

WEST VIRGINIA
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

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2003 MAY -8 P 2:06

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 _____ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44G

TITLE OF RULE BEING PROPOSED: Foreign Language Content Standards and
Objectives for West Virginia Schools (2520.7)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2003.



Steven L. Paine

Deputy State Superintendent of Schools

EXECUTIVE SUMMARY

FOREIGN LANGUAGE CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS POLICY 2520.7

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 the policy was July, 1997. In October, 2001, a revision of the Policy incorporating the Content Standards and Objectives for Mathematics, Reading and English Language Arts, Science, Social Studies and Technology was presented to the West Virginia Board of Education. It was placed on public comment and was approved by the Board on December 13, 2001, to be effective July 1, 2003. A second revision incorporating content standards and objectives for adult and technical courses was approved by the Board on July 11, 2002, to be effective July 1, 2003.

Purpose:

The purpose of this Board item is to seek approval for Policy 2520.7 as it has been revised in response to comments received.

Summary of Comments:

No comments were received.

Summary of Revisions:

No revisions were made.

200304

126CSR44G

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

FILED

2003 MAY -8 P 2: 06

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

OFFICE WEST VIRGINIA
SECRETARY OF STATE

§126-44G-1. General.

1.1. Scope – W.VA. §126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education, Regulations for the Education Programs, 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 (or instructional goals) and objectives for foreign language as required by 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. May 8, 2003.

1.4. Effective Date. July 1, 2003.

1.5. Repeal of Former Rule. This is a new rule.

§126-44G-2. Purpose.

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

§126-44G-3. Incorporation by Reference.

3.1. A copy of Foreign Languages 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 Instructional Services.

§126-44G-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 in the workplace and further education. The document includes content standards for foreign success language education, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.7: Foreign Languages Content Standards and Objectives for West Virginia Schools.

Committees of educators from across the state gathered to work on curriculum refinement. The committees incorporated content based on the most current research, national standards and best teaching practices in the field. Primary issues that have been addressed in the current revision work are building a rigorous and challenging curriculum, ensuring a curriculum that is accessible to every student, and designing a format that can easily be used and understood.

West Virginia educators have played a key role in shaping the content standards. Their contribution was critical in creating a policy that is meaningful for the classroom.

A primary change in Policy 2520.7 is that the content area begins with a set of content standards. Grade-level objectives are then organized under the standards, so that the focus stays on helping students achieve the comprehensive goals, not just mastering the incremental steps. The objectives (those incremental steps) are still there — curriculum committees worked very hard to consolidate, delete, sequence, and clarify as needed to produce a picture of the curriculum that is clear in its intent and manageable in its implementation.

Another change is the addition of performance descriptors. Performance descriptors answer the question “How well does the student perform on the content standards at any given grade level?” (See “Explanation of Terms” section for further discussion of this topic.)

The content standards, objectives and performance descriptors combine to give teachers a powerful resource for planning instruction. The sequencing of the grade level objectives and the levels of performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on achieving at a high level and on offering all students in West Virginia rigor and challenge.



David Stewart
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. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. 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 three parts, each part separated by a period:

- The content area code (e.g., FL for Foreign Languages);
- The letter S, for Standard; and
- The standard number.

Illustration: FL.S.1 refers to Foreign Language content standard #1.

Numbering of Objectives

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

- The content area code or course code (e.g., FL1 for Foreign Language Level One, FLEX for Foreign Language Exploratory);
- The number of the content standard addressed; and
- The objective number.

Illustrations: FL1.2.3 refers to a Level One Foreign Language objective that addresses standard #2 in Foreign Language, and that is the third objective listed under that standard.

Numbering of Performance Descriptors

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

- The content area or course code;
- The letters PD, for Performance Descriptors;

Illustration: FL2.PD.3 refers to Foreign Language performance descriptors for level two, content standard 3.

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 2520.7 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 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 performance descriptors for foreign language, Level I, standard #2 will be "200304.FL.S.2".

Abbreviations

Content Area

FL	Foreign Languages
FLEX	Foreign Language Exploratory
LAT	Latin

Other Abbreviations

PD	Performance Descriptors
S	Standard (Content Standard)

FOREIGN LANGUAGE - POLICY 2520.7

The West Virginia Foreign Language Program of Study sets forth the expectations for foreign language study for all West Virginia students in middle, junior high and high schools. The revised curriculum is designed to address the needs of all students engaged in the study of a second language, regardless of the language they study or the grade level at which they begin that study.

The Foreign Language Content Standards, Objectives, and Performance Descriptors provide leadership for the local establishment of standards for optimal learning experiences in foreign languages for students in West Virginia schools. They are designed to provide guidance for the development of district foreign language curricula, the selection of instructional materials, the evaluation of students' learning, and inservice and preservice professional development programs. Teachers at local schools are responsible for developing a scope and sequence and for selecting the specific content and learning activities that will lead students to a high level of language proficiency. It is imperative, therefore, that all teachers select learning activities which are appropriate for students of differing ages, interests and experiences. Since teachers are the architects of the instruction which occurs in the classroom, and instruction is the vital force in the whole curriculum process, instructional decision-making is best left in the hands of classroom teachers.

The instructional objectives are organized around five goals of foreign language learning. The national *Standards for Foreign Language Learning in the 21st Century* and the *Standards for Classical Language Learning* provide inspiration for the choice of goals. Both national documents present five goals:

1. **Communication**

The ability to communicate appropriately is the core of second language study. This skill is becoming increasingly important in an interdependent world.

2. **Culture**

Language and culture are inseparable; therefore, students cannot truly master a second language without understanding the authentic cultural contexts which define appropriate and acceptable language and behaviors.

3. **Connections**

Knowledge is power. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich their entire school and life experience.

4. **Comparisons**

Through the study of a second language, learners expand their view of the world, gain insight into their own language and culture, and develop critical thinking skills.

5. **Communities**

It is important to prepare competent and self-confident students for work in multilingual communities around the globe.

The state foreign language content standards are based on the following beliefs:

- Foreign language study is for all students at all levels and provides a foundation for lifelong language learning and for personal enjoyment and enrichment.
- Foreign language study should start at an early age. There is a direct correlation between the amount of time devoted to the study of a language and the level of proficiency attained; therefore, the sequence of study of one language should span several years.
- Foreign language study leads to an awareness of and an appreciation for cultural diversity.
- Foreign language study enhances other areas of study through development of higher order thinking skills and a clearer understanding of one's native language.
- Foreign languages can also be used as a means of communication to teach other content areas.
- As stated in Goals 2000, foreign language study belongs in the core curriculum with English

Language Arts, Mathematics, Science, Social Studies and Fine Arts.

- Foreign language skills serve as a complement to many career paths enhancing communication skills in a technological world.
- Foreign language competence has immediate application to local, state, national and international economic interests.
- Foreign language competence has immediate application to local, state and national security.

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

The use of technology in the foreign language classroom is especially critical. Computer software, audio and video media, along with Internet sites, provide students opportunities to access authentic language and cultural information both for schoolwork and for lifelong personal enrichment; therefore, county boards of education should commit to meet this need for foreign language classrooms, teachers and students.

This document includes:

- Content Standards, Objectives and Performance Descriptors for modern languages, Levels I-IV
- Content Standards, Objectives and Performance Descriptors for Latin, Levels I-IV
- Content Standards and Objectives for Foreign Language Exploratory

Modern Foreign Language Content Standards 5-12

Standard 1: Communication (FL.S.1)

Students will:

- communicate in languages other than English using both spoken and written forms of the target language to demonstrate a wide range of skills including: **Interpersonal** - interacting with others to provide and obtain information; **Interpretive** - understanding and interpreting spoken and written language on a variety of topics; and **Presentational** - conveying information to listeners and readers for a variety of purposes.

Standard 2: Culture (FL.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Standard 3: Connections (FL.S.3)

Students will:

- acquire information and make connections to other disciplines, with other perspectives, and between their native language and the target language.

Standard 4: Comparisons (FL.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Standard 5: Communities (FL.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly - by using the target language within and beyond the school setting; indirectly - by using the language for personal growth and enrichment.

Latin Content Standards 5-12

Standard 1: Communication (LAT.S.1)

Students will:

- communicate in Latin using both spoken and written forms of the language to demonstrate a wide range of skills including: **Reading Comprehension** - reading, understanding and interpreting Latin; and **Oral, Listening and Writing Skills** - using oral, aural and writing skills as part of the language learning process.

Standard 2: Culture (LAT.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Standard 3: Connections (LAT.S.3)

Students will:

- acquire information and make connections to other disciplines, with other perspectives, and between their native language and the target language.

