate a wide range of skills including: <ul style="list-style-type: none"> • Interpersonal-interacting with others to provide and obtain information; • Interpretative-understanding and interpreting what one reads, hears or views (not translation); • Presentational-delivering information in spoken and written forms, tailoring it to the intended audience. Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills.
Levels I, II, III and IV	Latin
Standard: 1	Communication
LAT.S.1	Students will read, write, understand and interpret <u>Latin</u> using oral, aural and writing skills as part of the language learning process.
Levels I, II, III and IV	Modern Languages and Latin
Standard: 2	Culture
FL.S.2 LAT.S.2	Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following <ul style="list-style-type: none"> • Perspectives – ideas, meanings, attitudes, values and beliefs; • Practices – patterns of social interactions; and • Contributions – literature, art, music, foods, exports, and leisure activities.

The following three standards of Connections, Comparisons, and Communities encourage students to take their knowledge and skills in the target language into real-world applications. These three standards provide a basis and a context for continued development of the Communication and Culture standards. For this reason, there is an obvious and designed interconnectedness among the five standards for world language learning.

Levels I,II, III and IV	Modern Languages and Latin
Standard: 3	Connections
FL.S.3 LAT.S.3	Students will <ul style="list-style-type: none"> • acquire information from and make connections to other disciplines • recognize the distinctive viewpoints that are available only through a language and its culture(s).
Levels I, II,III and IV	Modern Languages and Latin

Standard: 4	Comparisons
FL.S.4	Students will
LAT.S.4	<ul style="list-style-type: none"> • develop insights into the complex nature and interaction of language by comparing native and target languages. • develop insights into the complex nature and interaction of culture by comparing native and target cultures.
Levels I, II, III and IV	Modern Languages and Latin
Standard: 5	Communities
FL.S.5	Students will
LAT.S.5	<ul style="list-style-type: none"> • participate in multilingual settings at home and in the global community • become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.

Foreign Languages Exploratory Programs (FLEX) Content Standards and Objectives (Grades 6 and below)

An introduction to foreign language learning is the primary focus of the Foreign Language Exploratory Program (FLEX). FLEX provides an awareness of world cultures, an opportunity to communicate in another language, on a limited basis and a motivation for subsequent language study. The study of world languages enhances 21st century career opportunities. Exploratory foreign language study is intended to be the beginning of a long-term sequence and an integral part of the middle school core curriculum.

Exploratory students are exposed to basic conversational vocabulary. They repeat and imitate the sounds of the target language and engage in memorized, short conversations. They learn about foods, holidays, customs and family traditions of the target culture(s).

Use of the **five** standards of foreign language learning (Communication, Culture, Connections, Comparisons, and Communities) and their objectives will provide beginning second language students with a preparatory base for continued study in articulated world language courses where knowledge and skills acquired in FLEX are maintained and expanded.

The following WV 21st Century Content Standards and Objectives serve as a model for six or nine week programs at the middle school level, grades 6 and below. FLEX students attain a level of proficiency appropriate to their maturity level and to the length of the program.

Foreign Languages Exploratory	
Standard: 1	Communication
FL.S.FLEX.1	Students will communicate using both spoken and written forms of the target language to demonstrate a wide range of skills including: <ul style="list-style-type: none"> • Interpersonal-interacting with others to provide and obtain information; • Interpretive-understanding and interpreting what one reads, hears or views (not translation); • Presentational-delivering information in spoken and written forms, tailoring it to the intended audience. Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills.
Objectives	Students will:
Interpersonal	listening, speaking, reading and writing
FL.O.FLEX.1.01	greet and make introductions, farewells and exchange courtesies.
FL.O.FLEX.1.02	exchange basic information about familiar topics (e.g., personal needs, feelings, like and dislikes, biographical information).
FL.O.FLEX.1.03	identify objects in the immediate environment.
Interpretive	listening and reading
FL.O.FLEX.1.04	follow simple directions, instructions and commands to participate in classroom and cultural activities.
FL.O.FLEX.1.05	recognize words and phrases in authentic oral and written samples.
FL.O.FLEX.1.06	comprehend the topic of short, familiar conversations and passages.
Presentational	speaking and writing
FL.O.FLEX.1.07	imitate intonation and pronunciation.

FL.O.FLEX.1.08	perform excerpts from the target language (e.g., songs, proverbs, idioms, tongue-twisters).
FL.O.FLEX.1.09	write and/or illustrate familiar words and phrases.

FLEX	Foreign Languages Exploratory
Standard: 2	Culture
FL.O.FLEX.2	Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following: <ul style="list-style-type: none"> • Perspectives-ideas, meanings, attitudes, values and beliefs; • Practices-patterns of social interactions; and • Contributions-literature, art, music, foods, exports, and leisure activities.
Objectives	Students will:
FL.O.FLEX.2.01	identify common objects and symbols generally associated with the target culture(s).
FL.O.FLEX.2.02	identify daily routines of the target culture.
FL.O.FLEX.2.03	note commonly-held attitudes and beliefs of the target culture(s).
FL.O.FLEX.2.04	explore widely known contributions from the target culture(s).
FL.O.FLEX.2.05	recognize language and behaviors appropriate to the target culture(s).

FLEX	Foreign Language Exploratory
Standard: 3	Connections
FL.S.FLEX.3	Students will: <ul style="list-style-type: none"> • acquire information and make connections to other disciplines • recognize the distinctive viewpoints that are available only through a language and its culture(s).
Objectives	Students will:
FL.O.FLEX.3.01	identify or recognize words commonly used in English from the target language.
FL.O.FLEX.3.02	identify concepts and skills learned in the target language classroom which connect to other disciplines.

FLEX	Foreign Languages Exploratory
Standard: 4	Comparisons
FL.S.FLEX.4	Students will: <ul style="list-style-type: none"> • develop insights into the complex nature and interaction of language by comparing native and target languages. • develop insights into the complex nature and interaction of culture by comparing native and target languages.
Objectives	Students will:
FL.O.FLEX.4.01	recognize similarities and differences in the sound-symbol associations* (e.g., sounds of alphabet letters, pronunciation rules) of English and the target language.
FL.O.FLEX.4.02	identify cognates* in the target language.
FL.O.FLEX.4.03	identify commonly known similarities and differences in perspectives and practices of the target culture (e.g., meal times, foods, school day).

FLEX	Foreign Languages Exploratory
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<p>Standard: 4 FL.S.FLEX.5</p>	<p>Communities Students will:</p> <ul style="list-style-type: none"> • participate in multilingual settings at home and in the global community • become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.
<p>Objectives</p>	<p>Students will:</p>
<p>FL.O.FLEX.5.01</p>	<p>participating when possible, in appropriate activities related to the target culture.</p>
<p>FL.O.FLEX.5.02</p>	<p>look for opportunities to use the target language beyond the school setting.</p>
<p>FL.O.FLEX.5.03</p>	<p>explore careers in which knowledge of another language and its culture are needed.</p>

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

The acquisition of communication skills is the primary focus of Modern Foreign Languages Level I objectives. Beginning students will develop initial proficiency by repetition, imitation and memorization. They will rely on active, concrete learning and will understand short, simple texts. They will use gestures, facial expressions, visual and/or verbal responses to facilitate successful task completion. Level I students will understand and be best understood by someone who is accustomed to working with a beginning language learner.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons and Communities**) and their objectives will guide beginning students toward language proficiency. It is important to remember that knowledge and skills acquired in Level I are maintained and expanded in subsequent levels.

Communication and Culture are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the universal nature of language. The goal is for all students to learn how, when, and why to say what to whom.

Level I	Level I Foreign Languages			
Standard 1: FL.S.L.I.1	Communication Students will communicate using both <u>spoken</u> and <u>written</u> forms of the target language to demonstrate a wide range of skills including: <ul style="list-style-type: none"> • Interpersonal-interacting with others to provide and obtain information; • Interpretive-understanding and interpreting what one reads, hears or views (not translation); • Presentational-delivering information in spoken and written forms, tailoring it to the intended audience. Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills.			
Performance Descriptors FL.PD.LI.1	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level consistently and accurately manage interpersonal, interpretive and presentational tasks by producing and exchanging oral and written information on familiar topics. They use correct pronunciation and intonation with minimal interference from the native language. Since the	Students performing at Above Mastery level effectively manage most interpersonal, interpretive and presentational tasks by producing and exchanging oral and written information on familiar topics. They use correct pronunciation and intonation with limited interference from the native language. Since the learners use appropriate	Students performing at Mastery level successfully manage a variety of basic interpersonal, interpretive and presentational tasks by producing and exchanging oral and written information on familiar topics. They frequently use correct pronunciation and intonation with some interference from the native language. Since the learners use adequate,	Students performing at Partial Mastery level successfully manage a number of basic interpersonal, interpretive and presentational tasks with patterns of significant errors and/or omissions. The learners produce, with guidance, oral and written information on familiar topics using vocabulary which is generally level-	Students at Novice level perform inconsistently in a limited number of basic interpersonal, interpretive and presentational tasks with persistent patterns of serious errors and/or omissions. The learners produce, after extensive modeling and coaching, only high frequency word-level vocabulary, and correct pronunciation and

learners use precise vocabulary and manage to communicate in new situations, they are able to initiate and sustain a conversation with a sympathetic native speaker when topics relate to personal experience and need.	vocabulary and manage to communicate in new situations, they are able to maintain a short conversation with a sympathetic native speaker when topics relate to personal experience and need.	level-appropriate vocabulary and in most instances manage to communicate in new situations, they can be understood by sympathetic native speakers accustomed to non-native communication.	appropriate, but with inadequacies. They use correct pronunciation and intonation sporadically, with predictable interference from the native language. Since they have limited success in managing communication, they are able to participate in true conversational exchanges only in familiar situations.	intonation. Since their success in communication is characterized by fragmented speech, Novice learners cannot participate in a true conversational exchange.
Objectives	Students will			
Interpersonal	listening, speaking, reading and writing			
FL.O.LI.1.01	greet and make introductions and farewells; exchange courtesies in various social settings.			
FL.O.LI.1.02	give basic information about familiar topics (e.g., personal needs, feelings, likes and dislikes, biographical information).			
FL.O.LI.1.03	give and follow directions, instructions and commands within the scope of the classroom.			
FL.O.LI.1.04	communicate need for repetition to ensure understanding.			
FL.O.LI.1.05	ask and answer questions in highly predictable settings using basic vocabulary on familiar topics.			
Interpretive	listening and reading			
FL.O.LI.1.06	understand and follow simple spoken and written directions, instructions and commands using level-appropriate vocabulary.			
FL.O.LI.1.07	derive the main ideas of short conversations/ dialogues and narratives on familiar topics.			
FL.O.LI.1.08	recognize and make sense of short, oral and written, level-appropriate language segments supported by strong contextual and/or visual prompts.			
FL.O.LI.1.09	view, listen to and respond to culturally relevant sources (e.g., recognizing people, objects, places, actions and ideas).			
Presentational	speaking and writing			
FL.O.LI.1.10	imitate comprehensible intonation and pronunciation.			
FL.O.LI.1.11	present excerpts from the target language (e.g. songs, poems, proverbs, idioms, mottoes, tongue-twisters, TPR storytelling).			
FL.O.LI.1.12	prepare and present short, personal spoken and written communications (e.g., postcards, emails, introductions, skits, inventories of familiar words or phrases).			
FL.O.LI.1.13	state the main ideas of oral and written texts.			
Level I	Level I Foreign Languages—Modern			
Standard 2:	Culture			
FL.S.II.2	Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following <ul style="list-style-type: none"> • Perspectives – ideas, meanings, attitudes, values and beliefs; • Practices – patterns of social interactions; and • Contributions – literature, art, music, foods, exports, and leisure activities. 			
Performance Descriptors FL.II.PD.2				

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level describe a significant number of perspectives, practices and contributions in the target culture(s). They articulate a wide range of beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influence cultural practices. Their awareness of behaviors typical to family, school and other informal cultural settings begins to go beyond the memorized context.	Students performing at Above Mastery level describe a number of well-known perspectives, practices and contributions in the target culture(s). They discuss in detail a wide range of beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influence cultural practices. Their awareness of behaviors typical to family, school and other informal cultural settings goes beyond imitation.	Students performing at Mastery level demonstrate the ability to name a significant number of perspectives, practices and contributions in the target culture(s). They discuss in some detail common beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influence cultural practices. Their modeling of behaviors typical to family, school and other informal cultural settings is level-appropriate.	Students performing at Partial Mastery level demonstrate the ability to name a number of well-known perspectives, practices and contributions in the target culture(s). They identify a number of common beliefs, behaviors, attitudes and icons of the target culture(s). With substantial guidance and prompting, they give examples of socio-geographical*, and historical factors which influence cultural practices. Their imitation of behaviors typical to family, school and other informal cultural settings is characterized by fragmented and incomplete performance.	Students performing at Novice level identify, with prompting, widely recognized perspectives, practices and contributions in the target culture(s). They identify only a limited number of common beliefs, behaviors, attitudes and icons of the target culture(s). With substantial guidance and prompting, they give examples of socio-geographical*, and historical factors which influence cultural practices. Their imitation of behaviors typical to family, school and other informal cultural settings is characterized by fragmented and incomplete performance.
Objectives	Students will			
FL.O.LI.2.01	identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion).			
FL.O.LI.2.02	recognize and describe common generalizations that one culture makes about another.			
FL.O.LI.2.03	identify and discuss social, geographical and historical factors influencing cultural practices.			
FL.O.LI.2.04	recognize and imitate appropriate behaviors typically used with friends and family in the target culture(s) (e.g., greetings, gestures).			
FL.O.LI.2.05	identify practices among same-language cultures.			
FL.O.LI.2.06	identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts). <i>This objective is ongoing throughout all levels of language study. It is addressed in more detail under the Communities standard.</i>			
FL.O.LI.2.07	identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., flags, foods, monuments).			
FL.O.LI.2.08	give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).			
FL.O.LI.2.09	identify commonly recognized historical and contemporary figures of the target culture.			
Level I	Level I Foreign Languages—Modern			
Standard 3:	Connections			
FL.S.LI.3	Students will			

		<ul style="list-style-type: none"> acquire information from and make connections to other disciplines recognize the distinctive viewpoints that are available only through a language and its culture(s). 			
Performance Descriptors FL.PD.LI.3		Above Mastery	Mastery	Partial Mastery	Novice
Distinguished	Students performing at Distinguished level consistently employ knowledge and skills developed through the study of the target language to enhance the study of other subjects. They understand the interconnection among disciplines and adapt and apply those associations to personal tasks and situations. Students independently infer associations between their native language and target language and apply knowledge to personal situations. They analyze cultural associations and accurately pose reasons for similarities and differences. Students review authentic sources appropriate to their level of language ability and assess opinions regarding cultural topics.	Students performing at Above Mastery level regularly employ knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize interconnection among disciplines and adapt those associations to personal tasks and situations. Students form associations between their native language and the target language and apply knowledge to personal situations. They describe cultural associations and accurately explain similarities and differences. Students review authentic sources appropriate to their level of language ability and discuss opinions regarding cultural topics.	Students performing at Mastery level frequently draw on the study of the target language to enhance the study of other subjects. They recognize some interconnection among disciplines and generally adapt those associations to personal tasks and situations. Students make predictable associations between their native language and the target language and often apply knowledge to personal situations. They describe commonly known cultural associations and accurately explain similarities and differences. Students explore authentic sources appropriate to their level of language ability and develop opinions regarding cultural topics.	Students performing at Partial Mastery level intermittently draw on knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize obvious examples of interconnection among disciplines and infrequently adapt those associations to personal tasks and situations. They identify commonly known cultural associations. They view authentic sources appropriate to their level of language ability and identify common cultural topics.	Students performing at Novice level rarely draw on knowledge and skills developed through the study of the target language to enhance the study of other subjects. They inconsistently recognize obvious examples of interconnection among disciplines and seldom adapt those associations to personal tasks and situations. They are aware of some commonly known cultural associations. They view authentic sources appropriate to their level of language ability and require extensive teacher support to identify common cultural topics.
Objectives	Students will				
FL.O.LI.3.01	identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas.				
FL.O.LI.3.02	identify the cross-cultural relevance of common customs and traditions (e.g., holidays, saints' days, birthdays).				
FL.O.LI.3.03	identify perspectives from appropriate authentic sources (e.g., popular media—TV programs, pictorial magazines, news web sites, musical presentations, advertisements).				
FL.O.LI.3.04	recognize connections between the native and target languages (e.g., cognates*, derivatives*, loan words, formal versus informal address, non-verbal communications).				

Level I		Level I Foreign Languages—Modern			
Standard 4:		Comparisons			
FL.S.LI.4		Students will			
		<ul style="list-style-type: none"> develop insights into the complex nature and interaction of language by comparing native and target languages. develop insights into the complex nature and interaction of culture by comparing native and target cultures. 			
Performance Descriptors FL.PD.LI.4					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level apply differences in sound-symbol associations between the languages with few errors. They consistently compare components of language origin and structure to determine meaning and develop comprehensible messages. Students understand that language and culture are interrelated and interconnected. They correctly explain the background of several high frequency expressions/idioms. Students discuss similarities and differences of many beliefs, lifestyles and contributions of peoples in the native and target cultures.	Students performing at Above Mastery level apply differences in sound-symbol associations between the languages with limited errors. They generally compare components of language origin and structure to determine meaning and develop comprehensible messages. Students possess an emerging understanding of the connection between language and culture. They adequately explain the background of high frequency expressions/idioms. Students discuss similarities and differences of commonly known beliefs, lifestyles and contributions of peoples in the native and target cultures.	Students performing at Mastery level generally recognize and apply differences in sound-symbol associations between the languages with some predictable errors. They frequently compare components of language origin and structure to determine meaning and develop comprehensible messages. Students begin to understand that language and culture are connected. They explain the background of a limited number of high frequency expressions/idioms. Students explain a limited number of commonly known similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target cultures.	Students performing at Partial Mastery level often identify and occasionally apply differences in sound-symbol associations between the languages with predictable errors. They examine components of language origin and structure to determine meaning and develop comprehensible messages. Students have a tenuous understanding of the connection between language and culture. They recognize some widely-known similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target cultures.	Students performing at Novice level occasionally identify and rarely apply differences in sound-symbol associations between the languages; frequent, predictable errors dominate. They require teacher assistance in examining components of language origin and structure to determine meaning and develop comprehensible messages. They often do not understand the connection between language and culture. Students identify only widely-known similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target cultures.	
Objectives		Students will			
FL.O.LI.4.01	compare and contrast the sound-symbol association of English to that of the target language.				
FL.O.LI.4.02	identify basic linguistic elements (e.g., cognates*, word roots) common to English and the target language in order to derive meaning.				
FL.O.LI.4.03	recognize that English and the target language are comprised of words and expressions which denote different registers of language (e.g., formalities, colloquialisms, idiomatic expressions, slang).				

FL.O.LI.4.04	identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.
FL.O.LI.4.05	recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.

Level I	Level I Foreign Languages--Modern
Standard 5:	Communities
FL.S.LI.5	Students will
LAT.S.LI.5	<ul style="list-style-type: none"> participate in multilingual settings at home and in the global community become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.

Performance Descriptors FL.PD.LI.5 and LAT.PD.LI.5			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at Distinguished level actively look for and consider opportunities to expand their knowledge of target language and culture(s) in the school and in the local and global communities. They understand many benefits of second language study. They investigate resources and opportunities to enhance their future personal and professional lives.	Students performing at Above Mastery level seek out opportunities to expand their knowledge of target language and culture(s) in the school and in the local and global communities. They examine the benefits of second language study for determine resources and opportunities for their future personal and professional lives.	Students performing at Mastery level locate and select opportunities to expand their knowledge of target language and culture(s) in the school and global communities. They explore the benefits of second language study for their future personal and professional lives.	Students performing at Partial Mastery level locate and, with encouragement, select opportunities to expand their knowledge of target language and culture(s) in the school and global communities. They identify some benefits of second language study for their future personal and professional lives.
			Novice
			Students performing at Novice level identify opportunities to expand their knowledge of the target language and cultures beyond the classroom only if provided with extensive guidance or incentives (e.g., extra credit points). Their participation is contingent upon a teacher-led class/group extracurricular activity. They recognize a few benefits of second language study for their future personal and professional lives.

Objectives	Students will
FL.O.LI.5.01	locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.
FL.O.LI.5.02	recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.
FL.O.LI.5.03	identify opportunities for personal use of the target language within and beyond the school setting (e.g., school language clubs, in-school announcements in target language, National Foreign Language Week, International Education Week).

Foreign Languages—Modern—Content Standards and Objectives—Level II

The acquisition of communication skills continues to be the primary focus of Modern Foreign Languages Level II objectives. Level II students refine communication skills by combining and recombining vocabulary into sentences and longer utterances. They rehearse, initiate questions, and express their own ideas using basic tenses with some limitations. Level II students negotiate two-way communication by relying on strong visual and auditory feedback. Errors may occur as creativity increases. Level II students are comprehensible to a sympathetic native speaker accustomed to communicating with a non-native.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons and Communities**) and their objectives will guide students toward language proficiency. It is important to remember that knowledge and skills acquired in previous levels are maintained and expanded in Levels III and IV.

Communication and Culture are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the universal nature of language. For all students, the goal continues to be learning how, when, and why to say what to whom.

Level II		Level II Modern Languages			
Standard 1:	Communication	Students will communicate using both <u>spoken and written forms</u> of the target language to demonstrate a wide range of skills including:			
FL.S.LII.1	<ul style="list-style-type: none"> • Interpersonal-interacting with others to provide and obtain information; • Interpretive-understanding and interpreting what one reads, hears or views (not translation); • Presentational-delivering information in spoken and written forms, tailoring it to the intended audience. Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills.				
Performance Descriptors FLL.PD.LII.1					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level consistently and successfully accomplish level-appropriate interpersonal, interpretive and presentational tasks by producing and exchanging oral and written information on a variety of topics. They produce and exchange new	Students performing at Above Mastery level complete a number of level-appropriate interpersonal, interpretive and presentational tasks. They frequently produce and exchange new information in speech and writing by combining and recombining acquired vocabulary and	Students performing at Mastery level successfully complete a variety of basic interpersonal, interpretive and presentational tasks by producing and exchanging oral and written information. They successfully speak and write on a variety of topics of personal interest. They use level-appropriate	Students performing at Partial Mastery level successfully complete a number of basic interpersonal, interpretive and presentational tasks with patterns of significant errors and/or omissions. They produce and exchange oral and written information on familiar	Students at Novice level complete a limited number of basic interpersonal, interpretive and presentational tasks with problematic patterns of errors and/or omissions. Even after extensive modeling and coaching, the learners often speak and write in fragments which are	

<p>information in speech and writing by combining and recombining acquired vocabulary and structure. Their pronunciation and intonation are comprehensible, with negligible interference from the native language. They are able to sustain longer spoken and written communications with a native speaker if the two-way exchange remains within the limits of the students' ability to negotiate meaning.</p>	<p>structure. Their pronunciation and intonation are comprehensible, with sporadic interference from the native language. They are able to complete short spoken and written communications with a native speaker if the two-way exchange remains within the limits of the students' ability to negotiate meaning.</p>	<p>vocabulary and structure based on a number of concrete and/or visual supports and begin to negotiate meaning in two-way exchanges. Their pronunciation and intonation are generally comprehensible, with limited interference from the native language. Their speech and writing can be understood by a sympathetic native speaker/writer accustomed to communicating with a non-native.</p>	<p>topics, with guidance. Their use of vocabulary and structure is generally level-appropriate, but with some inadequacies. They use a number of concrete and/or visual supports and begin to negotiate meaning, with guidance, in two-way exchanges. Their use of correct pronunciation and intonation is sporadic, with predictable interference from the native language. They are only able to participate in true conversational exchanges in basic and familiar situations.</p>	<p>lacking in comprehensibility. Correct intonation and pronunciation continue as areas which impede comprehension. Since their success in communication remains limited by fragmented speech, Novice learners have difficulty participating in a true conversational exchange.</p>
<p>Objectives Students will</p>				
<p>Interpersonal listening, speaking, reading and writing</p>				
<p>FL.O.LI.1.01</p>	<p>exchange brief oral and written information about a variety of topics incorporating level-appropriate vocabulary.</p>			
<p>FL.O.LI.1.02</p>	<p>exchange and understand information including preferences and emotions.</p>			
<p>FL.O.LI.1.03</p>	<p>give and follow basic directions, instructions and commands in common social settings.</p>			
<p>FL.O.LI.1.04</p>	<p>ask for simplification and clarification to ensure understanding.</p>			
<p>FL.O.LI.1.05</p>	<p>ask and answer questions in settings that lead to a number of alternative and predictable responses.</p>			
<p>Interpretive</p>				
<p>FL.O.LI.1.06</p>	<p>determine main ideas gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).</p>			
<p>FL.O.LI.1.07</p>	<p>derive the main ideas of extended conversations and narratives on a variety of topics of personal interest.</p>			
<p>FL.O.LI.1.08</p>	<p>recognize and make sense of authentic, oral and written, level-appropriate language segments supported by some contextual and/or visual prompts.</p>			
<p>FL.O.LI.1.09</p>	<p>view, listen to and respond to culturally relevant sources by identifying people, objects, places, actions and ideas.</p>			
<p>Presentational</p>				
<p>FL.O.LI.1.10</p>	<p>produce comprehensible intonation and pronunciation.</p>			
<p>FL.O.LI.1.11</p>	<p>prepare and present brief oral and written texts using basic verb tenses.</p>			
<p>FL.O.LI.1.12</p>	<p>create and present spoken and written communications based on level-appropriate vocabulary and structure (e.g., presentations, notes, paragraphs).</p>			
<p>FL.O.LI.1.13</p>	<p>state the main ideas and pertinent details of oral and written texts.</p>			

Level II Foreign Languages—Modern Culture				
Standard 2:				
Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following <ul style="list-style-type: none"> • Perspectives – ideas, meanings, attitudes, values and beliefs; • Practices – patterns of social interactions; and • Contributions – literature, art, music, foods, exports, and leisure activities. 				
Performance Descriptors FL.L.II.PD.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level explain the similarities and differences in a significant number of perspectives, practices and contributions of the target and native culture(s). They analyze a wide range of beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influence cultural practices. Their awareness of behaviors, in everyday situations associated with the target culture(s), goes beyond the memorized context.	Students performing at Above Mastery level explain the similarities and differences in perspectives, practices and contributions of the target and native culture(s). They compare and contrast in detail a wide range of beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influence cultural practices. Their awareness of behaviors, in everyday social situations associated with the target culture(s) goes beyond imitation.	Students performing at Mastery level explain a significant number of perspectives, practices and contributions of the target culture(s). They compare and contrast in some detail common beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influence cultural practices. Their use of behaviors, in everyday social situations associated with the target culture(s), is level-appropriate.	Students performing at Partial Mastery level explain a number of well-known perspectives, practices and contributions of the target culture(s). They compare and contrast a number of common beliefs, behaviors, attitudes and icons of the target culture(s). With guidance, they discuss socio-geographical* and historical factors which influence cultural practices. Their use of behaviors, in everyday social situations associated with the target culture(s), requires guidance.	Students performing at Novice level describe, with prompting, widely recognized perspectives, practices and contributions of the target culture(s). They discuss only a limited number of common beliefs, behaviors, attitudes and icons of the target culture(s). With substantial guidance and prompting, they describe socio-geographical*, and historical factors which influence cultural practices. Their use of behaviors, in everyday social situations associated with the target culture(s), is characterized by fragmented and incomplete performance.
Objectives				
Students will				
FL.O.LII.2.01	compare and contrast common beliefs and attitudes of the target and native cultures.			
FL.O.LII.2.02	discuss generalizations derived from contemporary and/or historical issues that one culture makes about another.			
FL.O.LII.2.03	discuss the implications of social, geographical and historical factors influencing cultural practices.			
FL.O.LII.2.04	use typical behaviors appropriate to everyday social situations in the target culture(s).			
FL.O.LII.2.05	compare and contrast practices among same-language cultures.			
FL.O.LII.2.06	describe and discuss common objects, images, products and symbols of the target culture(s).			
FL.O.LII.2.07	explore and discuss contributions (e.g., artistic, scientific, historical, social, and philosophical) of the target culture(s).			

FL.O.LI.2.08	Identify major historical and contemporary figures of the target culture(s). Please refer to the <i>Communities standard for objectives addressing student participation in cultural activities.</i>
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Level II		Level II Foreign Languages—Modern and Latin			
Standard 3:	Connections	Above Mastery	Mastery	Partial Mastery	Novice
FL.S.LI.3	Students will <ul style="list-style-type: none"> acquire information from and make connections to other disciplines recognize the distinctive viewpoints that are available only through a language and its culture(s). 				
Performance Descriptors FL.PD.LI.3					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Students performing at Distinguished level integrate knowledge and skills developed through the study of the target language to other subjects. They interpret the concept of language interconnection by applying recognized associations to personal situations. They begin to relate to a more expansive view of culture by hypothesizing applications to entities beyond themselves (e.g., local community, state, nation, other countries). They view cultural similarities and differences from different perspectives and use information from level-appropriate authentic sources to discuss their opinions regarding cultural topics.	Students performing at Above Mastery level employ knowledge and skills developed through the study of the target language to further the study of other subjects. They understand the interconnection among disciplines and adapt and apply those associations to personal tasks and situations. Students infer associations between the native and target languages and apply knowledge to personal situations. They analyze cultural associations and pose reasons for similarities and differences. Students study authentic sources appropriate to their level of language ability and assess their opinions regarding cultural topics.	Students performing at Mastery level regularly draw on knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize the interconnection among disciplines and adapt those associations to personal tasks and situations. Students make associations between the native and target languages and often apply knowledge to personal situations. They describe cultural associations and accurately explain similarities and differences. Students study authentic sources appropriate to their level of language ability and express opinions regarding cultural topics.	Students performing at Partial Mastery level often draw on knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize some interconnection among disciplines and, with encouragement, adapt those associations to personal tasks and situations. Students make predictable associations between the native and target and target languages and often apply knowledge to personal situations. They describe commonly known cultural associations and accurately explain similarities and differences. Students explore authentic sources appropriate to their level of language ability and identify common cultural topics.	Students performing at Novice level sporadically draw on knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize obvious examples of interconnection among disciplines and infrequently adapt those associations to personal tasks and situations. They recognize commonly known cultural associations. They explore authentic sources appropriate to their level of language ability and identify common cultural topics.	
Objectives	Students will				
FL.O.LI.3.01	determine the appropriate concepts and skills learned in the target language for application to other subject areas and vice versa.				

FL.O.LII.3.02	explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).
FL.O.LII.3.03	discuss similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., music videos/presentations. TV programs, magazines).
FL.O.LII.3.04	give examples of connections between native and target languages (e.g., cognates*, derivatives*, loan words, formal versus informal address, non-verbal communications, syntax*).