Standard 4: Comparisons (LAT.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Standard 5: Communities (LAT.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Foreign Language Exploratory Programs (FLEX) Content Standards and Objectives

Foreign Language Exploratory Programs (FLEX) are intended as a preparatory base for continued foreign language learning. FLEX programs provide:

- an introduction to language learning
- an awareness and appreciation of foreign culture(s)
- an appreciation of the value of communicating in another language
- motivation for further language study

- an awareness of foreign language skills in careers

For these reasons, exploratory foreign language study should be integrated into the core of the middle school curriculum. This initial experience should be standards-based and goal-oriented. Exploratory study should be the beginning of a long-term sequence of foreign language study in order to achieve maximum results in the ability to communicate in another language. The following Content Standards and Objectives are intended to serve as a model for six- or nine-week programs at the middle school level, grades 6 and 7. Teachers are encouraged to add appropriate activities for continued skills development in longer programs.

Many of the following Content Standards and Objectives are taken from Foreign Language Level I. Students in exploratory foreign language study will attain a level of proficiency appropriate to the maturity of the younger learner and to the shortened length of most exploratory programs.

Standard 1: Communication (FL.S.1)

Students will:

- communicate in languages other than English using both spoken and written forms of the target language to demonstrate a wide range of skills including: **Interpersonal** - interacting with others to provide and obtain information; **Interpretive** - understanding and interpreting spoken and written language on a variety of topics; and **Presentational** - conveying information to listeners and readers for a variety of purposes.

Interpersonal Objectives

Students will:

- FLEX.1.1 request and exchange basic information (e.g., greetings, numbers, colors).
 FLEX.1.2 identify objects in the immediate environment.

Interpretive Objectives

Students will:

- FLEX.1.3 follow basic instruction in the target language to participate in classroom and cultural activities.
 FLEX.1.4 recognize words and phrases in authentic language samples, oral and written (e.g., songs, newspapers, Internet sites, videos).
 FLEX.1.5 comprehend the topic of short, familiar conversations.
 FLEX.1.6 read and comprehend language appropriate to the level of study.

Presentational Objectives

Students will:

- FLEX.1.7 give short communications to listeners (e.g., songs, autobiographical information, tongue twisters).
 FLEX.1.8 write familiar words and phrases.

Standard 2: Culture (FL.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Culture Objectives

Students will:

- FLEX.2.1 identify objects, images, products and symbols of the target culture(s).
 FLEX.2.2 observe and begin to identify daily routines, cultural viewpoints and practices in the target culture(s).
 FLEX.2.3 identify common generalizations about the target culture(s).
 FLEX.2.4 recognize and explore the fine and creative arts, science and history of the target culture(s).
 FLEX.2.5 recognize common words, phrases and idioms that reflect the target culture(s).
 FLEX.2.6 recognize language and behaviors appropriate to the target culture(s).

Standard 3: Connections (FL.S.3)

Students will:

- acquire information and make connections to other disciplines, with other perspectives, and between

their native language and the target language.

Connections Objectives

Students will:

- FLEX.3.1 recognize information and skills common to the foreign language and other disciplines.
- FLEX.3.2 identify the general topic of simple print and non-print sources intended for native speakers.

Standard 4: Comparisons (FL.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Comparisons Objectives

- FLEX.4.1 recognize similarities and differences in contributions, viewpoints and practices between native and target culture(s).
- FLEX.4.2 identify differences in cultural practices among same-language cultures.

Standard 5: Communities (FL.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Communities Objectives

Students will:

- FLEX.5.1 identify opportunities to use the target language outside the classroom.
- FLEX.5.2 locate resources in the community that relate to the target culture(s) (e.g., ethnic heritage societies, ethnic restaurants).
- FLEX.5.3 identify careers that use foreign language skills and how those skills increase marketability.

Modern Languages, Level I Content Standards and Objectives

Standard 1: Communication (FL.S.1)

Students will

- communicate in languages other than English using both spoken and written forms of the target language to demonstrate a wide range of skills including: **Interpersonal** - interacting with others to provide and obtain information; **Interpretive** - understanding and interpreting spoken and written language on a variety of topics; and **Presentational** - conveying information to listeners and readers for a variety of purposes.

Interpersonal Objectives

Students will:

- FLI 1.1 greet and make introductions.
- FLI 1.2 give and follow basic directions.
- FLI 1.3 describe people and things.
- FLI.1.4 make short exchanges of basic information about personal needs, courtesies, feelings, likes and dislikes, and other familiar topics.

Interpretive Objectives

Students will:

- FLI 1.5 understand and respond to both spoken and written familiar commands.
- FLI 1.6 comprehend the main idea of short conversations and narratives on familiar topics.
- FLI.1.7 recognize words and phrases in context (e.g., songs, menus, signs, schedules, advertisements).
- FLI.1.8 view, listen and respond to culturally relevant multi-media sources through supporting activities.
- FLI.1.9 identify people and objects based on oral and/or written descriptions.

FLI.1.10 read and comprehend language appropriate to the level of study.

Presentational Objectives

Students will:

- FLI.1.11 recite material in the target language (e.g., songs, poems, dialogs).
- FLI.1.12 give short personal communications to listeners and readers.
- FLI.1.13 reproduce appropriate intonation and pronunciation of words and phrases.
- FLI.1.14 write familiar words or phrases (e.g., colors, dates, simple autobiographical information).
- FLI.1.15 write and present simple guided texts on familiar topics.

Performance Descriptors (FLI.PD.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communication. The student demonstrates comprehension and communication skills by relating oral and written information on familiar topics. The student also employs an extensive vocabulary relative to the language level. He/she skillfully manages vocabulary, grammar and syntax by applying learned concepts to new situations. He/she consistently uses correct pronunciation and intonation with negligible interference from English/first language.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communication. With minimal guidance, the student demonstrates comprehension and communication skills by relating oral and written information on familiar topics. The student also employs a substantial vocabulary relative to the language level. He/she effectively manages vocabulary, grammar and syntax by applying learned concepts to new situations. He/she generally uses correct pronunciation and intonation with minimal interference from English/first language.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communication. The student demonstrates comprehension and communication skills by producing and exchanging basic oral and written information on familiar topics with guidance. The student also employs a vocabulary sufficient to the language level. He/she adequately manages vocabulary, grammar and syntax by transferring learned concepts to new situations. He/she frequently uses correct pronunciation and intonation with predictable interference from English/first language.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communication. Performance needs further development. With substantial guidance, the student exhibits limited comprehension and communication skills. The student employs a vocabulary inadequate to the language level. He/she partially manages vocabulary, grammar and syntax. He/she sporadically uses correct pronunciation and intonation with obvious interference from English/first language.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communication. Performance needs considerable development. The student exhibits extremely limited comprehension and communication skills. He/she uses only high frequency, word-level vocabulary. Correct grammar, syntax, pronunciation and intonation are produced after extensive modeling and coaching.

Standard 2: Culture (FL.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Perspectives Objectives

Students will:

FLI.2.1 observe and begin to identify daily routines and cultural viewpoints in the target culture(s).

FLI.2.2 identify some common generalizations about the target culture(s).

Practices Objectives

Students will:

FLI.2.3 identify social, geographic and historical factors that influence cultural practices.

FLI.2.4 recognize common words, phrases and idioms that reflect the target culture(s).

FLI.2.5 recognize language and behaviors appropriate to the target culture(s).

FLI.2.6 identify differences in cultural practices among same-language cultures.

Contributions Objectives

Students will:

FLI.2.7 identify objects, images, products and symbols of the target culture(s).

FLI.2.8 explore artistic, scientific and philosophical contributions of the target culture(s).

Performance Descriptors (FLI.PD.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Culture. The student creates an extensive inventory of cultural perspectives, practices and contributions. He/she describes the relationships among social, geographic, historical and sociolinguistic factors in a wide array of culturally specific contexts.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Culture. The student constructs, with minimal guidance, a substantial inventory of cultural perspectives, practices and contributions. He/she specifies and illustrates the relationships among social, geographic, historical and sociolinguistic factors in a variety of culturally specific contexts.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Culture. The student locates and compiles, with guidance, an inventory of cultural perspectives, practices and contributions. He/she identifies and explains the relationships among social, geographic, historical and sociolinguistic factors in a number of culturally specific contexts.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Culture. Performance needs further development. The student recognizes, with assistance and encouragement, cultural practices, perspectives and contributions. He/she observes the relationships among social, geographic, historical and sociolinguistic factors in a limited number of culturally specific contexts.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Culture. Performance needs considerable development. The student recalls, with significant prompting, a limited number of cultural practices, perspectives and contributions, which tend to be common knowledge among the general population.

Standard 3: Connections (FL.S.3)

Students will:

- acquire information and make connections to other disciplines, with other perspectives, and between their native language and the target language.

Connections Objectives

Students will:

- FLI.3.1 recognize information and skills common to the target language and other disciplines.
 FLI.3.2 identify the cross-cultural relevance of important issues (e.g., customs, traditions, celebrations).
 FLI.3.3 identify sociolinguistic conventions of the target language (e.g., formal/informal, nonverbal communications, vocabulary choice).