Level II Foreign Languages--Modern and Latin				
Standard 4:	Comparisons			
FL.S.LII.4	Students will <ul style="list-style-type: none"> develop insights into the complex nature and interaction of language by comparing native and target languages. develop insights into the complex nature and interaction of culture by comparing native and target cultures. 			
Performance Descriptors FL.PD.LII.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level incorporate differences in sound-symbol associations between the languages with minimal errors. They understand and apply patterns of language origin and structure to determine meaning and develop comprehensible messages. Students' understanding of the connection between language and culture is advanced, and they explain the background of high frequency expressions/idioms. They competently and thoroughly relate commonly held impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures.	Students performing at Above Mastery level consistently apply differences in sound-symbol associations between the languages with few errors. They are aware that the components of language origin and structure form patterns, and use this information to assist in determining meaning and developing comprehensible messages. Students' understanding of the connection between language and culture is sufficient to explain the background of most expressions/idioms. They relate, with some detail, commonly held impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and	Students performing at Mastery level apply differences in sound-symbol associations between the languages with limited errors. They compare components of language origin and structure to determine meaning and develop comprehensible messages. Students understand the connection between language and culture and explain the background of many high frequency expressions/idioms. They relate commonly held impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures.	Students performing at Partial Mastery level generally recognize and apply differences in sound-symbol associations between the languages with some predictable errors. They require occasional teacher assistance in comparing components of language origin and structure to determine meaning and develop comprehensible messages. Students possess a limited understanding of the connection between language and culture. They explain the background of some high frequency expressions/idioms. They relate commonly held impressions of a limited number of similarities and differences in the beliefs, lifestyles and contributions	Students performing at Novice level often recognize and apply differences in sound-symbol associations between the languages with predictable errors. They require teacher assistance in examining components of language origin and structure to determine meaning and develop comprehensible messages. Students know that a connection exists between language and culture; however, their understanding of the nature of that connection is only at an awareness level. They list commonly held impressions of similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target cultures

	target cultures.		of peoples in the native and target cultures.
Objectives	Students will		
FL.O.LII.4.01	identify and apply critical sound-symbol differences to target language usage.		
FL.O.LII.4.02	select and apply knowledge of linguistic elements (e.g., cognates*, word roots, prefixes, suffixes) common to English and the target language in order to convey and derive meaning.		
FL.O.LII.4.03	identify and appropriately apply use of registers (e.g., formalities, colloquialisms, idiomatic expressions, slang) in most everyday situations.		
FL.O.LII.4.04	employ knowledge of the patterns of similarities and differences of sentence structure (e.g., verb tense, sentence complexity, question formation) in English and the target language to form comprehensible messages.		
FL.O.LII.4.05	identify differences in perspectives, practices and products found in the native and target cultures and discuss factors which influenced their development.		

Level II	Level II Foreign Languages
Standard 5:	Communities
FL.S.LII.5	Students will <ul style="list-style-type: none"> • participate in multilingual settings at home and in the global community • become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.

Performance Descriptors FL.PD.LII.5			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at Distinguished level display on-going initiative in locating and participating in opportunities to expand their knowledge of target language and culture(s) in the school and in the local and global communities. They readily participate in opportunities and activities. They exhibit an advanced understanding of the benefits of second language study and willingly search for resources and opportunities to enhance their future personal and	Students performing at Above Mastery level display initiative in locating and participating in opportunities to expand their knowledge of target language and culture(s) in the school and in the local and global communities. Their participation is voluntary. They describe, in some detail, the benefits of second language study. Students compare and choose resources and opportunities to enhance their future personal and professional lives.	Students performing at Mastery level seek out opportunities to expand their knowledge of the target language and culture(s) in the school and in the local and global communities. Their participation is usually voluntary but may be contingent upon incentives. They discuss the benefits of second language study. Students investigate resources and opportunities to enhance their future personal and professional lives.	Students performing at Partial Mastery level select opportunities to expand their knowledge of the target language and culture(s) in the school and in the local and global communities when encouraged by the teacher. Their participation is generally contingent upon incentives. They identify some positive benefits of second language study for their future personal and professional lives although they exhibit difficulty in projecting how this might
Students performing at Novice level recognize opportunities to expand their knowledge of target language and culture(s) in the school and in the local and global communities when provided with guidance. They participate if encouraged by the teacher and provided with incentives. They recognize some benefits of second language study but often have difficulty seeing how it will affect their future personal and professional lives.			

professional lives			take place.
Objectives	Students will		
FL.O.LII.5.01	select and use resources from the local and/or global communities that foster a deeper understanding of the target language and culture(s) (e.g., heritage festivals, penpals, e-mail).		
FL.O.LII.5.02	develop an understanding of the unique benefits for personal and professional growth (e.g., job shadowing, foreign travel, sports, cuisine, fine arts) that come from study of the target language and its culture(s).		
FL.O.LII.5.03	identify and select opportunities for personal use of the target language (e.g., presentations for school and/or community during Cinco de Mayo, National French Week observances, language festivals and competitions) within and beyond the school setting.		

Foreign Languages—Modern—Content Standards and Objectives—Level III

The development of communication skills becomes the primary focus of Modern Foreign Languages Level III objectives. Level III students extend communication skills by expressing their own thoughts in strings of sentences. They initiate questions on a variety of topics, using acceptable, if not always precise, vocabulary, and they show some understanding of idiomatic expressions. Level III students may invent words or use circumlocution to stay in the target language and use expressive reactions to elicit more information. Level III students sustain communication, with some fluency, on familiar topics in a number of settings. With preparation, they can coordinate multiple tenses in spite of some errors. They are generally comprehensible to a sympathetic native speaker, although at times, some communicative lapses may occur.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons and Communities**) and their objectives continues to guide students toward language proficiency. It is important to remember that knowledge and skills acquired in previous levels are maintained and expanded in Level IV and subsequent levels.

Communication and Culture are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the universal nature of language. For all students, the goal continues to be learning how, when, and why to say what to whom.

Level III Modern Languages					
Standard 1:	Communication	Above Mastery	Mastery	Partial Mastery	Novice
FL.S.LIII.1	Students will communicate using both <u>spoken and written forms</u> of the target language to demonstrate a wide range of skills including: <ul style="list-style-type: none"> • Interpersonal-interacting with others to provide and obtain information; • Interpretive-understanding and interpreting what one reads, hears or views (not translation); • Presentational-delivering information in spoken and written forms, tailoring it to the intended audience. Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills.	Students performing at Above Mastery level successfully expand their communication skills to a wide variety of interpersonal, interpretive and presentational tasks by initiating and sustaining oral and written exchanges. They speak and write on a	Students performing at Mastery level successfully extend their communication skills to a variety of interpersonal, interpretive and presentational tasks by initiating oral and written exchanges. They successfully speak and write on a variety of topics	Students performing at Partial Mastery level apply, with guidance, their communication skills to a number of interpersonal, interpretive and presentational tasks via oral and written exchanges. With preparation, they speak and write on a limited number of	Students performing at Novice level use, with substantial guidance, their communication skills in a limited number of interpersonal, interpretive and presentational tasks in speech and writing. With preparation and guidance, they speak and write on a
Performance Descriptors FLL.PD.LIII.1					
Distinguished	Students performing at Distinguished level initiate and extend their communication skills to a rich variety of interpersonal, interpretive and presentational tasks. They speak and write at length on a variety of topics of general and personal interest with	Students performing at Above Mastery level successfully expand their communication skills to a wide variety of interpersonal, interpretive and presentational tasks by initiating and sustaining oral and written exchanges. They speak and write on a	Students performing at Mastery level successfully extend their communication skills to a variety of interpersonal, interpretive and presentational tasks by initiating oral and written exchanges. They successfully speak and write on a variety of topics	Students performing at Partial Mastery level apply, with guidance, their communication skills to a number of interpersonal, interpretive and presentational tasks via oral and written exchanges. With preparation, they speak and write on a limited number of	Students performing at Novice level use, with substantial guidance, their communication skills in a limited number of interpersonal, interpretive and presentational tasks in speech and writing. With preparation and guidance, they speak and write on a

<p>fluency. They use vocabulary beyond their instructional level and use verb/ sentence structure creatively to express more complex thoughts in longer compositions. They sustain and encourage two-way communication with fluency by systematic negotiation for clarification in two-way exchanges. With few exceptions, their patterns of pronunciation and intonation begin to approach the norm as judged by native standards. Their speech and writing are increasingly comprehensible to a native speaker/writer. Communicative lapses occur with less and less frequency.</p>	<p>variety of topics of general and personal interest with greater fluency. They use vocabulary beyond their instructional level and use verb/ sentence structure creatively to express more complex thoughts of multiple-sentences length. They sustain two-way communication with increased fluency by systematic negotiation for clarification in two-way exchanges. With few exceptions, their patterns of pronunciation and intonation are satisfactory by native standards. Their speech and writing are increasingly comprehensible to a native speaker/writer, although infrequent communicative lapses may occur.</p>	<p>of general and personal interest. They use level-appropriate vocabulary and express their own thoughts in longer phrases and sentences. They begin to sustain two-way communication with limited fluency by negotiating for clarification in two-way exchanges. They acquire patterns of acceptable pronunciation and intonation, with minimal interference from the native language. Their speech and writing are generally sympathetic to a speaker/writer, although some communicative lapses may occur.</p>	<p>topics of general and personal interest. Their use of level-appropriate vocabulary and verb/ sentence structure is limited to well-rehearsed phrases and sentences, which may be limited in length and complexity. Given enough time, they are able to continue in two-way communication with limited fluency. With guidance, they begin to negotiate for clarification in two-way exchanges. From time to time, they exhibit patterns of acceptable pronunciation and intonation, with residual interference from the native language. Their speech and writing are comprehensible to a sympathetic native speaker/writer, although significant communicative lapses may occur.</p>	<p>limited number of topics of general and personal interest. Their use of level-appropriate vocabulary and verb/ sentence structure rarely goes beyond well-rehearsed phrases and sentences, which lack length and complexity. They sporadically produce patterns of acceptable pronunciation and intonation, with continued interference from the native language. Since their success in communication remains limited by what they are able to prepare and rehearse, Novice learners have difficulty sustaining a true conversational exchange.</p>
<p>Objectives</p>	<p>Students will</p>			
<p>Interpersonal</p>	<p>listening, speaking, reading and writing</p>			
<p>FL.O.LIII.1.01</p>	<p>exchange oral and written information on topics of personal interest, incorporating advanced vocabulary and structures and past, present and future tenses.</p>			
<p>FL.O.LIII.1.02</p>	<p>convey and express opinions with supporting details on a variety of personal and social interests.</p>			
<p>FL.O.LIII.1.03</p>	<p>give and follow multi-step directions, instructions and commands.</p>			
<p>FL.O.LIII.1.04</p>	<p>ask for clarification and suggest alternative expressions (use circumlocution) to ensure understanding.</p>			
<p>FL.O.LIII.1.05</p>	<p>ask and answer questions in settings which suggest different solutions or outcomes or make a predictable ending.</p>			
<p>Interpretive</p>	<p>listening and reading</p>			
<p>FL.O.LIII.1.06</p>	<p>extract main ideas and supporting details gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).</p>			
<p>FL.O.LIII.1.07</p>	<p>derive meaning, including supporting salient details, from authentic materials, making personal inferences from various sources (e.g., conversations, letters, literary texts and multi-media).</p>			
<p>FL.O.LIII.1.08</p>	<p>recognize and make sense of authentic, oral and written, level-appropriate language selections supported by limited contextual</p>			

	and/or visual prompts.
FL.O.LIII.1.09	view, listen to and respond to culturally relevant sources by making comparisons among people, objects, places, actions and ideas.
Presentational	speaking and writing
FL.O.LIII.1.10	incorporate acceptable intonation and pronunciation patterns.
FL.O.LIII.1.11	incorporate complex grammatical structures in oral and written expression employing appropriate verb tenses (e.g., descriptions, reports, dialogues).
FL.O.LIII.1.12	create and present cohesive and extended spoken and written communications based on topics of personal or general interest (e.g., speeches, summaries, reports).
FL.O.LIII.1.13	paraphrase and/or summarize the main ideas of oral and written texts.

Level III	Level III Foreign Languages—Modern
Standard 2:	Culture
FL.S.LIII.2	Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following <ul style="list-style-type: none"> • Perspectives -- ideas, meanings, attitudes, values and beliefs; • Practices – patterns of social interactions; and • Contributions – literature, art, music, foods, exports, and leisure activities.

Performance Descriptors FL.LIII.PD.2	
Distinguished	Above Mastery
Students performing at Distinguished level thoroughly explain the significance of perspectives, practices and contributions of the target and native cultures. They examine in depth a wide range of less common beliefs, behaviors, attitudes and icons as well as socio-geographical* and historical influences on cultural practices. They independently incorporate culturally-appropriate behaviors in most social situations showing some understanding of the implied meanings.	Students performing at Above Mastery level explain, in detail, the significance of perspectives, practices and contributions of the target and native cultures. They examine a wide range of less common beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical influences on cultural practices. They independently incorporate culturally-appropriate behaviors in most social situations.
Mastery	Partial Mastery
Students performing at Mastery level explain the significance of a number of perspectives, practices and contributions of the target and native cultures. They examine common beliefs, behaviors, attitudes and icons related to the target culture(s). They explain the effects of socio-geographical*, and historical factors on cultural practices. They independently incorporate culturally-appropriate behaviors in common social situations.	Students performing at Partial Mastery level briefly explain the significance of well-known perspectives, practices and contributions of the target culture(s). They examine a limited number of common beliefs, behaviors, attitudes and icons related to the target culture(s). They discuss a limited number of socio-geographical* and historical influences on cultural practices. They incorporate culturally-appropriate behaviors in everyday social situations within a memorized context.
Novice	Novice
Students performing at Novice level briefly explain the significance of a limited number of widely recognized perspectives, practices and contributions of the target culture(s). They explore a limited number of common beliefs, behaviors, attitudes and icons of the target culture(s). With guidance and prompting, they discuss socio-geographical*, and historical influences on cultural practices. They inconsistently incorporate culturally-appropriate behaviors in everyday social situations within a memorized context.	

Objectives	Students will
FL.O.L.III.2.01	explain the significance of beliefs and attitudes of the target and native culture(s) (e.g., home, school, community and nation).
FL.O.L.III.2.02	discuss the origin and implications of generalizations about the target culture(s).
FL.O.L.III.2.03	draw conclusions from social, geographical and historical factors which influence cultural practices
FL.O.L.III.2.04	incorporate behaviors appropriate to common social situations in the target culture(s)
FL.O.L.III.2.05	discuss possible reasons for differences in practices among same-language cultures.
FL.O.L.III.2.06	examine the role and significance of objects, images, products and symbols of the target culture(s).
FL.O.L.III.2.07	analyze the impact of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).
FL.O.L.III.2.08	examine the significance of historical and contemporary figures of the target culture(s).
	<i>Please refer to the Communities standard for objectives addressing student participation in cultural activities.</i>

Level III	Level III Foreign Languages—Modern
Standard 3:	Connections
FL.S.L.III.3	Students will <ul style="list-style-type: none"> acquire information from and make connections to other disciplines recognize the distinctive viewpoints that are available only through a language and its culture(s).

Performance Descriptors FL.PD.L.III.3	Above Mastery	Mastery	Partial Mastery	Novice
Distinguished	Students performing at Above Mastery level integrate knowledge and skills developed through the study of the target language to other subjects. They interpret the concept of interconnectedness by applying associations to a variety of tasks and situations. They begin to relate to a more expansive view of culture by hypothesizing applications to entities beyond themselves (e.g., local community, state, nation, other countries). They view cultural similarities and differences from various perspectives and seek	Students performing at Mastery level use knowledge and skills developed through study of the target language to further the study of other subjects. They understand the interconnection among disciplines and adapt and apply those associations to tasks and situations, both personal and non-personal tasks. Students infer associations between their native language and target language and apply knowledge in various situations. They analyze and discuss cultural associations posing reasons for similarities and	Students performing at Partial Mastery level infrequently draw on knowledge and skills developed through the study of the target language to further the study of other subjects. They recognize some interconnection among disciplines and adapt those associations to personal tasks and situations. Occasionally, they relate specific associations to a more expansive view beyond themselves. Students make limited associations between the native and target languages and generally apply knowledge	Students performing at Novice level rarely draw on knowledge and skills developed through study of the target language to further the study of other subjects. They recognize a limited degree of interconnection among disciplines and, with significant encouragement, adapt those associations to personal tasks and situations. Students make limited, predictable associations between the native and target languages and usually apply knowledge to personal situations. They describe commonly known cultural

view of significant inter-cultural similarities and differences and continue to seek information from level-appropriate authentic sources in order to add precision and detail to their opinions regarding cultural topics.	information from level-appropriate authentic sources to refine and support their opinions regarding cultural topics.	differences. Students locate and select authentic sources appropriate to their level of language ability in order to refine and support their opinions regarding cultural topics.	to personal situations. They describe most cultural associations and explain similarities and differences. Students study authentic sources appropriate to their level of language ability and form opinions regarding cultural topics.	associations and explain similarities and differences. Students explore authentic sources appropriate to their level of language ability and form opinions regarding cultural topics.
Objectives Students will				
FL.O.L.III.3.01	apply concepts and skills learned in the target language to other subject areas and vice versa.			
FL.O.L.III.3.02	compare and contrast the cross-cultural relevance of important issues (e.g., social, political, environmental).			
FL.O.L.III.3.03	make sense of and explain similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., newspaper stories, documentaries, commentaries).			
FL.O.L.III.3.04	employ knowledge of linguistic connections (e.g., cognates*, loan words, register for direct address, syntax*) to determine meaning of words and phrases in native and target language(s).			

Level III Foreign Languages—Modern				
Standard 4:				
Comparisons				
Students will				
<ul style="list-style-type: none"> develop insights into the complex nature and interaction of language by comparing native and target languages. develop insights into the complex nature and interaction of culture by comparing native and target cultures. 				
Performance Descriptors FL.PD.L.II.4				
Distinguished				
Students performing at Distinguished level automatically integrate differences in sound-symbol associations between the languages. They precisely apply knowledge of patterns of language origin and structure to determine meaning and to construct comprehensible messages. Students implement their understanding of the connection between language and culture with	Above Mastery Students performing at Above Mastery level independently and accurately incorporate differences in sound-symbol associations between the languages. They apply patterns of language origin and structure to determine meaning and develop comprehensible messages. Students implement their understanding of the connection between language and culture to	Mastery Students performing at Mastery level accurately incorporate differences in sound-symbol associations between the languages. They require minimal guidance in applying patterns of language origin and structure to determine meaning and develop comprehensible messages. Students employ their understanding of the connection between language and culture to	Partial Mastery Students performing at Partial Mastery level incorporate differences in sound-symbol associations between the languages with minimal errors. They require guidance to apply patterns of language origin and structure to determine meaning and develop comprehensible messages. Students understand several connections between language and culture and explain the	Novice Students performing at Novice level incorporate differences in sound-symbol associations between the languages with predictable errors. Their application of patterns of language origin and structure to determine meaning and develop comprehensible messages is sporadic. Students understand a few connections between language and culture but struggle to discern the

sophistication. They deduce the background of newly acquired expressions/idioms. Their personal impressions of the similarities and differences in beliefs, lifestyles and contributions of people in the native and target cultures are often insightful, and they articulate them with confidence.	determine meaning and explain the background of newly acquired expressions/idioms. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are accurate, and they articulate them competently.	determine the meaning and background of new expressions/idioms that they encounter. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are generally accurate.	background of most high frequency expressions/idioms. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are for the most part accurate and predictable, but simplistic in scope.	background of most expressions/idioms. Their personal impressions of similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target cultures contain minimal inaccuracies and are simplistic in scope.
Objectives	Students will			
FL.O.LIII.4.01	analyze and incorporate critical sound-symbol differences within target language usage.			
FL.O.LIII.4.02	analyze and apply knowledge of linguistic patterns (e.g., cognates*, word roots, prefixes and suffixes, verb formation) in order to establish and generate meaningful communication.			
FL.O.LIII.4.03	select and incorporate words, expressions and behaviors that appropriately denote registers of language.			
FL.O.LIII.4.04	incorporate knowledge of similarities and differences in patterns of sentence structure (e.g., verb tense, common uses of voice and mood) in English and the target language to form comprehensible messages.			
FL.O.LIII.4.05	discuss cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which enabled these exchanges.			

Level III	Level III Foreign Languages—Modern			
Standard 5:	Communities			
FL.S.LIII.5	Students will	<ul style="list-style-type: none"> participate in multilingual settings at home and in the global community become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth. 		
Performance Descriptors FL.PD.LIII.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level consistently search for opportunities to expand their knowledge of the target language and culture(s) in the school and global communities. They share	Students performing at Above Mastery level regularly search for opportunities to expand their knowledge of the target language and culture(s) in the school and global communities. They often	Students performing at Mastery level initiate a search for opportunities to expand their knowledge of the target language and culture(s) in the local and global communities. They begin to understand the benefits of	Students performing at Partial Mastery level occasionally look for and choose opportunities to expand their knowledge of the target language and culture(s) in the school and global communities. Students	Students performing at Novice level identify opportunities to expand their knowledge of target language and culture(s) in the school and in the local and global communities when provided with specific guidelines or directions.

<p>this information with teachers and classmates. They use a sophisticated understanding of the benefits of second language learning to plan linguistic and cultural experiences and study opportunities that will enhance their personal and professional lives.</p>	<p>share this information with teachers and classmates. They possess an expanded understanding of the benefits of second language learning and begin to plan linguistic and cultural experiences that will enhance their personal and professional lives.</p>	<p>second language learning beyond the high school experience. Students participate voluntarily in activities and opportunities related to the target language and cultures. Students look for resources and opportunities to enhance their personal and professional lives.</p>	<p>require minimal encouragement to participate in activities and opportunities related to the target language and cultures. They recognize some benefits of second language learning, but are still unsure how to apply them to their personal and professional lives.</p>	<p>Students may need some encouragement to actively participate activities and opportunities related to the target language and cultures. They understand that second language learning provides benefits for their future lives; however, they are often unwilling to make the commitment of time and effort in order to maximize this potential.</p>
<p>Objectives</p>	<p>Students will</p>			
<p>FL.O.LIII.5.01</p>	<p>locate resources and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations).</p>			
<p>FL.O.LIII.5.02</p>	<p>use knowledge and skills derived from study of the target language and its culture(s) to develop opportunities for personal and professional growth and enjoyment (e.g., business internships, job shadowing, exchange programs, foreign travel, sports, cuisine, fine arts).</p>			
<p>FL.O.LIII.5.03</p>	<p>investigate and pursue opportunities for personal use of the target language within and beyond the school setting (e.g., presentations for language clubs and associations, tutoring, mentoring ELL students, translating, assisting speakers of other languages).</p>			

Foreign Languages—Modern— Content Standards and Objectives—Level IV

The expansion of communication skills remains the focus of Modern Foreign Languages Level IV objectives. Level IV students expand communication skills by initiating and maintaining conversations using an extensive vocabulary on a number of topics and in various settings. They also use a variety of interrogative styles and other interactive techniques to exercise control during communication. Level IV students successfully explain or describe concepts when the precise term is not available. These students supplement their vocabulary by referring to dictionaries and other references, rather than relying on the teacher. Students report, narrate and describe by connecting sentences with transitions to create paragraph-length discourse in both oral and written communication. They express, with ease, their own thoughts in numerous tenses on an impromptu basis. They also respond to hypothetical situations and react with other types of speculative thinking, e.g., stating hopes, wishes and rationales. Level IV students communicate with little hesitation and with an accent/intonation that does not detract from comprehensibility. Errors may occur from time to time without any significant effect on the flow of communication. Students are comprehensible to a native speaker, with clarification as needed.

Efficient use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons and Communities**) and their objectives continues to lead students to proficiency. It is still important to note that knowledge and skills acquired in previous levels are maintained and expanded in this and subsequent levels.

Communication and Culture are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the universal nature of language. For all students, the goal remains how to develop the ability to know how, when, and why to say what to whom.

Level IV		Level IV Modern Languages			
Standard 1:	Communication	Above Mastery	Mastery	Partial Mastery	Novice
FL.S.LIV.1	Students will communicate using both <u>spoken and written forms</u> of the target language to demonstrate a wide range of skills including: <ul style="list-style-type: none"> • Interpersonal-interacting with others to provide and obtain information; • Interpretive-understanding and interpreting what one reads, hears or views (not translation); • Presentational-delivering information in spoken and written forms, tailoring it to the intended audience. Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills.	Students performing at Above Mastery level effectively expand their communication skills to a variety of interpersonal, interpretive and	Students performing at Mastery level successfully expand their communication skills to a variety of interpersonal, interpretive and presentational tasks by	Students performing at Partial Mastery level, with guidance, expand their communication skills to a variety of interpersonal, interpretive and	Students performing at Novice level, with substantial guidance, apply their communication skills to a limited number of interpersonal, interpretive
Performance Descriptors FLL.PD.LIV.1					
Distinguished	Above Mastery	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level continuously expand their communication skills to a variety of interpersonal, interpretive and	Students performing at Above Mastery level effectively expand their communication skills to a variety of interpersonal, interpretive and	Students performing at Mastery level successfully expand their communication skills to a variety of interpersonal, interpretive and presentational tasks by	Students performing at Partial Mastery level, with guidance, expand their communication skills to a variety of interpersonal, interpretive and	Students performing at Novice level, with substantial guidance, apply their communication skills to a limited number of interpersonal, interpretive	Students performing at Novice level, with substantial guidance, apply their communication skills to a limited number of interpersonal, interpretive

<p>presentational tasks by initiating and sustaining oral and written exchanges. They are adept at speaking and writing on numerous topics in various settings. They negotiate to describe concepts even when the precise term is not available. They analyze and self-assess vocabulary choices by referring to dictionaries or other references and notice new verb and/or sentence structures from authentic sources. They consistently integrate these new acquisitions to express their own thoughts in paragraphs and in longer length utterances and texts. . They initiate and encourage two-way communication with precise fluency by negotiating for clarification in two-way exchanges. They communicate with rarely any hesitation, using patterns of skilled pronunciation and intonation. Their speech and writing are comprehensible and accurately perceived by a native speaker/writer. Errors are rare and without any significant effect on the flow of communication.</p>	<p>presentational tasks by initiating and sustaining oral and written exchanges. They proficiently speak and write on numerous topics in various settings. They use circumlocution to explain or describe concepts even when the precise term is not available. They supplement and refine vocabulary choices by referring to dictionaries or other references and notice new verb and/or sentence structures from authentic sources. They use these new acquisitions to express their own thoughts in paragraphs. They initiate and encourage two-way communication with a high degree of fluency by negotiating for clarification in two-way exchanges. They communicate with minimal hesitation, using patterns of correct pronunciation and intonation. Their speech and writing are comprehensible to a native speaker/writer. Errors are infrequent and without any significant effect on the flow of communication.</p>	<p>initiating and sustaining oral and written exchanges. They successfully speak and write on numerous topics in various settings. They explain or describe concepts even when the precise term is not available. They supplement vocabulary by referring to dictionaries or other references and notice new verb and/or sentence structures from authentic sources. They begin to use these new acquisitions to express their own thoughts in paragraphs. They initiate and encourage two-way communication with considerable fluency by negotiating for clarification in two-way exchanges. They communicate with little hesitation, using patterns of acceptable pronunciation and intonation. Their speech and writing are generally comprehensible to a native speaker/writer. Errors may occur from time to time without any significant effect on the flow of communication.</p>	<p>presentational tasks by sustaining level-appropriate, oral and written exchanges. They speak and write on numerous topics in various settings with limited success. They begin to explain or describe concepts even when the precise term is not available. They begin to supplement vocabulary by referring to dictionaries and start to notice new verb and/or sentence structures from authentic sources. With guidance, they begin to use these new acquisitions to express their own thoughts in longer strings of sentences. They begin to initiate two-way communication with some fluency attempting to negotiate for clarification in two-way exchanges. They communicate with some hesitation, using patterns of near-acceptable pronunciation and intonation. Their speech and writing are somewhat comprehensible to a native speaker/writer. Errors occur from time to time with some effect on the flow of communication.</p>	<p>and presentational tasks. With guidance, they speak and write on a number of topics in limited settings. With substantial guidance, they may attempt to explain or describe new concepts. They may occasionally use dictionaries to supplement vocabulary. There may be sporadic contextual use of these new acquisitions in creating sentences. With time and prompting, they may briefly sustain two-way exchanges, as they attempt to negotiate for clarification. They communicate with considerable hesitation, using patterns of pronunciation and intonation which may still contain errors. Their speech and writing are marginally comprehensible to a native speaker/writer. Significant errors occur which detract from the flow of communication.</p>
<p>Objectives</p>	<p>Students will</p>			

Interpersonal	listening, speaking, reading and writing
FL.O.LIV.1.01	engage in extended written and spoken dialogue (e.g., interviews, detailed descriptions, narrations, discussions of contemporary and historical issues) employing level-appropriate vocabulary and structure.
FL.O.LIV.1.02	generate and pose possible solutions to problems and issues incorporating level-appropriate language (e.g., using role-playing situations, dramatizations).
FL.O.LIV.1.03	give and follow complex directions, instructions and commands in sustained discussion.
FL.O.LIV.1.04	ask for clarification and paraphrase to ensure understanding.
FL.O.LIV.1.05	ask and answer questions in open-ended and hypothetical settings.
Interpretive	listening and reading
FL.O.LIV.1.06	analyze main ideas and details gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).
FL.O.LIV.1.07	elaborate on personal interpretations gained from discussions, narratives and various authentic presentations.
FL.O.LIV.1.08	recognize and make sense of authentic, oral and written, language supported by minimal contextual and/or visual prompts.
FL.O.LIV.1.09	view, listen to and respond to culturally relevant sources by making inferences about people, objects, places, actions and ideas.
Presentation	speaking and writing
FL.O.LIV.1.10	monitor personal patterns of intonation and pronunciation and incorporate fluent models from exemplary sources.
FL.O.LIV.1.11	select and use complex grammatical structures for extended oral and written expression, employing appropriate tense, mood and voice.
FL.O.LIV.1.12	produce cohesive, well-organized, spoken and written communications based on topics of personal, general and current interest employing different tenses (e.g., essays, reports, poetry, short stories).
FL.O.LIV.1.13	paraphrase and/or summarize the main ideas and pertinent details of oral and written texts.

Level IV	Level IV Foreign Languages—Modern			
Standard 2:	Culture			
FL.S.LIV.2	Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following <ul style="list-style-type: none"> • Perspectives – ideas, meanings, attitudes, values and beliefs: • Practices – patterns of social interactions; and • Contributions – literature, art, music, foods, exports, and leisure activities. 			
Performance Descriptors FL.LIV.PD.2				
	Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at Distinguished level demonstrate a clear and detailed understanding of perspectives, practices and contributions of the target and native cultures by relating their significance to personal beliefs and	Students performing at Above Mastery level analyze the significance of most perspectives, practices and contributions of the target and native cultures. They reflect on beliefs, behaviors, attitudes and icons from a	Students performing at Mastery level analyze the significance of many perspectives, practices and contributions of the target and native cultures. They reflect on beliefs, behaviors, attitudes and icons from a perspective within the target	Students performing at Partial Mastery level analyze the significance of perspectives, practices and contributions of the target and native cultures. They explore beliefs, behaviors, attitudes and icons from a perspective within the target	Students performing at Novice level examine the significance of perspectives, practices and contributions of the target and native cultures. They consider beliefs, behaviors, attitudes and icons from a perspective within the target

situations. They come to understand and respect beliefs, behaviors, attitudes and icons developed from a perspective within the target culture(s). They intuitively evaluate social situations to determine and incorporate culturally-appropriate behaviors.	perspective within the target culture(s) in order to develop and exhibit a sensitivity to its unique influences and factors. They accurately evaluate social situations to determine and incorporate culturally-appropriate behaviors.	culture(s) in order to develop a sensitivity to its unique influences and factors. They evaluate most social situations to determine and incorporate culturally-appropriate behaviors.	culture(s) and begin to develop a sensitivity to its unique influences and factors. They evaluate common social situations to determine and incorporate culturally-appropriate behaviors.	culture(s) and begin to develop a sensitivity to its unique influences and factors. They consider circumstances of common social situations and determine culturally-appropriate behaviors.
Objectives	Students will			
FL.O.LIV.2.01	explain and analyze relationships of beliefs and attitudes between the target culture(s) and the global community.			
FL.O.LIV.2.02	analyze the origin and implications of generalizations about the target culture(s).			
FL.O.LIV.2.03	incorporate behaviors appropriate to most social situations and some formal situations (e.g., work, rites of passage, religious observances).			
FL.O.LIV.2.04	examine the role and significance of objects, images, products and symbols of the target culture(s) from an historical perspective.			
FL.O.LIV.2.05	evaluate the effects of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).			
FL.O.LIV.2.06	explore historical and societal issues from a perspective within the target culture(s) (e.g., how depletion of the rain forest impacts culture of Central and South America, young workers in French society).			
FL.O.LIV.2.07	define the impact of historical and contemporary figures of the target culture(s).			
	<i>Please refer to the Communities standard for objectives addressing student participation in cultural activities.</i>			