Performance Descriptors (FLI.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Connections. The student establishes an extensive portfolio to identify and discuss numerous connections between the target language and other disciplines. He/she explains a variety of issues of cross-cultural importance and begins to apply a number of sociolinguistic behaviors appropriate to the target language and culture(s).

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Connections. The student establishes, with minimal guidance, a substantial portfolio to identify and categorize connections between the target language and other disciplines. He/she classifies issues of cross-cultural importance and interprets a number of sociolinguistic behaviors appropriate to the target language and culture(s).

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Connections. The student establishes, with guidance, a portfolio to locate and record connections between the target language and other disciplines. He/she reports on issues of cross-cultural importance and describes sociolinguistic behaviors appropriate to the target language and culture(s).

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Connections. Performance needs further development. The student establishes, with substantial guidance, a portfolio to identify connections between the target language and other disciplines. He/she recognizes and lists issues of cross-cultural importance and notes sociolinguistic behaviors which are common in the classroom, commonly associated with the target culture(s), and are appropriate to the target language.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Connections. Performance needs considerable development. The student establishes a portfolio, with substantial and specific guidance, to identify connections between the target language and other disciplines. He/she recognizes and lists issues of cross-cultural importance and notes sociolinguistic behaviors which are common in the classroom, commonly associated with the target culture(s), and are appropriate to the target language.

Standard 4: Comparisons (FL.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Comparisons Objectives

Students will:

- FLI.4.1 recognize linguistic similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations).
- FLI.4.2 recognize structural similarities and differences (e.g., word formation patterns, sentence structure, idiomatic expressions).
- FLI.4.3 recognize similarities and differences between native and target culture(s) including perspectives, practices and contributions.

Performance Descriptors (FLI.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Comparisons. The student explains lexical, semantic and cultural patterns and associations between the target and native languages. He/she correctly and consistently predicts additional patterns and associations based on previously learned concepts.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Comparisons. The student describes lexical, semantic and cultural patterns and associations between the target and native languages. He/she correctly predicts additional patterns and associations based on previously learned concepts.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Comparisons. The student identifies lexical, semantic and cultural patterns and associations between the target and native languages. He/she predicts additional patterns and associations with limited success.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Comparisons. Performance needs further development. The student identifies limited lexical, semantic and cultural patterns and associations between the target and native languages. He/she rarely predicts additional patterns or associations.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Comparisons. Performance needs considerable development. The student recognizes limited lexical, semantic and cultural patterns and association that are brought to his/her attention.

Standard 5: Communities (FL.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Communities Objectives

Students will:

- FLI.5.1 locate resources in the global community which relate to the target culture(s) and/or language.
- FLI.5.2 identify opportunities to use the target language within and beyond the school setting.
- FLI.5.3 recognize the potential of the target language for personal growth, enrichment and enjoyment.

Performance Descriptors (FLI.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communities. The student seeks out experiences and information from sources relating to the target language and culture(s). He/she uses the information in order to participate in opportunities, within and beyond the school setting, for personal interest and enrichment.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communities. The student seeks out experiences and information from sources relating to the target language and culture(s), with minimal guidance and encouragement. He/she uses the information to determine opportunities, within and beyond the school setting, for personal interest and enrichment.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communities. The student locates and selects experiences and information from sources relating to the target language and culture(s), with guidance and encouragement. He/she uses the information to explore opportunities, within and beyond the school system, for personal interest and enrichment.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communities. Performance needs further development. The student locates experiences and basic information from sources relating to the target language and culture(s), with substantial guidance and encouragement. Generally, he/she will require external motivation to explore opportunities, within and beyond the school setting, for personal interest and enrichment.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communities. Performance needs considerable development. The student identifies experiences and information from sources relating to the target language and culture(s) when provided with specific guidelines, directions, etc. He/she generally requires a teacher-led, class/group extracurricular activity in order to explore opportunities beyond the school setting.

Modern Languages, Level II Content Standards and Objectives**Standard 1: Communication (FL.S.1)**

Students will:

- communicate in languages other than English using both spoken and written forms of the target language to demonstrate a wide range of skills including: **Interpersonal** - interacting with others to provide and obtain information; **Interpretive** - understanding and interpreting spoken and written language on a variety of topics; and **Presentational** - conveying information to listeners and readers for a variety of purposes.

Interpersonal Objectives

Students will:

- FLII.1.1 exchange detailed oral and written information about a variety of topics.
- FLII.1.2 negotiate personal needs (e.g., ask permission, ask for or provide assistance).
- FLII.1.3 briefly explain preferences and emotions.

Interpretive Objectives

Students will:

- FLII.1.4 comprehend and respond to spoken and written instructions or commands.
- FLII.1.5 use aural, visual and context clues to derive meaning from a variety of material (e.g., short stories, poems, songs, multimedia).
- FLII.1.6 read and comprehend language appropriate to the level of study.

Presentational Objectives

Students will:

- FLII.1.7 produce personal written communication (e.g., postcards, notes, paragraphs).
- FLII.1.8 prepare brief reports using primary sources.
- FLII.1.9 use appropriate intonation and pronunciation to present a familiar passage.
- FLII.1.10 relate a simple narrative about a personal experience or event.

Performance Descriptors (FLII.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communication. The student creates and expresses well-developed oral and written ideas, opinions and arguments on a wide variety of topics. He/she consistently employs rich vocabulary and correct pronunciation and intonation with negligible interference from English/first language. He/she demonstrates a superior command of grammar and syntax.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communication. The student develops and exhibits well organized oral and written ideas, opinions and arguments on numerous topics, with minimal guidance. He/she generally employs a wide range of vocabulary and accurate pronunciation and intonations with minimal interference from English/first language. He/she demonstrates excellent command of grammar and syntax.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communication. The student comprehends and communicates organized oral and written ideas, opinions and arguments on a number of topics, with guidance. He/she frequently employs an adequate range of vocabulary with acceptable pronunciation and intonation with predictable interference from English/first language. He/she demonstrates a good command of grammar and syntax.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communication. Performance needs further development. With substantial guidance, the student exhibits minimal comprehension and communication skills. He/she memorizes and recites oral and written information on a limited number of familiar topics, with guidance and encouragement. He/she employs a restricted range of vocabulary with approximate pronunciation and intonation and obvious interference from English/first language. He/she shows a partial command of grammar and syntax.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communication. Performance needs considerable development. The student employs oral and written information on familiar topics, relying heavily on memorized contexts. Vocabulary is elementary, and there is little evidence of command of grammar and syntax. Interference from English/first language continues to significantly influence pronunciation and intonation.

Standard 2: Culture (FL.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Perspectives Objectives

Students will:

- FLII.2.1 describe daily routines and cultural viewpoints.
- FLII.2.2 identify and discuss generalizations about the target culture(s).

Practices Objectives

Students will:

- FLII.2.3 explain social, geographic, and historical factors that influence cultural practices.
- FLII.2.4 interpret common words, phrases and idioms that reflect the target culture(s).
- FLII.2.5 explain language and behaviors appropriate to the target culture(s).
- FLII.2.6 explain similarities and differences in cultural practices among same-language cultures.

Contributions Objectives

Students will:

- FLII.2.7 describe objects, images, products and symbols of the target culture(s).
- FLII.2.8 summarize the development of artistic, scientific, and philosophical contributions of the target culture(s) and historical factors influencing those contributions.

Performance Descriptors (FLII.PD.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Culture. The student enhances his/her inventory by drawing conclusions about different cultural perspectives, practices and contributions. He/she compares and contrasts the relationships among social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Culture. The student expands, with minimal guidance, his/her inventory by relating and defining different cultural perspectives, practices and contributions. He/she illustrates the relationships among social, geographic, historical and sociolinguistic factors in a variety of culturally specific contexts.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Culture. The student increases, with guidance, his/her inventory by listing and describing different cultural perspectives, practices and contributions. He/she describes the relationships among social, geographic, historical and sociolinguistic factors in a number of culturally specific contexts.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Culture. Performance needs further development. The student lists and labels, with assistance, different cultural perspectives, practices and contributions. He/she notes the relationships among social, geographic, historical and sociolinguistic factors in a limited number of culturally specific contexts.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Culture. Performance needs considerable development. The student recognizes cultural perspectives, practices and contributions that are brought to his/her attention.

Standard 3: Connections (FL.S.3)

Students will:

- acquire information and make connections to other disciplines, with other perspectives, and between their native language and the target language.

Connections Objectives

Students will:

- FLII.3.1 apply and classify information and skills common to the target language and other disciplines.
- FLII.3.2 explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).
- FLII.3.3 explain the sociolinguistic conventions of the target language.

Performance Descriptors (FLII.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Connections. The student expands his/her portfolio to make frequent connections between the target language and other disciplines. He/she illustrates a variety of issues of cross-cultural importance and applies a number of sociolinguistic behaviors appropriate to the target language and culture(s).

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Connections. The student expands, with minimal guidance, his/her portfolio to make connections between the target language and other disciplines. He/she illustrates issues of cross-cultural importance and demonstrates a number of socioclinguisitic behaviors appropriate to the target language and culture(s).

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Connections. The student expands, with guidance, his/her portfolio to describe and discuss connections between the target language and other disciplines. He/she explains issues of cross-cultural importance and describes sociolinguistic behaviors appropriate to the target language and culture(s).

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Connections. The student expands, with substantial guidance, his/her portfolio to explain connections between the target language and other disciplines. He/she lists and explains issues of cross-cultural importance and describes sociolinguistic behaviors which are common in the classroom, commonly associated with the target culture(s), and are appropriate to the target language.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Connections. The student expands his/her portfolio with substantial and specific guidance to describe connections between the target language and other disciplines. He/she names sociolinguistic behaviors which are common in the classroom, commonly associated with the target culture(s), and are appropriate to the target language.

Standard 4: Comparisons (FLII.PD.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Comparisons Objectives

Students will:

- FLII.4.1 predict linguistic similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations).
- FLII.4.2 predict structural similarities and differences (e.g., word formation patterns, sentence structure, idiomatic expressions).
- FLII.4.3 discuss similarities and differences between native and target culture(s) including perspectives, practices and contributions.

Performance Descriptors (FL.II.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Comparisons. The student demonstrates knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. Utilizing learned concepts, he/she correctly predicts additional patterns and associations with a high degree of accuracy.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Comparisons. Using learned concepts, the student explains lexical, semantic and cultural patterns and associations between the target and native languages. He/she successfully predicts additional patterns and associations of a similar nature.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Comparisons. Using learned concepts, the student describes lexical, semantic and cultural patterns and associations between the target and native languages. He/she predicts additional patterns and associations of a similar nature with limited success.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Comparisons. Performance needs further development. With guidance, the student recognizes lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He /she predicts additional patterns and associations of a highly similar nature with varying success.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Comparisons. Performance needs considerable development. With guidance and prompting, the student identifies lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she rarely predicts additional patterns and associations.

Standard 5: Communities (FL.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Communities Objectives

Students will:

- FLII.5.1 use resources in the global community to explore aspects of the target culture(s) and/or language.
- FLII.5.2 pursue opportunities to use the target language within and beyond the school setting.
- FLII.5.3 explore the possibilities of the target language for personal growth, enrichment and enjoyment.

Performance Descriptors (FLII.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communities. The student selects and evaluates experiences and information from sources relating to the target language and culture(s). He/she suggests and assesses topics for personal interest, growth and enrichment within and beyond the school setting.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communities. The student, with minimal guidance, discovers and categorizes experiences and information from sources relating to the target language and culture(s). He/she compares and classifies topics for personal interest, growth and enrichment within and beyond the school setting.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communities. The student, with guidance, analyzes and uses experiences and information from sources relating to the target language and culture(s). He/she explains and specifies topics for personal interest, growth and enrichment within and beyond the school setting.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communities. Performance needs further development.

The student, with substantial guidance, identifies and interprets experiences and information from sources relating to the target language and culture(s). He/she lists and illustrates topics for personal interest, growth and enrichment within and beyond the school setting.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communities. Performance needs considerable development. The student identifies experiences and information from sources relating to the target language and culture(s) when provided with substantial guidance. He/she generally explores opportunities outside the school setting within an organized activity initiated by the classroom teacher or classmates.

Modern Languages, Level III Content Standards and Objectives

Standard 1: Communication (FL.S.1)

Students will:

- communicate in languages other than English using both spoken and written forms of the target language to demonstrate a wide range of skills including: **Interpersonal** - interacting with others to provide and obtain information; **Interpretive** - understanding and interpreting spoken and written language on a variety of topics; and **Presentational** - conveying information to listeners and readers for a variety of purposes.

Interpersonal Objectives

Students will:

- FLIII.1.1 exchange oral and written information about past, present and future events.
- FLIII.1.2 exchange opinions on a variety of contemporary and historical issues.
- FLIII.1.3 interact in social situations.

Interpretive Objectives

Students will:

- FLIII.1.4 understand main ideas and details of discussions, narratives and presentations.
- FLIII.1.5 derive main ideas and details from authentic materials (e.g., personal letters, media information, literary texts).

Presentational Objectives

Students will:

- FLIII.1.6 produce appropriate intonation and pronunciation.
- FLIII.1.7 use more complex grammatical structures in oral and written expression (e.g., descriptions, reports, dialogs).
- FLIII.1.8 complete authentic forms and documents.
- FLIII.1.9 paraphrase oral and written materials.

Performance Descriptors (FLIII.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communication. The student expands on, combines and exchanges well-developed oral and written opinions and arguments on a broad range of topics. He/she demonstrates superior vocabulary usage and precise pronunciation and intonation with negligible interference from English/first language. He/she employs grammar and syntax with excellent control of complex, level-appropriate structures. He/she discerns and summarizes the main idea and the majority of details from oral discourse and written materials.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communication. The student composes and expresses, with minimal guidance, well-organized oral and written opinions and arguments on a wide variety of topics. He/she demonstrates excellent vocabulary usage and accurate pronunciation and intonation with minimal interference from English/first language. He/she employs grammar and syntax with effective control of complex, level-appropriate structures. He/she derives and illustrates the main idea and the majority of details from oral discourse and written materials.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communication. The student comprehends and communicates, with guidance, organized oral and written opinions and arguments on a number of topics. He/she demonstrates good vocabulary usage and acceptable pronunciation and intonation with predictable interference from English/first language. He/she employs grammar and syntax with adequate control of complex, level-appropriate structures. He/she selects and conveys the main idea and a number of supporting details from oral discourse and written materials.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communication. Performance needs further development. With substantial guidance, the student exhibits nominal comprehension and communication skills. He/she recalls and memorizes, with guidance and encouragement, oral and written information on a limited number of familiar topics. He/she demonstrates restricted vocabulary usage and approximate pronunciation and intonation with obvious interference from English/first language. He/she employs grammar and syntax with fragmented control of level-appropriate structures. He/she derives the main idea and limited details from written materials.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communication. Performance needs considerable development. The student employs oral and written information on familiar topics, relying heavily on memorized contexts. Vocabulary is restricted. His/her command of grammar and syntax is elementary. Interference from English/first language influences pronunciation and intonation, especially in new vocabulary and longer utterances.

Standard 2: Culture (FL.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Perspectives Objectives

Students will:

- FLIII.2.1 explain the significance of daily routines and cultural viewpoints in the target culture(s).
 FLIII.2.2 analyze common generalizations about the target culture(s).

Practices Objectives

Students will:

- FLIII.2.3 research information about social, geographic, and historical factors that influence cultural practices.

- FLIII.2.4 choose appropriate cultural connotations of common words, phrases and idioms.
 FLIII.2.5 produce language and behaviors that are appropriate to the target culture(s)
 FLIII.2.6 analyze cultural practices among same-language cultures.

Contributions Objectives

Students will:

- FLIII.2.7 collect information about objects, images, products and symbols of the target culture(s).
 FLIII.2.8 analyze the development of artistic, scientific and philosophical contributions of the target culture(s) and the historical factors influencing those contributions.

Performance Descriptors (FLIII.PD.2)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Culture. He/she enhances his /her inventory by modifying his/her conclusions about different cultural perspectives, practices and contributions. He/she examines the relationships among social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Culture. The student enhances his/her inventory by drawing conclusions about different cultural perspectives, practices and contributions. He/she compares and contrasts the relationships among the social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Culture. The student expands with minimal guidance, his /her inventory by relating and defining different cultural perspectives, practices and contributions. He/she illustrates the relationships among social, geographic, historical and sociolinguistic factors in a variety of culturally specific contexts.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Culture. Performance needs further development. The student increases, with guidance his/her inventory by listing and describing different cultural perspectives, practices and contributions. He/she describes the relationships among social, geographic, historical and sociolinguistic factors in a number of culturally specific contexts.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Culture. Performance needs considerable development. The student notes, with assistance, a limited number of cultural perspectives, practices and contributions that are brought to his/her attention.

Standard 3: Connections (FL.S.3)

Students will:

- acquire information and make connections to other disciplines, with other perspectives, and between their native language and the target language.

Connections Objectives

Students will:

- FLIII.3.1 transfer information and skills applicable to other disciplines.
 FLIII.3.2 analyze the cross-cultural relevance of important issues (e.g., social, political, environmental).
 FLIII.3.3 apply the sociolinguistic conventions of the target language.

Performance Descriptors (FLIII.PD.3)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Connections. The student extends his/her portfolio to make frequent and consistent connections between the target language and other

disciplines. He/she discovers issues of cross-cultural importance and applies an increasing number of sociolinguistic behaviors appropriate to the target language and culture(s).

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Connections. The student extends, with minimal guidance, his/her portfolio to transfer connections between the target language and other disciplines. He/she analyzes and applies an increasing number of sociolinguistic behaviors appropriate to the target language culture(s).