Level IV	Level IV Foreign Languages—Modern			
Standard 3:	Connections			
FL.S.L..IV.3	Students will			
	<ul style="list-style-type: none"> acquire information from and make connections to other disciplines recognize the distinctive viewpoints that are available only through a language and its culture(s). 			
Performance Descriptors FL.PD.LIV.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level independently pursue knowledge and skills from other subjects. They extend the concept of interconnectedness, from various perspectives, by producing new associations for linguistic and cultural	Students performing at Above Mastery level pursue knowledge and skills to be found in connections between the target language and other subjects. They apply the concept of interconnectedness, from a variety of perspectives, by	Students performing at Mastery level incorporate knowledge and skills developed through the study of the target language to other subjects. They interpret the concept of interconnectedness by applying associations to tasks and situations, both	Students performing at Partial Mastery level inconsistently employ knowledge and skills developed through study of the target language to further the study of other subjects. They understand the interconnection among disciplines and often apply	Students performing at Novice level infrequently draw on knowledge and skills developed through study of the target language to further the study of other subjects. They recognize some interconnection among disciplines and apply those associations to

tasks and situations. They communicate a more expansive view of culture by analyzing applications to broader cultural entities (e.g., local community, state, nation, other countries). They refine personal views of significant inter-cultural similarities and differences. They research level-appropriate authentic sources in order to accurately support their opinions regarding cultural topics.	developing new associations for linguistic and cultural tasks and situations. They express a more expansive view of culture by analyzing applications to broader cultural entities (e.g., local community, state, nation, other countries). They continue to develop personal views of significant inter-cultural similarities and differences and continue to seek information from level-appropriate authentic sources in order to add precision and detail to their opinions regarding cultural topics.	personal and non-personal. They begin to relate to a more expansive view of culture by predicting applications to diverse entities (e.g., local community, state, nation, other countries). They view cultural similarities and differences from various perspectives and seek information from level-appropriate authentic sources to refine and support their opinions regarding cultural topics.	those associations to selected tasks and situations. Students begin to infer some associations between their native and target languages. They apply this knowledge to specific situations. They study cultural associations and discuss the reasons for similarities and differences. Students locate and select authentic sources appropriate to their level of language ability in order to refine their opinions regarding cultural topics.	selected tasks and situations. They rarely relate specific associations to a more expansive view. Students make limited associations between their native language and the target language and occasionally apply knowledge to personal situations. They describe some cultural associations and explain similarities and differences. Students study authentic sources appropriate to their level of language ability and form opinions regarding cultural topics.
Objectives	Students will			
FL.O.LIV.3.01	incorporate concepts and skills learned in the target language to other subject areas and vice versa.			
FL.O.LIV.3.02	formulate personal perspectives on the cross-cultural relevance of important issues (e.g., world-wide social issues, environmental, current events).			
FL.O.LIV.3.03	analyze perspectives and pose reasons for similarities and differences in cultures/countries found in authentic texts (e.g., literary texts, news broadcasts, newspaper/magazine editorials).			
FL.O.LIV.3.04	use previously learned patterns to make predictions and inferences about new situations (e.g., suffixes, prefixes, word stems, verb forms).			

Level IV	Level IV Foreign Languages—Modern			
Standard 4:	Comparisons			
FL.S.LIV.4	Students will <ul style="list-style-type: none"> develop insights into the complex nature and interaction of language by comparing native and target languages. develop insights into the complex nature and interaction of culture by comparing native and target cultures. 			
Performance Descriptors	FL.PD.LIV.4			
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level seamlessly integrate	Students performing at Above Mastery level skillfully integrate	Students performing at Mastery level systematically integrate differences in	Students performing at Partial Mastery level integrate many sound-	Students performing at Novice level integrate a limited number of high

<p>differences in sound-symbol associations between the languages. They develop processes to apply knowledge of patterns of language origin and structure for the purpose of determining meaning and constructing comprehensible messages. Students understand the complexities of language-culture connections and use that knowledge to discern the literal and figurative meaning of most expressions/idioms. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of people in the native and target cultures approach a level of insight, respect and empathy found in someone native or near-native to the culture(s). They confidently articulate their impressions from a knowledgeable point of reference.</p>	<p>differences in sound-symbol associations between the languages. They look for patterns of language origin and structure to assist in determining meaning and in constructing comprehensible messages. Students use their understanding of the complex connections between language and culture to discern the background of many expressions/idioms and to determine their figurative as well as literal meaning. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of people in the native and target cultures demonstrate insight, respect and empathy. They articulate their impressions from a knowledgeable point of reference.</p>	<p>sound-symbol associations between the languages with minimal errors. They analyze patterns of language origin and structure to determine meaning and develop comprehensible messages. Students employ a deep understanding of the connections between language and culture to explain the background of many expressions/idioms. Their personal impressions of the similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are accurate and perceptive. They articulate these impressions competently.</p>	<p>symbol associations between the languages. They often examine patterns of language origin and structure to determine meaning and develop comprehensible messages. Students employ a limited but accurate understanding of many connections between language and culture to explain the background of common expressions/idioms. Their personal impressions of the similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are accurate and at times reflective. They relate these impressions effectively.</p>	<p>frequency sound-symbol associations between the languages. They require assistance in examining patterns of language origin and structure to determine meaning and develop comprehensible messages. Students possess a marginal understanding of many of the connections between language and culture and require assistance to explain the background of common expressions/idioms. Their personal impressions of the similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are accurate. They have difficulty in relating these impressions effectively.</p>
<p>Objectives</p>	<p>Students will</p>			
<p>FL.O.LIV.4.01</p>	<p>discriminate and apply sophisticated sound-symbol similarities and differences into target language usage (e.g., in Spanish difference in sound of initial “d” as opposed to intervocalic “d”).</p>			
<p>FL.O.LIV.4.02</p>	<p>apply knowledge of linguistic patterns to circumlocute* in order to communicate effectively.</p>			
<p>FL.O.LIV.4.03</p>	<p>judge the appropriateness of words, expressions and behaviors as they are applied to different registers of language.</p>			
<p>FL.O.LIV.4.04</p>	<p>analyze similarities and differences in patterns of sentence structure (e.g., verb tense, voice and mood) in English and the target language to anticipate and/or correct communication errors.</p>			
<p>FL.O.LIV.4.05</p>	<p>predict and describe future cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which would enable these exchanges.</p>			

Level IV		Level IV Foreign Languages—Modern			
Standard 5:		Communities			
FL.S.LIV.5		Students will			
		<ul style="list-style-type: none"> participate in multilingual settings at home and in the global community become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth. 			
Performance Descriptors FL.PD.LIV.5					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Students performing at Distinguished level feel at ease in locating and participating in opportunities to expand their knowledge of the target language and culture(s). They often suggest activities to their teachers and classmates. Their participation in activities and opportunities related to the target language and cultures is self-initiated and self-directed; it reflects a genuine desire to develop a competency in the target language and a deep understanding of the peoples who speak it. They develop action plans to maximize the benefits of second language learning both while in the classroom and in their future lives.	Students performing at Above Mastery level pursue opportunities to expand their knowledge of the target language and culture(s) in the school and communities. They willingly share this information with teachers and classmates. Their participation in activities and opportunities related to the target language and cultures reflects a genuine desire to gain an understanding of the target language and the peoples who speak it. They have a mature understanding of the benefits of second language learning and begin to plan for future experiences and study opportunities related to second language learning that will enhance their personal and professional lives.	Students performing at Mastery level frequently search for opportunities to expand their knowledge of the target language and culture(s) in the school and communities. Their participation in activities and opportunities related to the target language and cultures is active and genuine. They understand that second language learning provides benefits particularly for their future lives. They frequently seek teacher guidance on how to tap into this potential.	Students performing at Partial Mastery level periodically search for opportunities to expand their knowledge of the target language and culture(s) in the school and communities. Their participation is usually voluntary, rarely contingent upon incentives and usually reflects a genuine interest in activities and opportunities related to the target language and cultures. They begin to realize benefits of second language learning particularly for their future lives. They require teacher guidance on how to tap into this potential.	Students performing at Novice level rarely search for opportunities to expand their knowledge of the target language and culture(s) in the school and communities. Their participation in activities and opportunities related to the target language and cultures is characterized by some reluctance and hesitancy. However, they generally participate willingly within a group setting. They understand that second language learning provides benefits for their future lives but may display lack of commitment needed to realize this potential.	
Objectives	Students will				
FL.O.LIV.5.01	seek out and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations, target language media channels, long distance conferencing).				
FL.O.LIV.5.02	refine and use knowledge and skills derived from study of the target language and its culture(s) to develop opportunities for personal				

FL.O.LIV.5.03	<p>and professional growth and enjoyment (e.g., business internships, work-based learning for international associations/businesses, exchange programs, foreign travel, sports, cuisine, fine arts).</p> <p>expand personal use of the target language (e.g., establishing associations with community heritage language clubs and organizations, teaching mini lessons to elementary students, tutoring, mentoring ELL students, translating, assisting speakers of other languages) within and beyond the school setting.</p>
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Foreign Languages—Latin—Content Standards and Objectives—Level I

The acquisition of skill in reading is the key to communication in Latin. Therefore, beginning students concentrate on learning to comprehend the written messages from the ancient world. Students also develop initial oral skills by repetition and imitation. They employ writing as a tool to improve reading comprehension.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons and Communities**) and their objectives will guide beginning students toward language proficiency. It is important to remember that knowledge and skills acquired in Level I are maintained and expanded in subsequent levels.

Communication and Culture are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the classical influences in today's world.

Level I	Level I Latin			
Standard 1:	Communication			
LAT.S.LI.1	Students will read, write, understand and interpret Latin using oral, aural and writing skills as part of the language learning process.			
Performance Descriptors LAT.PD.LI.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level read and comprehend level-appropriate Latin passages with occasional reference to a dictionary. They consistently use correct pronunciation and intonation with minimal interference from the native language. They independently write Latin phrases and simple sentences and respond to questions, statements and commands with substantial accuracy.	Students performing at Above Mastery level read and comprehend Latin passages containing level-appropriate vocabulary, inflectional systems and syntax. They generally use correct pronunciation and intonation with limited interference from the native language. They write Latin phrases and sentences with minimal assistance and respond to questions, statements and commands with significant accuracy.	Students performing at Mastery level read and comprehend Latin passages containing familiar vocabulary, inflectional systems and syntax. They frequently use correct pronunciation and intonation with some interference from the native language. They write Latin phrases and sentences with moderate assistance and respond to questions, statements and commands with general accuracy.	Students performing at Partial Mastery level comprehend the main ideas of Latin passages containing familiar vocabulary, inflectional systems and syntax. They use correct pronunciation and intonation sporadically, with predictable interference from the native language. They occasionally write Latin phrases and sentences using familiar vocabulary and syntax. They respond to questions, statements and commands with partial understanding.	Students performing at Novice level comprehend only high-frequency vocabulary. They require considerable assistance to make sense of inflectional systems and syntax. The learners produce, after modeling and coaching, high frequency word-level vocabulary with correct pronunciation and intonation. They rarely write Latin phrases and sentences using familiar vocabulary and syntax. They respond to questions, statements and commands with some misconceptions.
Objectives	Students will			

LAT.O.LI.1.01	recognize and reproduce the sounds of Latin.
LAT.O.LI.1.02	comprehend and follow basic oral and written instructions and commands.
LAT.O.LI.1.03	ask and answer simple questions.
LAT.O.LI.1.04	read and recall information from selections.
LAT.O.LI.1.05	demonstrate knowledge of basic vocabulary, inflectional systems and syntax.
LAT.O.LI.1.06	select the most appropriate meaning for words based on context.
LAT.O.LI.1.07	write words, phrases and short sentences from dictation.
LAT.O.LI.1.08	write simple phrases or sentences in Latin.

Level I	Level I Foreign Languages—Latin
Standard 2:	Culture
LAT.S.LI.2	Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following <ul style="list-style-type: none"> • Perspectives – ideas, meanings, attitudes, values and beliefs: • Practices – patterns of social interactions; and • Contributions – literature, art, music, foods, exports, and leisure activities.

Performance Descriptors LAT.LI.PD.2			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at Distinguished level describe a significant number of perspectives, practices and contributions in the target culture. They articulate a wide range of beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influenced cultural practices.	Students performing at Above Mastery level describe a number of well-known perspectives, practices and contributions in the target culture. They discuss in detail a wide range of beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influenced cultural practices.	Students performing at Mastery level demonstrate the ability to name a significant number of perspectives, practices and contributions in the target culture. They discuss in some detail common beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influenced cultural practices.	Students performing at Partial Mastery level demonstrate the ability to name a number of well-known perspectives, practices and contributions in the target culture. They identify a number of common beliefs, behaviors, attitudes and icons of the target culture. With guidance, they give examples of socio-geographical*, and historical factors which influenced cultural practices.
Students performing at Novice level identify, with prompting, widely recognized perspectives, practices and contributions in the target culture. They identify only a limited number of common beliefs, behaviors, attitudes and icons of the target culture. With substantial guidance and prompting, they give examples of socio-geographical*, and historical factors which influenced cultural practices.			

Objectives	Students will
LAT.O.LI.2.01	identify common beliefs and attitudes of the target culture(s) (e.g., role of the family, religion).
LAT.O.LI.2.02	recognize and describe common generalizations that one culture makes about another.
LAT.O.LI.2.03	identify and discuss social, geographical and historical factors influencing cultural practices.
LAT.O.LI.2.04	recognize behaviors associated with the target culture(s).
LAT.O.LI.2.05	identify practices of different geographical locations within Roman culture.

LAT.O.LI.2.06	identify, describe and/or participate, when possible, in age-appropriate cultural activities (e.g., games, songs, holiday celebrations) <i>This objective is ongoing throughout all levels of language study. It is addressed in more detail under the Communities standard.</i>
LAT.O.LI.2.07	identify objects, images, products and symbols commonly associated with the target culture(s) (e.g., military standards, foods, monuments).
LAT.O.LI.2.08	give examples of major contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).
LAT.O.LI.2.09	identify commonly recognized figures of the target culture.

Level I		Level II Foreign Languages—Latin	
Standard 3:		Connections	
LAT.S.LI.3		Students will	
		<ul style="list-style-type: none"> acquire information from and make connections to other disciplines recognize the distinctive viewpoints that are available only through a language and its culture(s). 	
Performance Descriptors LAT.PD.LI.3			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at Distinguished level consistently employ knowledge and skills developed through the study of the target language to enhance the study of other subjects. They understand the interconnection among disciplines and adapt and apply those associations to personal tasks and situations. Students independently infer associations between their native language and target knowledge to personal situations. They analyze cultural associations and accurately pose reasons for similarities and differences. Students review authentic sources appropriate to their level of language ability and	Students performing at Above Mastery level regularly employ knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize interconnection among disciplines and adapt those associations to personal tasks and situations. Students form associations between their native language and target knowledge to personal situations. They describe cultural associations and accurately explain similarities and differences. Students review authentic sources appropriate to their level of language ability and assess opinions regarding cultural topics.	Students performing at Mastery level frequently draw on the study of the target language to enhance the study of other subjects. They recognize some interconnection among disciplines and generally adapt those associations to personal tasks and situations. Students make predictable associations between their native language and target knowledge and usually apply language to personal situations. They describe commonly known cultural associations and accurately explain similarities and differences. Students explore authentic sources appropriate to their level of language ability and develop opinions regarding cultural topics.	Students performing at Partial Mastery level intermittently draw on knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize obvious examples of interconnection among disciplines and seldom adapt those associations to personal tasks and situations. They are aware of some commonly known cultural associations. They view authentic sources appropriate to their level of language ability and require extensive teacher support to identify common cultural topics.
			Novice

defend opinions regarding cultural topics.			
Objectives	Students will		
LAT.O.LI.3.01	identify interdisciplinary concepts and skills to establish connections between the target language and other subject areas.		
LAT.O.LI.3.02	identify the cultural relevance of common customs and traditions (e.g., holidays, saints' days).		
LAT.O.LI.3.03	identify perspectives from appropriate authentic sources.		
LAT.O.LI.3.04	recognize connections between the native and target languages (e.g., cognates*, derivatives*, loan words, non-verbal communications).		