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Connections. The student extends, with guidance, his/her portfolio to promote the transfer of connections between the target language and other disciplines. He/she outlines and draws conclusions about issues of cross-cultural importance and applies sociolinguistic behaviors appropriate to the target language culture(s).

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Connections. The student extends, with substantial guidance, his/her portfolio to facilitate the transfer of connections between the target language and other disciplines. He/she explains and illustrates issues of cross-cultural importance and reports on sociolinguistic behaviors commonly associated with the target language and cultures.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Connections. The student extends, with substantial and specific guidance, his/her portfolio to enable the transfer of connections between the target language and other disciplines. He/she lists and describes issues of cross-cultural importance.

Standard 4: Comparisons (FL.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Comparisons Objectives

Students will:

- FLIII.4.1 analyze linguistic similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations).
- FLIII.4.2 analyze structural similarities and differences (e.g., word formation patterns, sentence structure, idiomatic expressions).
- FLIII.4.3 analyze similarities and differences between native and target culture(s) including perspectives, practices and contributions.

Performance Descriptors (FLIII.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Comparisons. The student applies knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. Using learned concepts, he/she correctly predicts additional patterns and associations with a high degree of accuracy.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Comparisons. Using learned concepts, the student exhibits knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. He/she successfully predicts additional patterns and associations of a similar nature.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Comparisons. Using learned concepts, the student explains lexical, semantic and cultural patterns and associations between the target and native languages. He/she predicts additional patterns and associations of a similar nature

with limited success.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Comparisons. With guidance, the student describes lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she predicts additional patterns and associations of a highly similar nature with varying success.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Comparisons. With guidance and prompting, the student recognizes lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she rarely predicts additional patterns and associations.

Standard 5: Communities (FL.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Communities Objectives

Students will:

- FLIII.5.1 use resources in the global community to experience the target culture(s) and/or language.
- FLIII.5.2 use the target language within and beyond the school setting.
- FLIII.5.3 draw conclusions about the opportunities offered by the target language for personal growth, enrichment and enjoyment.

Performance Descriptors (FLIII.PD.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communities. The student reevaluates and clarifies experiences and information from sources relating to the target language and culture(s). He/she formulates and selects topics for personal interest, growth and enrichment within and beyond the school setting.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communities. The student, with minimal guidance, examines and clarifies experiences and information relating to the target language and culture(s). He/she selects and relates topics for personal interest, growth and enrichment within and beyond the school setting.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communities. The student, with guidance, interprets and explains experiences and information relating to the target language and culture(s). He/she outlines and illustrates topics for personal interest, growth and enrichment within and beyond the school setting.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communities. Performance needs further development. The student, with substantial guidance, interprets and explains experiences and information relating to the target language and culture(s). He/she outlines topics for personal interest, growth and enrichment within and beyond the school setting.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communities. Performance needs considerable development. The student recognizes experiences and information relating to the target language and culture(s). He/she generally explores opportunities outside the school setting within an

organized activity initiated by the classroom teacher or classmates.

Modern Languages, Level IV Content Standards and Objectives

Standard 1: Communication (FL.S.1)

Students will:

- communicate in languages other than English using both spoken and written forms of the target language to demonstrate a wide range of skills including: **Interpersonal** - interacting with others to provide and obtain information; **Interpretive** - understanding and interpreting spoken and written language on a variety of topics; and **Presentational** - conveying information to listeners and readers for a variety of purposes.

Interpersonal Objectives

Students will:

- FLIV.1.1 engage in extended conversations (e.g., interviews, detailed descriptions, narrations).
- FLIV.1.2 analyze and support opinions on a variety of topics.
- FLIV.1.3 paraphrase what someone has said.

Interpretive Objectives

Students will:

- FLIV.1.4 analyze main ideas and details in authentic texts
- FLIV.1.5 read and draw conclusions from longer authentic texts and materials.

Presentational Objectives

Students will:

- FLIV.1.6 speak and write about past, present and future events.
- FLIV.1.7 convey pertinent information from authentic materials.
- FLIV.1.8 write a well-organized composition on a given topic.
- FLIV.1.9 use the language creatively (e.g., poetry, short stories, essays, media articles, letters).

Performance Descriptors (FLIV.PD.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communication. The student evaluates opinions, paraphrases and draws insightful conclusions from authentic oral and written information. He/she sustains extemporaneous conversations in extended discourse and exhibits exemplary vocabulary usage. He/she demonstrates significant ease of expression through exceptional pronunciation and intonation with negligible interference from English/first language. He/she employs grammar and syntax with superior control of complex, level-appropriate structures and develops well-organized compositions and creative writings.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communication. The student analyzes and supports opinions, paraphrases and draws conclusions from authentic oral and written information, with minimal guidance. He/she engages in extended conversations and exhibits excellent vocabulary usage. He/she demonstrates ease of expression through accurate pronunciation and intonation with minimal interference from English/first language. He/she employs grammar and syntax with effective control of complex, level-appropriate structures and produces well-organized compositions and creative writings.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communication. The student discusses and explains opinions, summarizes and states conclusions, with guidance, from authentic oral and written information. He/she engages in shorter conversation and exhibits adequate vocabulary usage. He/she occasionally demonstrates ease of expression through acceptable

pronunciation and intonation with predictable interference from English/first language. He/she employs grammar and syntax with sufficient control of complex, level-appropriate structures and produces organized compositions and creative writings.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communication. Performance needs further development. With substantial guidance, the student exhibits incomplete comprehension and communication skills. He/she states, with guidance, opinions and conclusions drawn from authentic oral and written information. He/she participates in short conversations and exhibits restricted vocabulary usage. He/she rarely demonstrates ease of expression but shows an approximate pronunciation and intonations with marked interference from English/first language. He/she employs grammar and syntax with fragmented control of level-appropriate structures and produces compositions and creative writings.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communication. Performance needs considerable development. The student participates in short conversations, characterized by phrase length utterances. Vocabulary is simple and drawn from memorized contexts. He/she draws conclusions from authentic material when provided with specific guided reading techniques. There is little syntax control beyond simple sentence structure. Grammar is basic, but inconsistently applied.

Standard 2: Culture (FL.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Perspectives Objectives

Students will:

- FLIV.2.1 analyze the daily routines and cultural viewpoints of the target culture(s).
 FLIV.2.2 evaluate some common generalizations about the target culture(s).

Practices Objectives

Students will:

- FLIV.2.3 integrate social, geographic, and historical factors that influence cultural practices.
 FLIV.2.4 integrate culturally embedded words, phrases, and idioms into everyday communications.
 FLIV.2.5 integrate language and behaviors appropriate to the target culture in an authentic situation.
 FLIV.2.6 compare and contrast cultural practices among same-language culture(s).

Contributions Objectives

Students will:

- FLIV.2.7 analyze the cultural significance of objects, images, products and symbols of the target culture(s).
 FLIV.2.8 evaluate the development of artistic, scientific and philosophical contributions of the target culture(s) and the historical factors influencing those contributions.

Performance Descriptors (FLIV.PD.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Culture. The student enhances his/her inventory by re-examining his/her conclusions about different cultural perspectives, practices and contributions. He/she evaluates the relationships among social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Culture. The student enhances his/her inventory by modifying his/her conclusions about different cultural perspectives, practices and contributions. He/she examines the relationships among social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Culture. The student enhances his/her inventory by drawing conclusions about different cultural perspectives, practices and contributions. He/she compares and contrasts relationships among social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Culture. Performance needs further development. The student expands, with minimal guidance, his/her inventory by relating and defining cultural perspectives, practices and contributions. He/she illustrates the relationships among social, geographic, historical and sociolinguistic factors in a variety of culturally specific contexts.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Culture. Performance needs considerable development. The student describes, with assistance, cultural perspectives, practices and contributions that are brought to his attention.

Standard 3: Connections (FL.S.3)

Students will:

- acquire information and make connections to other disciplines, with other perspectives, and between their native language and the target language.

Connections Objectives

Students will:

- FLIV.3.1 synthesize and apply information gathered through foreign language resources for use in other disciplines.
 FLIV.3.2 formulate personal perspectives on the cross-cultural relevance of important issues.
 FLIV.3.3 integrate the sociolinguistic conventions of the target language.

Performance Descriptors (FLIV.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Connections. The student diversifies his/her portfolio to solidify connections between the target language and other disciplines. He/she assesses issues of cross-cultural importance and consistently exhibits sociolinguistic behaviors appropriate to the target language and culture(s).

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Connections. The student diversifies his/her portfolio to transfer an increasing number of connections between the target language and other disciplines. He/she discovers issues of cross-cultural importance and frequently exhibits sociolinguistic behaviors appropriate to the target language and culture(s).

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Connections. The student diversifies, with minimal guidance, his/her portfolio to formulate and apply connections between the target language and other disciplines. He/she develops perspectives on issues of cross-cultural importance and incorporates sociolinguistic behaviors appropriate to the target language and culture(s).