Level I Foreign Languages—Latin			
Standard 4:	Comparisons		
LAT.S.LI.4	Students will		
	<ul style="list-style-type: none"> develop insights into the complex nature and interaction of language by comparing native and target languages. develop insights into the complex nature and interaction of culture by comparing native and target cultures. 		
Performance Descriptors LAT.PD.LI.4			
Distinguished	Above Mastery	Mastery	Partial Mastery
<p>Students performing at Distinguished level apply differences in sound-symbol associations between the languages with few errors. They consistently compare components of language origin and structure to determine meaning and practice language mechanics. Students understand that language and culture are interrelated and interconnected. They correctly explain the background of several high frequency expressions/idioms. Students discuss similarities and differences of many beliefs, lifestyles and contributions of peoples in the native and target</p>	<p>Students performing at Above Mastery level apply differences in sound-symbol associations between the languages with limited errors. They generally compare components of language origin and structure to determine meaning and practice language mechanics. Students possess an emerging understanding of the connection between language and culture. They adequately explain the background of high frequency expressions/idioms. Students discuss similarities and differences of commonly known beliefs, lifestyles and contributions</p>	<p>Students performing at Mastery level generally recognize and apply differences in sound-symbol associations between the languages with some predictable errors. They frequently compare components of language origin and structure to determine meaning and practice language mechanics. Students begin to understand that language and culture are connected. They explain the background of a limited number of high frequency expressions/idioms. Students explain a limited number of commonly known similarities and differences in the beliefs, lifestyles and</p>	<p>Students performing at Partial Mastery level often identify and occasionally apply differences in sound-symbol associations between the languages with predictable errors. They examine components of language origin and structure to determine meaning and practice language mechanics. Students have a tenuous understanding of the connection between language and culture. They recognize some widely-known similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target cultures.</p>
			Novice
			<p>Students performing at Novice level occasionally identify and rarely apply differences in sound-symbol associations between the languages; frequent, predictable errors dominate. They require teacher assistance in examining components of language origin and structure to determine meaning and practice language mechanics. They often do not understand the connection between language and culture. Students identify only widely-known similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target</p>

cultures.	of peoples in the native and target cultures.	contributions of peoples in the native and target cultures.	cultures.
Objectives	Students will		
LAT.O.LI.4.01	compare and contrast the sound-symbol association of English to that of the target language.		
LAT.O.LI.4.02	identify basic linguistic elements (e.g., cognates*, word roots) common to English and the target language in order to derive meaning.		
LAT.O.LI.4.03	recognize that English and the target language are comprised of words and expressions which denote different registers of language (e.g., formalities, colloquialisms, idiomatic expressions, slang).		
LAT.O.LI.4.04	identify similarities and differences in sentence structure (e.g., parts of speech, word order) common to English and the target language.		
LAT.O.LI.4.05	recognize and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.		

Level 1	Level 1 Foreign Languages—Latin		
Standard 5:	Communities		
LAT.S.LI.5	Students will	<ul style="list-style-type: none"> participate in multilingual settings at home and in the global community become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth. 	

Performance Descriptors LAT.PD.LI.5			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at Distinguished level actively look for and consider opportunities to expand their knowledge of target language and culture(s) in the school and in the local and global communities. They understand many benefits of second language study. They investigate resources and opportunities to enhance their future personal and professional lives.	Students performing at Above Mastery level seek out opportunities to expand their knowledge of target language and culture(s) in the school and in the local and global communities. They examine the benefits of second language study for determine resources and opportunities for their future personal and professional lives.	Students performing at Mastery level locate and select opportunities to expand their knowledge of target language and culture(s) in the school and global communities. They explore the benefits of second language study for their future personal and professional lives.	Students performing at Partial Mastery level locate and, with encouragement, select opportunities to expand their knowledge of target language and culture(s) in the school and global communities. They identify some benefits of second language study for their future personal and professional lives.
Novice	Students performing at Novice level identify opportunities to expand their knowledge of the target language and cultures beyond the classroom only if provided with extensive guidance or incentives (e.g., extra credit points). Their participation is contingent upon a teacher-led class/group extracurricular activity. They recognize a few benefits of second language study for their future personal and professional lives.		

Objectives	Students will
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LAT.O.LI.5.01	locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.
LAT.O.LI.5.02	recognize the potential benefits for personal growth, enrichment, enjoyment and career opportunities that result from study of the target language.
LAT.O.LI.5.03	identify opportunities for personal use of the target language within and beyond the school setting (e.g., school language clubs, National Foreign Language Week, International Education Week).

Foreign Languages—Latin—Content Standards and Objectives—Level II

The acquisition of skill in reading continues to be the primary focus of Latin Level II objectives. Level II students refine their reading skill by reading and understanding short authentic documents. They practice pronunciation, phrase grouping and inflection by imitating models. They write phrases and sentences of longer length.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons and Communities**) and their objectives will guide students toward language proficiency. It is important to remember that knowledge and skills acquired in previous levels are maintained and expanded in Levels III and IV.

Communication and Culture are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** continues to broaden horizons for language students as they develop an increased awareness of the classical influences in today's

Level II	Level II Latin	Above Mastery	Mastery	Partial Mastery	Novice
Standard 1:	Communication				
LAT.S.LI.1	Students will read, write, understand and interpret Latin using oral, aural and writing skills as part of the language learning process.				
	Distinguished				
Students performing at Distinguished level demonstrate a sophisticated use of contextual clues to determine meanings of unknown vocabulary in order to comprehend Latin passages adapted from authentic sources. They demonstrate a more thorough understanding of inflectional systems and syntax. The learners skillfully use meaningful phrase grouping with correct pronunciation and intonation. They write more detailed Latin phrases and sentences, with significantly accurate syntax. They	Above Mastery level generally use contextual clues to determine meanings of unknown vocabulary in order to comprehend Latin passages adapted from authentic sources. They demonstrate a more expansive understanding of inflectional systems and syntax. The learners routinely use meaningful phrase grouping with correct pronunciation and intonation. They integrate vocabulary obtained from dictionary to write more detailed Latin phrases and sentences.	Mastery level comprehend Latin passages adapted from authentic sources containing common vocabulary. They demonstrate an emerging understanding of inflectional systems and syntax with increasingly consistent accuracy. The learners frequently use meaningful phrase grouping with correct pronunciation and intonation. Using familiar vocabulary, they write more detailed Latin phrases and sentences, with generally accurate syntax. They respond to more complex	Students performing at Partial Mastery level comprehend Latin passages adapted from authentic sources containing familiar vocabulary. Their understanding of inflectional systems and syntax has not fully developed and may be erratic. The learners occasionally use appropriate word groupings with some inconsistency in correct pronunciation and intonation. Using familiar vocabulary, they write more detailed Latin phrases and sentences containing predictable lapses in accuracy of syntax. They	Students at Novice level comprehend Latin passages adapted from authentic sources that contain high-frequency vocabulary. They inconsistently make sense of inflectional systems and syntax. The learners rarely group words appropriately but generally use correct pronunciation and intonation. Using familiar vocabulary, they write somewhat more detailed Latin phrases and sentences with numerous inaccuracies in syntax. They respond ineffectively to more complex questions, statements and commands.	

respond to more complex questions, statements and commands with substantial accuracy.	with generally accurate syntax. They respond to more complex questions, statements and commands with significant accuracy.	questions, statements and commands with frequent accuracy.	respond to more complex questions, statements and commands with some accuracy.
Objectives Students will			
LAT.O.LI.1.01	use meaningful phrase grouping with appropriate intonation to demonstrate the flow of Latin.		
LAT.O.LI.1.02	understand complex instructions, questions and commands.		
LAT.O.LI.1.03	read and comprehend level-appropriate passages adapted from authentic materials.		
LAT.O.LI.1.04	use vocabulary, inflectional systems and syntax appropriate to the level of study.		
LAT.O.LI.1.05	write complex phrases and sentences in Latin.		

Level II	Level II Latin
Standard 2:	Culture
LAT.S.LI.2	Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following <ul style="list-style-type: none"> • Perspectives – ideas, meanings, attitudes, values and beliefs; • Practices – patterns of social interactions; and • Contributions – literature, art, music, foods, exports, and leisure activities.

Performance Descriptors LAT.LI.PD.2			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at Distinguished level explain the similarities and differences in a significant number of perspectives, practices and contributions of the target and native culture. They analyze a wide range of beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influenced cultural practices.	Students performing at Above Mastery level explain the similarities and differences in perspectives, practices and contributions of the target and native culture. They compare and contrast in detail a wide range of beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influenced cultural practices.	Students performing at Mastery level explain a significant number of perspectives, practices and contributions of the target culture. They compare and contrast in some detail common beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical factors which influenced cultural practices.	Students performing at Novice level describe, with prompting, widely recognized perspectives, practices and contributions of the target culture. They discuss only a limited number of common beliefs, behaviors, attitudes and icons of the target culture. With substantial guidance and prompting, they describe socio-geographical*, and historical factors which influenced cultural practices.

Objectives	Students will
LAT.O.LI.2.01	compare and contrast common beliefs and attitudes of the target and native cultures.
LAT.O.LI.2.02	discuss generalizations derived from contemporary and/or historical issues that one culture makes about another.

LAT.O.LII.2.03	discuss the implications of social, geographical and historical factors influencing cultural practices.
LAT.O.LII.2.04	Compare and contrast practices of different geographical locations within Roman culture.
LAT.O.LII.2.05	describe and discuss common objects, images, products and symbols of the target culture.
LAT.O.LII.2.06	explore and discuss contributions (e.g., artistic, scientific, historical, social, and philosophical) of the target culture.
LAT.O.LII.2.07	identify major figures of the target culture.
	<i>Please refer to the Communities standard for objectives addressing student participation in cultural activities.</i>

Level II	Level II Foreign Languages—Latin
Standard 3:	Connections
LAT.S.LII.3	Students will <ul style="list-style-type: none"> • acquire information from and make connections to other disciplines • recognize the distinctive viewpoints that are available only through a language and its culture(s).

Performance Descriptors LAT.S.LII.3	
Distinguished	Above Mastery
Students performing at Distinguished level integrate knowledge and skills developed through the study of the target language to other subjects. They interpret the concept of language interconnection by applying recognized associations to personal situations. They begin to relate to a more expansive view of culture. They critically view cultural similarities and differences from different perspectives and use information from level-appropriate authentic sources to discuss their opinions regarding cultural topics.	Students performing at Above Mastery level employ knowledge and skills developed through the study of the target language to further the study of other subjects. They understand the interconnection among disciplines and adapt and apply those associations to personal tasks and situations. Students infer associations between the native and target languages and apply knowledge to personal situations. They analyze cultural associations and pose reasons for similarities and differences. Students study authentic sources appropriate to their level of language ability and assess their opinions regarding cultural topics.
Mastery	Partial Mastery
Students performing at Mastery level regularly draw on knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize the interconnection among disciplines and adapt those associations to personal tasks and situations. Students make associations between the native and target languages and often apply knowledge to personal situations. They describe cultural associations and accurately explain similarities and differences. Students study authentic sources appropriate to their level of language ability and express opinions regarding	Students performing at Partial Mastery level often draw on knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize some interconnection among disciplines and, with encouragement, adapt those associations to personal tasks and situations. Students make predictable associations between the native and target languages and often apply knowledge to personal situations. They describe commonly known cultural associations and accurately explain similarities and differences. Students explore authentic sources appropriate to their
Novice	
Students performing at Novice level sporadically draw on knowledge and skills developed through the study of the target language to enhance the study of other subjects. They recognize obvious examples of interconnection among disciplines and infrequently adapt those associations to personal tasks and situations. They recognize commonly known cultural associations. They explore authentic sources appropriate to their level of language ability and identify common cultural topics.	

		cultural topics.	level of language ability and form opinions regarding cultural topics.
Objectives	Students will		
LAT.O.LII.3.01	determine the appropriate concepts and skills learned in the target language for application to other subject areas and vice versa.		
LAT.O.LII.3.02	explain the cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).		
LAT.O.LII.3.03	discuss similarities and differences in perspectives found in authentic sources.		
LAT.O.LII.3.04	give examples of connections between native and target languages (e.g., cognates*, derivatives*, loan words, non-verbal communications, syntax*).		

Level II Foreign Languages—Latin			
Standard 4:	Comparisons		
LAT.S.LII.4	Students will		
	<ul style="list-style-type: none"> develop insights into the complex nature and interaction of language by comparing native and target languages. develop insights into the complex nature and interaction of culture by comparing native and target cultures. 		
Performance Descriptors LAT.PD.LI.4			
	Distinguished	Above Mastery	Mastery
Students performing at Distinguished level	Students performing at Above Mastery level	Students performing at Mastery level	Students performing at Partial Mastery level
incorporate differences in sound-symbol associations between the languages with minimal errors. They understand and apply patterns of language origin and structure to determine meaning and practice language mechanics. Students' understanding of the connection between language and culture is advanced, and they explain the background of high frequency expressions/idioms. They competently and thoroughly relate commonly held impressions of similarities and differences in beliefs,	Above Mastery level consistently apply differences in sound-symbol associations between the languages with few errors. They are aware that the components of language origin and structure form patterns, and use this information to assist in determining meaning and practicing language mechanics. Students' understanding of the connection between language and culture is sufficient to explain the background of most expressions/idioms. They relate, with some detail, commonly held impressions	Mastery level apply differences in sound-symbol associations between the languages with limited errors. They compare components of language origin and structure to determine meaning and practice language mechanics. Students understand the connection between language and culture and explain the background of many high frequency expressions/idioms. They relate commonly held impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and	Students performing at Partial Mastery level generally recognize and apply differences in sound-symbol associations between the languages with some predictable errors. They require occasional teacher assistance in comparing components of language origin and structure to determine meaning and practice language mechanics. Students know that a connection exists between language and culture; however, their understanding of the nature of that connection is only at an awareness level. They list commonly held impressions of similarities and differences in the

lifestyles and contributions of peoples in the native and target cultures.	of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures.	target cultures.	impressions of a limited number of similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target cultures.	beliefs, lifestyles and contributions of peoples in the native and target cultures
Objectives				
LAT.O.LII.4.01	Students will identify and apply critical sound-symbol differences to target language usage.			
LAT.O.LII.4.02	select and apply knowledge of linguistic elements (e.g., cognates*, word roots, prefixes, suffixes) common to English and the target language in order to convey and derive meaning.			
LAT.O.LII.4.03	employ knowledge of the patterns of similarities and differences of sentence structure (e.g., verb tense, sentence complexity, question formation) in English and the target language to form comprehensible messages.			
LAT.O.LII.4.04	identify differences in perspectives, practices and products found in the native and target cultures and discuss factors which influenced their development.			

Level II	Level II Foreign Languages—Latin
Standard 5:	Communities
LAT.S.LII.5	Students will <ul style="list-style-type: none"> • participate in multilingual settings at home and in the global community • become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.

Performance Descriptors LAT.PD.LII.5				
Distinguished				
Students performing at Distinguished level display on-going initiative in locating and participating in opportunities to expand their knowledge of target language and culture in the local and global communities. They readily participate in opportunities and activities. They exhibit an advanced understanding of the benefits of second language study and willingly search for resources and	Above Mastery Students performing at Above Mastery level display initiative in locating and participating in opportunities to expand their knowledge of target language and culture in the local and global communities. Their participation is voluntary. They describe, in some detail, the benefits of second language study. Students compare and choose resources and opportunities to enhance	Mastery Students performing at Mastery level seek out opportunities to expand their knowledge of the target language and culture in the school and in the local and global communities. Their participation is usually voluntary and contingent upon incentives. They discuss the benefits of second language study. Students investigate resources and opportunities to enhance their future	Partial Mastery Students performing at Partial Mastery level select opportunities to expand their knowledge of the target language and culture in the school and in the local and global communities when encouraged by the teacher. Their participation is generally contingent upon incentives. They identify some positive benefits of second language study for their future personal and professional lives although	Novice Students performing at Novice level recognize opportunities to expand their knowledge of target language and culture in the school and in the local and global communities when provided with guidance. They participate if encouraged by the teacher and are provided with incentives. They recognize some benefits of second language study but often have difficulty seeing how it will affect their future

opportunities to enhance their future personal and professional lives.	their future personal and professional lives.	personal and professional lives.	they exhibit difficulty in projecting how this might take place.	personal and professional lives.
Objectives	Students will			
LAT.O.LII.5.01	select and use resources from the local and/or global communities that foster a deeper understanding of the target language and culture.			
LAT.O.LII.5.02	develop an understanding of the unique benefits for personal and professional growth (e.g., job shadowing, foreign travel, cuisine, fine arts) that come from study of the target language and its culture.			
LAT.O.LII.5.03	identify and select opportunities for personal use of the target language (e.g., presentations for school and/or community, Junior Classical League, language festivals and competitions) within and beyond the school setting.			