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Connections. Performance needs further development. The student diversifies, with substantial guidance, his/her portfolio to organize and describe connections between the target language and other disciplines. He/she notes perspectives on issues of cross-cultural importance and occasionally uses sociolinguistic appropriate to the target language and culture(s).

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Connections. Performance needs considerable development. The student diversifies, with substantial and specific guidance, his/her portfolio to form and discuss connections between the target language and other disciplines. He/she list perspectives on issues of cross-cultural importance and sporadically uses sociolinguistic behaviors appropriate to the target language and culture(s).

Standard 4: Comparisons (FL.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Comparisons Objectives

Students will:

- FLIV.4.1 compare and contrast linguistic similarities and differences (e.g., word formation patterns, sentence structure, idiomatic expressions).
- FLIV.4.2 compare and contrast structural similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations).
- FLIV.4.3 compare and contrast similarities and differences between native and target cultures including perspectives, practices and contributions.

Performance Descriptors (FLIV.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Comparisons. The student outlines his/her knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. Using learned concepts, he/she correctly predicts additional patterns and associations with a high degree of accuracy.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Comparisons. The student applies knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. He/she successfully predicts additional patterns and associations of a similar nature.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Comparisons. Using learned concepts, the student exhibits knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. He/she predicts additional patterns and associations of a

similar nature with limited success.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Comparisons. Performance needs further development. Using learned concepts, the student explains lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she predicts additional patterns and associations of a highly similar nature with varying success.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Comparisons. Performance needs considerable development. With guidance, the student describes lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she rarely predicts additional patterns and associations.

Standard 5: Communities (FL.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Communities Objectives

Students will:

FLIV.5.1 use resources in the global community to internalize the target culture(s) and/or language.

FLIV.5.2 expand the use of the target language within and beyond the school setting.

FLIV.5.3 engage in activities offered by the target language for personal growth, enrichment and enjoyment.

Performance Descriptors (FLIV.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communities. The student, with substantial guidance, organizes and relates experiences and information from sources relating to the target language and culture(s). He/she frames and presents topics for personal interest, growth and enrichment within and beyond the school setting.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communities. The student reevaluates and clarifies experiences and information from sources relating to the target language and culture(s). He/she formulates and selects topics for personal interest, growth and enrichment within and beyond the school setting.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communities. The student, with guidance, organizes and relates experiences and information relating to the target language and culture(s). He/she frames and presents topics for personal interest, growth and enrichment within and beyond the school setting.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communities. Performance needs further development. The student, with substantial guidance, organizes and relates experiences and information relating to the target language and culture(s). He/she frames and presents topics for personal interest, growth and enrichment within and beyond the school setting.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communities. Performance needs considerable development. The student explains experiences and information relating to the target language and culture(s).

Latin, Level I Content Standards and Objectives

Standard 1: Communication (LAT.S.1)

Students will:

- communicate in Latin using both spoken and written forms of the language to demonstrate a wide range of skills including: **Reading Comprehension** - reading, understanding and interpreting Latin; and **Oral, Listening and Writing Skills** - using oral, aural and writing skills as part of the language learning process.

Reading Comprehension Objectives

Students will:

LATI.1.1 read and comprehend passages appropriate to the level of study.

Oral, Listening and Writing Skills Objectives

Students will:

LATI 1.2 recognize and reproduce the sounds of Latin.

LATI 1.3 respond to simple questions, statements, commands and other stimuli.

LATI 1.4 use vocabulary, inflectional systems and syntax appropriate to the level of study.

LATI 1.5 write phrases and sentences appropriate to the level of study.

Performance Descriptors (LATI.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communication, Latin. The student comprehends Latin passages containing appropriate vocabulary, inflectional systems and syntax. He/she reproduces the sounds of Latin. He/she creates Latin phrases and sentences and responds accurately to questions, statements, commands and other stimuli.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communication, Latin. The student comprehends Latin passages containing appropriate and familiar vocabulary, inflectional systems and syntax. He/ she reproduces the sounds of Latin in passages with negligible interference from English/first language. He/she creates Latin phrases and writes Latin sentences. He/she responds accurately to questions, statements, commands and other stimuli.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communication, Latin. With prompting, the student comprehends Latin passages containing appropriate vocabulary, inflectional systems and syntax. He/she reproduces the sounds of Latin in familiar passages. He/she writes Latin phrases and sentences and responds to questions, statements, commands and other familiar stimuli.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communication, Latin. Performance needs further development. With substantial prompting, the student reads aloud and comprehends the main ideas of Latin passages containing appropriate vocabulary, inflectional systems and syntax. He/she reproduces the sounds of Latin with predictable interference from English/first language in familiar passages. With guidance, he/she writes basic Latin phrases and sentences and responds to questions, statements, commands and other familiar stimuli.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communication, Latin. Performance needs considerable development. The student exhibits extremely limited comprehension and communication skills. He/she uses only high frequency, word-level vocabulary. Correct grammar, syntax, pronunciation and intonation are produced after extensive modeling and coaching.

Standard 2: Culture (LAT.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Perspectives Objectives

Students will:

- LATI.2.1 observe and begin to identify daily routines and cultural viewpoints in the target culture(s).
 LATI.2.2 identify some common generalizations about the target culture(s).

Practices Objectives

Students will:

- LATI.2.3 identify social, geographic and historical factors that influence cultural practices.
 LATI.2.4 recognize that common words, phrases and idioms that reflect the target culture(s).
 LATI.2.5 recognize language and behaviors appropriate to the target culture(s).
 LATI.2.6 identify differences in cultural practices among same-language cultures.

Contributions Objectives

Students will:

- LATI.2.7 identify objects, images, products and symbols of the target culture(s).
 LATI.2.8 explore artistic, scientific and philosophical contributions of the target culture(s).

Performance Descriptors (LATI.PD.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Culture. The student creates an extensive inventory of cultural perspectives, practices and contributions. He/she describes the relationships among social, geographic, historical and sociolinguistic factors in a wide array of culturally specific contexts.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Culture. The student constructs, with minimal guidance, a substantial inventory of cultural perspectives, practices and contributions. He/she specifies and illustrates the relationships among social, geographic, historical and sociolinguistic factors in a variety of culturally specific contexts.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Culture. The student locates and compiles, with guidance, an inventory of cultural perspectives, practices and contributions. He/she identifies and explains the relationships among social, geographic, historical and sociolinguistic factors in a number of culturally specific contexts.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Culture. Performance needs further development. The student recognizes, with assistance and encouragement, cultural practices, perspectives and contributions. He/she observes the relationships among social, geographic, historical and sociolinguistic factors in a limited number of culturally specific contexts.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Culture. Performance needs considerable development. The student recalls, with significant prompting, a limited number of cultural practices, perspectives and contributions, which tend to be common knowledge among the general population.

Standard 3: Connections (LAT.S.3)

Students will:

- acquire information and make connections.

Connections Objectives

Students will:

- LATI.3.1 recognize information and skills common to the target language and other disciplines.
 LATI.3.2 identify the cross-cultural relevance of important issues (e.g., customs, traditions, celebrations).
 LATI.3.3 identify sociolinguistic conventions of the target language (e.g., formal/informal, nonverbal communications, vocabulary choice).

Performance Descriptors (LATI.PD.3)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Connections. The student establishes an extensive portfolio to identify and discuss numerous connections between the target language and other disciplines. He/she explains a variety of issues of cross-cultural importance and begins to apply a number of sociolinguistic behaviors appropriate to the target language and culture(s).

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Connections. The student establishes, with minimal guidance, a substantial portfolio to identify and categorize connections between the target language and other disciplines. He/she classifies issues of cross-cultural importance and interprets a number of sociolinguistic behaviors appropriate to the target language and culture(s).

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Connections. The student establishes, with guidance, a portfolio to locate and record connections between the target language and other disciplines. He/she reports on issues of cross-cultural importance and describes sociolinguistic behaviors appropriate to the target language and culture(s).

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Connections. Performance needs further development. The student establishes, with substantial guidance, a portfolio to identify connections between the target language and other disciplines. He/she recognizes and lists issues of cross-cultural importance and notes sociolinguistic behaviors which are common in the classroom, commonly associated with the target culture(s), and are appropriate to the target language.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Connections. Performance needs considerable development. The student establishes a portfolio, with substantial and specific guidance, to identify connections between the target language and other disciplines. He/she recognizes and lists issues of cross-cultural importance and notes sociolinguistic behaviors which are common in the classroom, commonly associated with the target culture(s), and are appropriate to the target language.

Standard 4: Comparisons (LAT.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Comparisons Objectives

Students will:

- LATI.4.1 recognize linguistic similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations).
 LATI.4.2 recognize structural similarities and differences (e.g., word formation patterns, sentence structure, idiomatic expressions).
 LATI.4.3 recognize similarities and differences between native and target culture(s) including perspectives, practices and contributions.

Performance Descriptors (LATI.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Comparisons. The student explains lexical, semantic and cultural patterns and associations between the target and native languages. He/she correctly and consistently predicts additional patterns and associations based on previously learned concepts.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Comparisons. The student describes lexical, semantic and cultural patterns and associations between the target and native languages. He/she correctly predicts additional patterns and associations based on previously learned concepts.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Comparisons. The student identifies lexical, semantic and cultural patterns and associations between the target and native languages. He/she predicts additional patterns and associations with limited success.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Comparisons. Performance needs further development. The student identifies limited lexical, semantic and cultural patterns and associations between the target and native languages. He/she rarely predicts additional patterns or associations.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Comparisons. Performance needs considerable development. The student recognizes limited lexical, semantic and cultural patterns and association that are brought to his/her attention.

Standard 5: Communities (LAT.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Communities Objectives

Students will:

- LATI.5.1 locate resources in the global community relating to the target culture(s) and/or language.
- LATI.5.2 identify opportunities to use the target language within and beyond the school setting.
- LATI.5.3 recognize the potential of the target language for personal growth, enrichment and enjoyment.

Performance Descriptors (LATI.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communities. The student seeks out experiences and information from sources relating to the target language and culture(s). He/she uses the information in order to participate in opportunities, within and beyond the school setting, for personal interest and enrichment.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communities. The student seeks out experiences and information from sources relating to the target language and culture(s), with minimal guidance and encouragement. He/she uses the information to determine opportunities, within and beyond the school setting, for personal interest and enrichment.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communities. The student locates and selects experiences and information from sources relating to the target language and culture(s), with guidance and encouragement. He/she uses the information to explore opportunities, within and beyond the school system, for personal interest and enrichment.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communities. Performance needs further development. The student locates experiences and basic information from sources relating to the target language and culture(s), with substantial guidance and encouragement. Generally, he/she will require external motivation to explore opportunities, within and beyond the school setting, for personal interest and enrichment.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communities. Performance needs considerable development. The student identifies experiences and information from sources relating to the target language and culture(s) when provided with specific guidelines, directions, etc. He/she generally requires a teacher-led, class/group extracurricular activity in order to explore opportunities beyond the school setting.

Latin, Level II Content Standards and Objectives

Standard 1: Communication (LAT.S.1)

Students will:

- communicate in Latin using both spoken and written forms of the language to demonstrate a wide range of skills including: **Reading Comprehension** - reading, understanding and interpreting Latin; and **Oral, Listening and Writing Skills** - using oral, aural and writing skills as part of the language learning process.

Reading Comprehension Objectives

Students will:

- LATII.1.1 read and comprehend passages appropriate to the level of study.
- LATII.1.2 read and comprehend passages adapted from authentic materials
- LATII.1.3 read and comprehend short, unadapted passages.

Oral, Listening and Writing Skills Objectives

Students will:

- LATII.1.4 read aloud with accurate pronunciation and meaningful phrase grouping.
- LATII.1.5 respond to questions, statements, commands and other stimuli.
- LATII.1.6 use vocabulary, inflectional systems and syntax appropriate to the level of study.
- LATII.1.7 write phrases and sentences appropriate to the level of study.

Performance Descriptors (LATII.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communication, Latin. The student comprehends unadapted passages from authentic material. He/she reads passages aloud with accurate pronunciation and meaningful phrase grouping. He/she creates sentences, responds to questions, statements, commands and other stimuli.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communication, Latin. The student comprehends passages adapted from authentic material and, with prompting, unadapted passages. With limited prompting, he/she reads passages aloud with accurate pronunciation and meaningful phrase grouping. He/she creates phrases and writes sentences. He/she responds to questions, statements, commands and other stimuli.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communication, Latin. The student independently comprehends Latin passages containing level-appropriate material and, with prompting, passages adapted from authentic material. With prompting, he/she reads passages with accurate pronunciation. He/she writes basic sentences and responds to questions, statements, commands and other familiar stimuli.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communication, Latin. Performance needs further development. The student, with prompting, comprehends the main ideas of Latin passages containing level-appropriate material and, with substantial prompting, of passages adapted from authentic material. With considerable prompting, he/she reads passages aloud with near-accurate pronunciation. He/she writes, with guidance, basic Latin phrases and sentences and responds to questions, statements, commands and other familiar stimuli.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communication, Latin. Performance needs considerable development. The student employs oral and written information on familiar topics, relying heavily on memorized contexts. Vocabulary is elementary, and there is little evidence of command of grammar and syntax. Interference from English/first language continues to significantly influence pronunciation and intonation.

Standard 2: Culture (LAT.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Perspectives Objectives

Students will:

- LATII.2.1 describe daily routines and cultural viewpoints.
 LATII.2.2 identify and discuss generalizations about the target culture(s).

Practices Objectives

Students will:

- LATII.2.3 explain social, geographic, and historical factors that influence cultural practices.
 LATII.2.4 interpret common words, phrases and idioms within a cultural context that reflect the target culture(s).
 LATII.2.5 explain to language and behaviors appropriate to the target culture(s).
 LATII.2.6 explain similarities and differences in cultural practices among same-language cultures.

Contributions Objectives

Students will:

- LATII.2.7 describe objects, images, products and symbols of the target culture(s).
 LATII.2.8 summarize the development of artistic, scientific, and philosophical contributions of the target culture(s) and historical factors influencing those contributions.

Performance Descriptors (LATII.PD.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Culture. The student enhances his/her inventory by drawing conclusions about different cultural perspectives, practices and contributions. He/she compares and contrasts the relationships among social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective

application of knowledge and skills that exceeds the standard in Culture. The student expands, with minimal guidance, his/her inventory by relating and defining different cultural perspectives, practices and contributions. He/she illustrates the relationships among social, geographic, historical and sociolinguistic factors in a variety of culturally specific contexts.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Culture. The student increases, with guidance, his/her inventory by listing and describing different cultural perspectives, practices and contributions. He/she describes the relationships among social, geographic, historical and sociolinguistic factors in a number of culturally specific contexts.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Culture. Performance needs further development. The student lists and labels, with assistance, different cultural perspectives, practices and contributions. He/she notes the relationships among social, geographic, historical and sociolinguistic factors in a limited number of culturally specific contexts.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Culture. Performance needs considerable development. The student recognizes cultural perspectives, practices and contributions that are brought to his/her attention.

Standard 3: Connections (LAT.S.3)

Students will:

- acquire information and make connections.

Connections Objectives

Students will:

LATII.3.1 apply and classify information and skills common to the target language and other disciplines.

LATII.3.2 explain the cross-cultural relevance of important issues (e.g., family values, education, religion, travel, leisure).

LATII.3.3 explain the sociolinguistic conventions of the target language.

Performance Descriptors (LATII.PD.3)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Connections. The student expands his/her portfolio to make frequent connections between the target language and other disciplines. He/she illustrates a variety of issues of cross-cultural importance and applies a number of sociolinguistic behaviors appropriate to the target language and culture(s).

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Connections. The student expands, with minimal guidance, his/her portfolio to make connections between the target language and other disciplines. He/she illustrates issues of cross-cultural importance and demonstrates a number of sociolinguistic behaviors appropriate to the target language and culture(s).

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Connections. The student expands, with guidance, his/her portfolio to describe and discuss connections between the target language and other disciplines. He/she explains issues of cross-cultural importance and describes sociolinguistic behaviors appropriate to the target language and culture(s).

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Connections. The student expands, with substantial guidance, his/her portfolio to explain connections between the target language and other disciplines. He/she lists and explains issues of cross-cultural importance and describes sociolinguistic behaviors which are common in the classroom, commonly associated with the target culture(s), and are

appropriate to the target language.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Connections. The student expands his/her portfolio with substantial and specific guidance to describe connections between the target language and other disciplines. He/she names sociolinguistic behaviors which are common in the classroom, commonly associated with the target culture(s), and are appropriate to the target language.

Standard 4: Comparisons (LAT.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Comparisons Objectives

Students will:

- LATII.4.1 predict linguistic similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations).
- LATII.4.2 predict structural similarities and differences (e.g., word formation patterns, sentence structure, idiomatic expressions).
- LATII.4.3 discuss similarities and differences between native and target culture(s) including perspectives, practices and contributions.

Performance Descriptors (LATII.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Comparisons. The student demonstrates knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. Utilizing learned concepts, he/she correctly predicts additional patterns and associations with a high degree of accuracy.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Comparisons. Using learned concepts, the student explains lexical, semantic and cultural patterns and associations between the target and native languages. He/she successfully predicts additional patterns and associations of a similar nature.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Comparisons. Using learned concepts, the student describes lexical, semantic and cultural patterns and associations between the target and native languages. He/she predicts additional patterns and associations of a similar nature with limited success.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Comparisons. Performance needs further development. With guidance, the student recognizes lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He /she predicts additional patterns and associations of a highly similar nature with varying success.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Comparisons. Performance needs considerable development. With guidance and prompting, the student identifies lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she rarely predicts additional patterns and associations.