Foreign Languages— Latin— Content Standards and Objectives—Level III

The acquisition of skill in reading continues to be the primary focus of Latin Level III objectives. Level III students refine their reading skill by reading and understanding longer unadapted authentic documents. They refine their pronunciation, phrase grouping and inflection by imitating models. They demonstrate progress in writing skills by composing longer passages of connected sentences.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons and Communities**) and their objectives continues to guide students toward language proficiency. It is important to remember that knowledge and skills acquired in previous levels are maintained and expanded in Level IV and subsequent levels.

Communication and Culture are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. Through **Communities** use their knowledge of Latin of to interact with community members, from a variety of careers, to learn how they have used their study of classical languages.

Level III	Level III Latin			
Standard 1:	Communication			
LAT.S.LIII.1	Students will read, write, understand and interpret Latin using oral, aural and writing skills as part of the language learning process.			
Performance Descriptors LAT.PD.LIII.1	Students will read, write, understand and interpret Latin using oral, aural and writing skills as part of the language learning process.			
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level read aloud authentic Latin passages with appropriate intonation and meaningful phrase grouping. They understand and explain details of authentic passages. They recognize and appraise stylistic features of the passage. They write sustained passages in Latin with some refinement.	Students performing at Above Mastery level read aloud authentic Latin passages with appropriate intonation and meaningful phrase grouping with limited practice. They understand and discuss details of authentic passages. They recognize and analyze stylistic features of the passage. They write sustained passages in Latin.	Students performing at Mastery level read aloud authentic Latin passages with appropriate intonation, rhythm and meaningful phrase grouping with limited practice and coaching. They understand the main ideas of authentic passages and make generalizations about the content. They recognize and explain many stylistic features of the passage. They write short passages in Latin with some effectiveness.	Students performing at Partial Mastery level require some practice and coaching to read aloud familiar authentic Latin passages with appropriate intonation, rhythm and meaningful phrase grouping. They will have predictable errors. They require substantial prompting to draw ideas and conclusions from authentic Latin passages. They recognize and discuss a limited number of stylistic features. They write short passages in Latin but with several inaccuracies in inflection and syntax.	Students at Novice level require substantial practice and prompting to read aloud authentic Latin passages. Their intonation, rhythm and phrase grouping are sporadically accurate and reasonable. They make generalities about the meaning of authentic Latin passages but often reach inaccurate conclusions. Their comprehension of stylistic features is erratic. They write short passages in Latin but with several inaccuracies in inflection and syntax.
Objectives	Students will			

LAT.O.LIII.1.01	read aloud Latin passages of increasing length and complexity with attention to appropriate intonation, metrical structure and meaningful phrase grouping.
LAT.O.LIII.1.02	draw conclusions from authentic Latin passages.
LAT.O.LIII.1.03	recognize and discuss content and stylistic features of authentic passages.
LAT.O.LIII.1.04	write short passages.

Level III	Level III Foreign Languages— Latin
Standard 2:	Culture
LAT.S.III.2	Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following <ul style="list-style-type: none"> • Perspectives – ideas, meanings, attitudes, values and beliefs; • Practices – patterns of social interactions; and • Contributions – literature, art, music, foods, exports, and leisure activities.

Performance Descriptors LAT.LIII.PD.2			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at Distinguished level thoroughly explain the significance of perspectives, practices and contributions of the target and native cultures. They examine in depth a wide range of less common beliefs, behaviors, attitudes and icons as well as socio-geographical* and historical influences on cultural practices.	Students performing at Above Mastery level explain, in detail, the significance of perspectives, practices and contributions of the target and native cultures. They examine a wide range of less common beliefs, behaviors, attitudes and icons as well as socio-geographical*, and historical influences on cultural practices.	Students performing at Mastery level explain the significance of a number of perspectives, practices and contributions of the target and native cultures. They examine common beliefs, behaviors, attitudes and icons related to the target culture(s). They explain the effects of socio-geographical*, and historical factors on cultural practices.	Students performing at Partial Mastery level briefly explain the significance of well-known perspectives, practices and contributions of the target culture. They examine a limited number of common beliefs, behaviors, attitudes and icons related to the target culture(s). They discuss a limited number of socio-geographical* and historical influences on cultural practices. They incorporate culturally-appropriate behaviors in everyday social situations within a memorized context.
Novice	Students performing at Novice level briefly explain the significance of a limited number of widely recognized perspectives, practices and contributions of the target culture. They explore a limited number of common beliefs, behaviors, attitudes and icons of the target culture(s). With guidance and prompting, they discuss socio-geographical*, and historical influences on cultural practices.		

Objectives	Students will
LAT.O.LIII.2.01	explain the significance of beliefs and attitudes of the target and native cultures (e.g., home, school, community and nation).
LAT.O.LIII.2.02	discuss the origin and implications of generalizations about the target culture.
LAT.O.LIII.2.03	draw conclusions from social, geographical and historical factors which influenced cultural practices
LAT.O.LIII.2.04	discuss possible reasons for differences in practices within Roman culture.
LAT.O.LIII.2.05	examine the role and significance of objects, images, products and symbols of the target culture.
LAT.O.LIII.2.06	analyze the impact of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).

LAT.O.LIII.2.07	examine the significance of figures of the target culture. <i>Please refer to the Communities standard for objectives addressing student participation in cultural activities.</i>
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Level III Foreign Languages—Latin				
Standard 3: Connections				
LAT.S.LIII.3				
Performance Descriptors LAT.PD.LIII.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level seek knowledge and skills to be found in connections between the target language and other subjects. They apply the concept of language interconnection, from personal and larger than personal perspectives, by developing new associations for linguistic and cultural tasks and situations. They express a more expansive view of culture by analyzing applications to broader cultural entities. They begin to develop a personal view of significant inter-cultural similarities and differences and continue to seek information from level-appropriate authentic sources in order to add precision and detail to their opinions regarding cultural topics.	Students performing at Above Mastery level integrate knowledge and skills developed through the study of the target language to other subjects. They interpret the concept of interconnection by applying associations to tasks and situations, both personal and beyond. They begin to relate to a more expansive view of culture by hypothesizing applications to entities beyond themselves. They critically view cultural similarities and differences from various perspectives and seek information from level-appropriate authentic sources to refine and support their opinions regarding cultural topics.	Students performing at Mastery level use knowledge and skills developed through study of the target language to further the study of other subjects. They understand the interconnection among disciplines and adapt and apply those associations to tasks and situations, both personal and beyond. Students infer associations between their native language and target language and apply knowledge in various situations. They analyze and discuss cultural associations and pose reasons for similarities and differences. Students locate and select authentic sources appropriate to their level of language ability in order to refine and support their opinions regarding cultural topics.	Students performing at Partial Mastery level infrequently draw on knowledge and skills developed through the study of the target language to further the study of other subjects. They recognize some interconnection among disciplines and adapt those associations to personal tasks and situations. Occasionally, they relate specific associations to a more expansive view beyond themselves. Students make limited associations between the native and target languages and generally apply knowledge to personal situations. They describe most cultural associations and explain similarities and differences. Students study authentic sources appropriate to their level of language ability and form opinions regarding cultural topics.	Students performing at Novice level rarely draw on knowledge and skills developed through study of the target language to further the study of other subjects. They recognize a limited degree of interconnection among disciplines and, with significant encouragement, adapt those associations to personal tasks and situations. Students make limited, predictable associations between the native and target languages and usually apply knowledge to personal situations. They describe commonly known cultural associations and explain similarities and differences. Students explore authentic sources appropriate to their level of language ability and form opinions regarding cultural topics.

Objectives	Students will
LAT.O.L.III.3.01	apply concepts and skills learned in the target language to other subject areas and vice versa.
LAT.O.L.III.3.02	compare and contrast the cultural relevance of important issues (e.g., social, political, environmental).
LAT.O.L.III.3.03	make sense of and explain similarities and differences in perspectives in Roman culture found in authentic sources
LAT.O.L.III.3.04	employ knowledge of linguistic connections (e.g., cognates*, loan words, register for direct address, syntax*) to determine meaning of words and phrases in native and target languages).

Level III	Level III Foreign Languages—Latin
Standard 4:	Comparisons
LAT.S.L.III.4	Students will <ul style="list-style-type: none"> • develop insights into the complex nature and interaction of language by comparing native and target languages. • develop insights into the complex nature and interaction of culture by comparing native and target cultures.

Performance Descriptors LAT.PD.LI.4	
Distinguished	Above Mastery
Students performing at Distinguished level automatically integrate differences in sound-symbol associations between the languages. They precisely apply knowledge of patterns of language origin and structure to determine meaning and to practice language mechanics. Students implement their understanding of the connection between language and culture with sophistication. They deduce the background of newly acquired expressions/idioms. Their personal impressions of the similarities and differences in beliefs, lifestyles and contributions of people in the native and target cultures are often insightful, and they articulate them	Students performing at Above Mastery level independently and accurately incorporate differences in sound-symbol associations between the languages. They apply patterns of language origin and structure to determine meaning and practice language mechanics. Students implement their understanding of the connection between language and culture to determine meaning and explain the background of newly acquired expressions/idioms. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are accurate, and they articulate them
Mastery	Partial Mastery
Students performing at Mastery level accurately incorporate differences in sound-symbol associations between the languages. They require minimal guidance in applying patterns of language origin and structure to determine meaning and practice language mechanics. Students employ their understanding of the connection between language and culture to determine the meaning and background of new expressions/idioms that they encounter. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are generally accurate.	Students performing at Partial Mastery level incorporate differences in sound-symbol associations between the languages with minimal errors. They require guidance to apply patterns of language origin and structure to determine meaning and practice language mechanics. Students understand several connections between language and culture and explain the background of most high frequency expressions/idioms. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are for the most part accurate and predictable, but simplistic in
Novice	Novice
Students performing at Novice level incorporate differences in sound-symbol associations between the languages with predictable errors. Their application of patterns of language origin and structure to determine meaning and practice language mechanics is sporadic. Students understand a few connections between language and culture but struggle to discern the background of most expressions/idioms. Their personal impressions of similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target cultures contain minimal inaccuracies and are simplistic in scope.	Students performing at Novice level incorporate differences in sound-symbol associations between the languages with predictable errors. Their application of patterns of language origin and structure to determine meaning and practice language mechanics is sporadic. Students understand a few connections between language and culture but struggle to discern the background of most expressions/idioms. Their personal impressions of similarities and differences in the beliefs, lifestyles and contributions of peoples in the native and target cultures contain minimal inaccuracies and are simplistic in scope.

with confidence.	competently.	scope.
Objectives	Students will	
LAT.O.L.III.4.01	analyze and incorporate critical sound-symbol differences within target language usage.	
LAT.O.L.III.4.02	analyze and apply knowledge of linguistic patterns (e.g., cognates*, word roots, prefixes and suffixes, verb formation) in order to establish and generate meaningful communication.	
LAT.O.L.III.4.03	incorporate knowledge of similarities and differences in patterns of sentence structure (e.g., verb tense, common uses of voice and mood) in English and the target language.	
LAT.O.L.III.4.04	discuss cultural perspectives, practices and contributions between the native and target cultures and examine factors which enabled this transfer.	

Level III	Level III Foreign Languages—Latin	
Standard 5:	Communities	
LAT.S.L.III.5	Students will <ul style="list-style-type: none"> • participate in multilingual settings at home and in the global community • become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth. 	

Performance Descriptors LAT.PD.L.III.5			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at Distinguished level consistently search for opportunities to expand their knowledge of the target language and culture(s) in the school and global communities. They share this information with teachers and classmates. They use a sophisticated understanding of the benefits of second language learning to plan linguistic and cultural experiences that will enhance their personal and professional lives.	Students performing at Above Mastery level regularly search for opportunities to expand their knowledge of the target language and culture(s) in the school and global communities. They often share this information with teachers and classmates. They possess an expanded understanding of the benefits of second language learning and begin to plan linguistic and cultural experiences that will enhance their personal and professional lives.	Students performing at Mastery level initiate a search for opportunities to expand their knowledge of the target language and culture(s) in the school and global communities. They begin to understand the benefits of second language learning beyond the high school experience. Students participate voluntarily in activities and opportunities related to the target language and cultures. Students look for resources and opportunities to enhance their personal and professional lives.	Students performing at Partial Mastery level occasionally look for and choose opportunities to expand their knowledge of the target language and culture(s) in the school and global communities. Students require minimal encouragement to participate in activities and opportunities related to the target language and cultures. They recognize some benefits of second language learning, but are still unsure how to apply them to their personal and professional lives.
			Novice
			Students performing at Novice level identify opportunities to expand their knowledge of target language and culture(s) in the school and in the local and global communities when provided with specific guidelines or directions. Students are more inclined to actively participate in activities and opportunities related to the target language and cultures. They understand that second language learning provides benefits for their future lives; however, they are often unwilling to make the commitment of time and effort in order to maximize

Objectives	Students will		this potential.
LAT.O.LIII.5.01	locate resources and participate in activities from the local and global communities that afford continued study of the target language and its cultures.		
LAT.O.LIII.5.02	use knowledge and skills derived from study of the target language and its culture to develop opportunities for personal and professional growth and enjoyment (e.g., job shadowing, foreign travel, fine arts).		
LAT.O.LIII.5.03	investigate and pursue opportunities for personal use of the target language within and beyond the school setting (e.g., presentations for language clubs and associations, tutoring, translating).		

Foreign Languages—Latin— Content Standards and Objectives—Level IV

Students in Latin IV demonstrate the ability to interpret meaning of the works that they read. They analyze writings for content, style and meter. Students write connected sentences creating paragraph-length texts. They demonstrate a growing knowledge base of vocabulary and inflectional and syntactical systems.

Efficient use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons and Communities**) and their objectives continues to lead students to proficiency. It is still important to note that knowledge and skills acquired in previous levels are maintained and expanded in this and subsequent levels.

Communication and Culture are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. Through **Communities** communicate with the community of Latin learners beyond the high school setting. They apply their knowledge of the Roman culture and language to connect the past to the present.

Level IV		Level IV Latin		
Standard 1:		Communication—Latin		
LAT.S.IV.1		Students will read, write, understand and interpret Latin using oral, aural and writing skills as part of the language learning process.		
Performance Descriptors LAT.PD.LIV.1		Distinguished		
Students performing at Distinguished level read and understand authentic Latin prose and/or poetry recognizing, analyzing and interpreting content and stylistic features. They draw insightful inferences from source materials. Their recitation* of Latin prose and/or poetry is refined.	Above Mastery	Students performing at Above Mastery level with prompting comprehend authentic Latin prose and/or poetry recognizing, analyzing and interpreting content and stylistic features. Their inferences from the readings tend to be precise and thorough. Their recitation* of Latin prose and/or poetry demonstrates a genuine understanding of rhythm and phrase grouping.	Mastery	Students performing at Mastery level with periodic prompting comprehend authentic Latin prose and/or poetry recognizing, explaining and interpreting content and stylistic features. Their inferences from the readings tend to be accurate and complete. Their recitation** of Latin prose and/or poetry demonstrates an enhanced understanding of the roles of rhythm and phrase grouping.
	Partial Mastery	Students performing at Partial Mastery level with prompting comprehend authentic Latin prose and/or poetry recognizing, discussing and interpreting content and stylistic features. Their inferences from the readings are generally accurate. Their recitation* of Latin prose and/or poetry may be hesitant but shows an emerging awareness of rhythm and meaningful phrase grouping.	Novice	Students performing at Novice level with repeated prompting comprehend authentic Latin prose and/or poetry recognizing, discussing and interpreting content and stylistic features. Their inferences from the readings may contain inaccuracies. Their recitation* of Latin prose and/or poetry tends to be hesitant and/or awkward.
Objectives	Students will			
LAT.O.LIV.1.01	interpret a Latin passage by reading it aloud with accurate pronunciation, meaningful phrase grouping, appropriate intonation, and attention to metrical structure.			

LAT.O.LIV.1.02	Interpret, analyze and make inferences from authentic Latin prose and/or poetry.
LAT.O.LIV.1.03	explain and interpret content and stylistic features of authentic Latin prose and/or poetry.

Level IV	Level IV Foreign Languages—Latin		
Standard 2:	Culture		
LAT.S.LIV.2	Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following <ul style="list-style-type: none"> • Perspectives – ideas, meanings, attitudes, values and beliefs; • Practices – patterns of social interactions; and • Contributions – literature, art, music, foods, exports, and leisure activities. 		
Performance Descriptors LAT.LIV.PD.2			

	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level demonstrate a clear and detailed understanding of perspectives, practices and contributions of the target and native cultures by relating their significance to personal beliefs and situations. They come to understand and respect beliefs, behaviors, attitudes and icons developed from a perspective within the target culture.	Students performing at Above Mastery level analyze the significance of most perspectives, practices and contributions of the target and native cultures. They reflect on beliefs, behaviors, attitudes and icons from a perspective within the target culture in order to develop and exhibit a sensitivity to its unique influences and factors.	Students performing at Mastery level analyze the significance of many perspectives, practices and contributions of the target and native cultures. They reflect on beliefs, behaviors, attitudes and icons from a perspective within the target culture in order to develop a sensitivity to its unique influences and factors.	Students performing at Partial Mastery level analyze the significance of perspectives, practices and contributions of the target and native cultures. They explore beliefs, behaviors, attitudes and icons from a perspective within the target culture and begin to develop a sensitivity to its unique influences and factors.	Students performing at Novice level examine the significance of perspectives, practices and contributions of the target and native cultures. They consider beliefs, behaviors, attitudes and icons from a perspective within the target culture and begin to develop a sensitivity to its unique influences and factors.	

Objectives	Students will
LAT.O.LIV.2.01	explain and analyze relationships of beliefs and attitudes between the target culture and the global community.
LAT.O.LIV.2.02	analyze the origin and implications of generalizations about the target culture.
LAT.O.LIV.2.03	examine the role and significance of objects, images, products and symbols of the target culture from an historical perspective.
LAT.O.LIV.2.04	evaluate the effects of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture.
LAT.O.LIV.2.05	explore historical and societal issues from a perspective within the target culture.
LAT.O.LIV.2.06	define the impact of figures of the target culture.
<i>Please refer to the Communities standard for objectives addressing student participation in cultural activities.</i>	

Level IV	Level IV Foreign Languages—Latin		
Standard 3:	Connections		
LAT.S.LIV.3	Students will <ul style="list-style-type: none"> • acquire information from and make connections to other disciplines 		

Performance Descriptors FL.PD.LIV.3		• recognize the distinctive viewpoints that are available only through a language and its culture(s).		
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level independently inter-relate knowledge and skills from other subjects. They extend the concept of interconnection, from personal to larger perspectives, by producing new associations for linguistic tasks and situations. They continue to develop a personal view of significant inter-cultural similarities and differences by searching for information from level-appropriate authentic sources in order to accurately support their opinions regarding cultural topics.	Students performing at Above Mastery level seek knowledge and skills to be found in connections between the target language and other subjects. They apply the concept of interconnection, from personal and larger than personal perspectives, by developing new associations for linguistic tasks and situations. They begin to develop a personal view of significant inter-cultural similarities and differences and continue to seek information from level-appropriate authentic sources in order to add precision and detail to their opinions regarding cultural topics.	Students performing at Mastery level incorporate knowledge and skills developed through the study of the target language to other subjects. They interpret the concept of interconnections by applying associations to tasks and situations, both personal and beyond themselves. They critically view cultural similarities and differences from various perspectives and seek information from level-appropriate authentic sources to refine and support their opinions regarding cultural topics.	Students performing at Partial Mastery level inconsistently employ knowledge and skills developed through study of the target language to further the study of other subjects. They understand the interconnection among disciplines and often apply those associations to tasks and situations, both personal and beyond themselves. Students begin to infer some associations between their native language and target language and apply knowledge in specific situations. They study cultural associations and discuss the reasons for similarities and differences. Students locate and select authentic sources appropriate to their level of language ability in order to refine and their opinions regarding cultural topics.	Students performing at Novice level infrequently draw on knowledge and skills developed through study of the target language to further the study of other subjects. They recognize some interconnection among disciplines and apply those associations to specific personal tasks and situations. They rarely relate specific associations to a more expansive view beyond themselves. Students make limited associations between their native language and target language and occasionally apply knowledge to personal situations. They describe some cultural associations and explain similarities and differences. Students study authentic sources appropriate to their level of language ability and form opinions regarding cultural topics
Objectives	Students will			
LAT.O.LIV.3.01	incorporate concepts and skills learned in the target language to other subject areas and vice versa.			
LAT.O.LIV.3.02	formulate personal perspectives on the cultural relevance of important issues.			
LAT.O.LIV.3.03	analyze perspectives and pose reasons for similarities and differences in cultures/countries found in authentic texts.			
LAT.O.LIV.3.04	use previously learned patterns to make predictions and inferences about new situations (e.g., suffixes, prefixes, word stems, conjugations, declensions)			

Level IV Level IV Foreign Languages—Latin

Standard 4:	Comparisons			
LAT.S.LIV.4	Students will			
Performance Descriptors LAT.PD.LIV.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Students performing at Distinguished level seamlessly integrate differences in sound-symbol associations between the languages. They develop processes to apply knowledge of patterns of language origin and structure for the purpose of determining meaning and in practicing language mechanics. Students understand the complexities of language-culture connections and use that knowledge to discern the literal and figurative meaning of most expressions/idioms. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of people in the native and target cultures approach a level of insight, respect and empathy found in someone native or near-native to the culture. They confidently articulate their impressions from a knowledgeable point of reference.</p>	<p>Students performing at Above Mastery level skillfully integrate differences in sound-symbol associations between the languages. They look for patterns of language origin and structure to assist in determining meaning and in practicing language mechanics. Students use their understanding of the complex connections between language and culture to discern the background of many expressions/idioms and to determine their figurative as well as literal meaning. Their personal impressions of similarities and differences in beliefs, lifestyles and contributions of people in the native and target cultures demonstrate insight, respect and empathy. They articulate their impressions from a knowledgeable point of reference.</p>	<p>Students performing at Mastery level systematically integrate differences in sound-symbol associations between the languages with minimal errors. They analyze patterns of language origin and structure to determine meaning and practice language mechanics. Students employ a deep understanding of the connections between language and culture to explain the background of many expressions/idioms. Their personal impressions of the similarities and differences in beliefs, lifestyles and contributions of peoples in target cultures are accurate and perceptive. They articulate these impressions competently.</p>	<p>Students performing at Partial Mastery level integrate many sound-symbol associations between the languages. They often examine patterns of language origin and structure to determine meaning and practice language mechanics. Students employ a limited but accurate understanding of many connections between language and culture to explain the background of common expressions/idioms. Their personal impressions of the similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are accurate and at times reflective. They relate these impressions effectively.</p>	<p>Students performing at Novice level integrate a limited number of high frequency sound-symbol associations between the languages. They require assistance in examining patterns of language origin and structure to determine meaning and practice language mechanics. Students possess a marginal understanding of many of the connections between language and culture and require assistance to explain the background of common expressions/idioms. Their personal impressions of the similarities and differences in beliefs, lifestyles and contributions of peoples in the native and target cultures are accurate. They have difficulty in relating these impressions effectively.</p>
Objectives	Students will			

LAT.O.LIV.4.01	discriminate and apply sophisticated sound-symbol similarities and differences into target language usage (e.g., the sound of the letter "b" before an "s" and in other locations).
LAT.O.LIV.4.02	analyze similarities and differences in patterns of sentence structure (e.g., verb tense, voice and mood) in English and the target language to anticipate and/or correct communication errors.

Level IV Foreign Languages—Latin	
Standard 5:	Communities
LAT.S.LIV.5	<p>Students will</p> <ul style="list-style-type: none"> • participate in multilingual settings at home and in the global community • become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.
Performance Descriptors LAT.PD.LIV.5	
Distinguished	Above Mastery
Students performing at Distinguished level feel at ease in locating and participating in opportunities to expand their knowledge of the target language and culture. They often suggest activities to their teachers and classmates. Their participation in activities and opportunities related to target language and culture is self-initiated and self-directed; it reflects a genuine desire to develop a competency in the target language and a deep understanding of the peoples who spoke it. They develop action plans to maximize the benefits of second language learning both while in the classroom and in their future lives.	Students performing at Above Mastery level pursue opportunities to expand their knowledge of the target language and culture in the school and in the local and global communities. They willingly share this information with teachers and classmates. Their participation in activities and opportunities related to the target language and culture reflects a genuine desire to gain an understanding of the target language and the peoples who spoke it. They have a mature understanding of the benefits of second language learning and begin to plan for future experiences and study opportunities related to second language learning that will enhance their personal and professional
Mastery	Mastery
Students performing at Mastery level frequently search for opportunities to expand their knowledge of the target language and culture in the school and in the local and global communities. Their participation in activities and opportunities related to the target language and culture is active and genuine. They understand that second language learning provides benefits particularly for their future lives. They frequently seek teacher guidance on how to tap into this potential.	Students performing at Mastery level frequently search for opportunities to expand their knowledge of the target language and culture in the school and in the local and global communities. Their participation in activities and opportunities related to the target language and culture is active and genuine. They understand that second language learning provides benefits particularly for their future lives. They frequently seek teacher guidance on how to tap into this potential.
Partial Mastery	Partial Mastery
Students performing at Partial Mastery level periodically search for opportunities to expand their knowledge of the target language and culture in the school and in the local and global communities. Their participation is usually voluntary, rarely contingent upon incentives and usually reflects a genuine interest in activities and opportunities related to the target language and culture. They begin to realize benefits of second language learning particularly for their future lives. They require teacher guidance on how to tap into this potential.	Students performing at Partial Mastery level periodically search for opportunities to expand their knowledge of the target language and culture in the school and in the local and global communities. Their participation is usually voluntary, rarely contingent upon incentives and usually reflects a genuine interest in activities and opportunities related to the target language and culture. They begin to realize benefits of second language learning particularly for their future lives. They require teacher guidance on how to tap into this potential.
Novice	Novice
Students performing at Novice level rarely search for opportunities to expand their knowledge of the target language and culture in the school and in the local and global communities. Their participation in activities and opportunities related to the target language and culture is characterized by some reluctance and hesitancy. However, they generally participate willingly within a group setting. They understand that second language learning provides benefits for their future lives but may display lack of commitment needed to realize this potential.	Students performing at Novice level rarely search for opportunities to expand their knowledge of the target language and culture in the school and in the local and global communities. Their participation in activities and opportunities related to the target language and culture is characterized by some reluctance and hesitancy. However, they generally participate willingly within a group setting. They understand that second language learning provides benefits for their future lives but may display lack of commitment needed to realize this potential.

Foreign Languages and Latin Glossary

Circumlocute—literally, to talk around an idea. The action of conveying meaning about an idea or concept by explaining its key factors. Circumlocution is generally used when the speaker lacks the specific vocabulary to express his idea but possesses sufficient ability to express his thoughts so that the listener is able to determine meaning from the exchange.

Cognates—words in the target language whose meanings are easily understood because of their near-identical similarity to English.

Derivatives—those words that have come into a language from another language and carry similar meanings.

e.g.—examples of what **could** be included in teaching the objective.

i.e.—inclusive of what **must** be included in teaching the objective.

Interpersonal—direct oral or written communication between individuals with whom there is immediate contact (e.g., Instant Messaging, face-to-face conversations, telephone conversations).

Interpretive—any understanding of oral or written communication with no immediate contact of the individuals (e.g., voice mail, reading a letter, listening to television, radios, CDs).

Perspectives—meanings, attitudes, values, ideas defining a language student's emerging point of view on any given subject.

Practices—patterns of social interactions such as rites of passage, the use of forms of discourse, social "pecking order" and the use of space.

Presentational—spoken or written communication for an audience with whom there is no immediate interaction (giving a speech, a performance, writing a letter).

Products—tangible or intangible manifestations of culture such as books, tools, foods, art (tangible) or laws, music, games, sacred ritual, system of education (intangible) of the culture(s) of the target language.

Recitation*—in Latin, reading aloud

Socio-geographical—the influence of geography on language movement, development and ideas within a culture.

Sociolinguistic—the role of language within the framework of various social factors such as gender, age, role and acceptable patterns of behavior.

Syntax—the pattern or structure of word order in sentences, clauses, and phrases.

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT State Board Policy 2520.7: 21st Century Foreign Language Content Standards and Objectives FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

12/8/2006

West Virginia Department of Education

Original Fiscal Note Signed by: Steven L. Paine

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
01-22	<p>Angela Amick Principal aamick@access.k12.wv.us Mt. Lookout Elementary 1945 E. Mt. Lookout Road Mt. Lookout WV 26678</p>	<p>§126-44G-1 General</p> <p>I am under the impression that Foreign Language class is to take the place of Reading class (45 minutes). Reading is such a very important class and should be extended in all grade levels (K-12). If a student is a successful reader, he/she should be able to master any subject. Though Foreign Language is an important class, please reconsider plans to have it take the place of Reading class. Thank you.</p>		
02-09	<p>Shiloh Thompson Lead Sign Interpreter shdthomp@access.k12.wv.us Roane County Schools 102 Chapman Avenue spencer wv 25276</p>	<p>West Virginia educators, including regular classroom teachers, deaf education teachers, and teachers representing higher education institutions played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.</p> <p>I am concerned with the above information. It does not mention or give credit to the work and dedication given by members of the Deaf Community. The language that we are teaching is not to be governed by or credited to hearing people. It is a well-known fact that most teachers including Deaf Education Teachers are hardly able to communicate in ASL or any Sign Language much less advise on what the content standards should be. The group of people that helped to set the CSO's, is more than just teachers, they were Deaf. ASL is the language of the Deaf Community and members of the Deaf community should be first in line to teach it. It is my understanding that no credit has been given where it is due.</p>		

American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills.

American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication.

The content standards above show the stages in acquisition of language by hearing/Deaf students. This cannot be done if the teachers merely hold a teaching degree. Concrete signs such as milk, cat, dog, toilet, drink, etc...are easy to teach but abstract ideas, problem solving, and concepts can only be taught by modeling fluency in the language.

Certification by the American Sign Language Teacher's Association (ASLTA) should be required to teach American Sign Language (ASL) classes in public school. It is a way to measure fluency in ASL and the ability to teach ASL, equalizing the playing field for both Deaf and Hearing teachers. Exposure to the Deaf community is a recommendation for all students taking ASL classes and their learning is sure to be enhanced by having a native language user in the classroom teaching. It is imperative that all teachers teaching ASL as a foreign language to model near native fluency themselves. ASLTA certification ensures this and should be utilized as the qualifying tool for teachers.

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<p>02-09</p>	<p>Shiloh Thompson Lead Sign Interpreter shdthomp@access.k12.wv.us Roane County Schools 102 Chapman Avenue spencer wv 25276</p>	<p>understanding that no credit has been given where it is due.</p> <p>American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills.</p> <p>American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication.</p> <p>The content standards above show the stages in acquisition of language by hearing/Deaf students. This cannot be done if the teachers merely hold a teaching degree. Concrete signs such as milk, cat, dog, toilet, drink, etc...are easy to teach but abstract ideas, problem solving, and concepts can only be taught by modeling fluency in the language.</p> <p>Certification by the American Sign Language Teacher's Association (ASLTA) should be required to teach American Sign Language (ASL) classes in public school. It is a way to measure fluency in ASL and the ability to teach ASL, equalizing the playing field for both Deaf and Hearing teachers. Exposure to the Deaf community is a recommendation for all students taking ASL classes and their learning is sure to be enhanced by having a native language user in the classroom teaching. It is imperative that all teachers teaching ASL as a foreign language to model near native fluency themselves. ASLTA certification ensures this and should be utilized as the qualifying tool for teachers.</p>	
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05-15	Fernando Ibanez	Test		
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