Standard 5: Communities (LAT.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Communities Objectives

Students will:

- LATII.5.1 use resources in the global community to explore aspects of the target culture(s) and/or language.
 LATII.5.2 pursue opportunities to use the target language within and beyond the school setting.
 LATII.5.3 explore the possibilities of the target language for personal growth, enrichment and enjoyment.

Performance Descriptors (LATII.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communities. The student selects and evaluates experiences and information from sources relating to the target language and culture(s). He/she suggests and assesses topics for personal interest, growth and enrichment within and beyond the school setting.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communities. The student, with minimal guidance, discovers and categorizes experiences and information from sources relating to the target language and culture(s). He/she compares and classifies topics for personal interest, growth and enrichment within and beyond the school setting.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communities. The student, with guidance, analyzes and uses experiences and information from sources relating to the target language and culture(s). He/she explains and specifies topics for personal interest, growth and enrichment within and beyond the school setting.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communities. Performance needs further development. The student, with substantial guidance, identifies and interprets experiences and information from sources relating to the target language and culture(s). He/she lists and illustrates topics for personal interest, growth and enrichment within and beyond the school setting.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communities. Performance needs considerable development. The student identifies experiences and information from sources relating to the target language and culture(s) when provided with substantial guidance. He/she generally explores opportunities outside the school setting within an organized activity initiated by the classroom teacher or classmates.

Latin, Level III/Prose Content Standards and Objectives

Although the Latin content standards and objectives have been written with prose at Level III and poetry at Level IV, the teacher may choose to reverse, combine or extend the content of the levels.

Standard 1: Communication (LAT.S.1)

Students will:

- communicate in Latin using both spoken and written forms of the language to demonstrate a wide range of skills including: **Reading Comprehension** - reading, understanding and interpreting Latin; and **Oral, Listening and Writing Skills** - using oral, aural and writing skills as part of the language learning process.

Reading Comprehension Objectives

Students will:

LATIII.1.1 read and understand prose from authentic material.

LATIII.1.2 recognize, explain and interpret content and stylistic features of prose passages.

Oral, Listening and Writing Skills Objectives

Students will:

LATIII.1.3 read prose aloud with attention to appropriate pronunciation and meaningful phrase grouping.

LATIII.1.4 respond to more complex questions, statements, commands and other stimuli.

LATIII.1.5 write short passages.

Performance Descriptors (LATIII.PD.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communication, Latin. The student reads and understands authentic prose passages recognizing, explaining and interpreting content and stylistic features. He/she reads authentic passages aloud with appropriate pronunciation, intonation and meaningful phrase grouping. He/she writes short passages and responds to complex questions, statements, commands and other stimuli.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communication, Latin. With limited prompting, the student reads and understands authentic prose passages recognizing, explaining and interpreting content and stylistic features. He/she reads passages aloud with appropriate pronunciation, intonation and meaningful phrase grouping. He/she writes short passages and responds to complex questions, statements, commands and other stimuli.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communication, Latin. With prompting, the student reads and understands authentic prose passages recognizing, explaining and interpreting content and stylistic features. He/she reads passages aloud with appropriate pronunciation, intonation and meaningful phrase grouping. He/she writes short passages and responds to complex questions, statements, commands and other stimuli.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communication, Latin. Performance needs further development. With substantial prompting, the student reads and understands the main ideas from authentic prose passages recognizing, explaining and interpreting content and stylistic features. He/she reads familiar passages aloud with appropriate pronunciation, intonation and meaningful phrase grouping. He/she writes short passages and responds to complex questions, statements, commands and other stimuli.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communication, Latin. Performance needs considerable development. The student employs oral and written information on familiar topics, relying heavily on context. Vocabulary is restricted. His/her command of grammar and syntax is elementary. Interference from English/first language influences pronunciation and intonation, especially in new vocabulary and longer utterances.

Standard 2: Cultures (LAT.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Perspectives Objectives

Students will:

- LATIII.2.1 explain the significance of daily routines and cultural viewpoints in the target culture(s).
 LATIII.2.2 analyze some common generalizations about the target culture(s).

Practices Objectives

Students will:

- LATIII.2.3 research information about social, geographic, and historical factors that influence cultural practices.
 LATIII.2.4 choose appropriate cultural connotations of common words, phrases and idioms.
 LATIII.2.5 produce language and behaviors that are appropriate to the target culture(s)
 LATIII.2.6 analyze cultural practices among same-language cultures.

Contributions Objectives

Students will:

- LATIII.2.7 collect information about objects, images, products and symbols of the target culture.
 LATIII.2.8 analyze the development of artistic, scientific and philosophical contributions of the target culture(s) and the historical factors influencing those contributions.

Performance Descriptors (LATIII.PD.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Culture. He/she enhances his /her inventory by modifying his/her conclusions about different cultural perspectives, practices and contributions. He/she examines the relationships among social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Culture The student enhances his/her inventory by drawing conclusions about different cultural perspectives, practices and contributions. He/she compares and contrasts the relationships among the social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Culture The student expands with minimal guidance, his /her inventory by relating and defining different cultural perspectives, practices and contributions. He/she illustrates the relationships among social, geographic, historical and sociolinguistic factors in a variety of culturally specific contexts.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Culture. Performance needs further development. The student increases, with guidance his/her inventory by listing and describing different cultural perspectives, practices and contributions. He/she describes the relationships among social, geographic, historical and sociolinguistic factors in a number of culturally specific contexts.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Culture. Performance needs considerable development. The student notes, with assistance, a limited number of cultural perspectives, practices and contributions that are brought to his/her attention.

Standard 3: Connections (LAT.S.3)

Students will:

- acquire information and make connections.

Connections Objectives

Students will:

LATIII.3.1 independently transfer information and skills applicable to other disciplines.

LATIII.3.2 analyze the cross-cultural relevance of important issues (e.g., social, political, environmental).

LATIII.3.3 apply the sociolinguistic conventions of the target language.

Performance Descriptors (LATIII.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Connections. The student extends his/her portfolio to make frequent and consistent connections between the target language and other disciplines. He/she discovers issues of cross-cultural importance and applies an increasing number of sociolinguistic behaviors appropriate to the target language and culture(s).

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Connections. The student extends, with minimal guidance, his/her portfolio to transfer connections between the target language and other disciplines. He/she analyzes and applies an increasing number of sociolinguistic behaviors appropriate to the target language culture(s).

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Connections. The student extends, with guidance, his/her portfolio to promote the transfer of connections between the target language and other disciplines. He/she outlines and draws conclusions about issues of cross-cultural importance and applies sociolinguistic behaviors appropriate to the target language culture(s).

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Connections. The student extends, with substantial guidance, his/her portfolio to facilitate the transfer of connections between the target language and other disciplines. He/she explains and illustrates issues of cross-cultural importance and reports on sociolinguistic behaviors commonly associated with the target language and cultures.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Connections. The student extends, with substantial and specific guidance, his/her portfolio to enable the transfer of connections between the target language and other disciplines. He/she lists and describes issues of cross-cultural importance.

Standard 4: Comparisons (LAT.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Comparisons Objectives

Students will:

LATIII.4.1 analyze linguistic similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations).

LATIII.4.2 analyze structural similarities and differences (e.g., word formation patterns, sentence structure, idiomatic expressions).

LATIII.4.3 analyze similarities and differences between native and target culture(s) including perspectives, practices and contributions.

Performance Descriptors (LATIII.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Comparisons. The student applies knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. Using learned concepts, he/she correctly predicts additional patterns and associations with a high degree of accuracy.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Comparisons. Using learned concepts, the student exhibits knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. He/she successfully predicts additional patterns and associations of a similar nature.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Comparisons. Using learned concepts, the student explains lexical, semantic and cultural patterns and associations between the target and native languages. He/she predicts additional patterns and associations of a similar nature with limited success.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Comparisons. With guidance, the student describes lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she predicts additional patterns and associations of a highly similar nature with varying success.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Comparisons. With guidance and prompting, the student recognizes lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she rarely predicts additional patterns and associations.

Standard 5: Communities (LAT.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Communities Objectives

Students will:

LATIII.5.1 use resources in the global community to experience the target culture(s) and/or language.

LATIII.5.2 use the target language within and beyond the school setting.

LATIII.5.3 draw conclusions about the opportunities offered by the target language for personal growth, enrichment and enjoyment.

Performance Descriptors (LATIII.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communities. The student reevaluates and clarifies experiences and information from sources relating to the target language and culture(s). He/she formulates and selects topics for personal interest, growth and enrichment within and beyond the school setting.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communities. The student, with

minimal guidance, examines and clarifies experiences and information relating to the target language and culture(s). He/she selects and relates topics for personal interest, growth and enrichment within and beyond the school setting.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communities. The student, with guidance, interprets and explains experiences and information relating to the target language and culture(s). He/she outlines and illustrates topics for personal interest, growth and enrichment within and beyond the school setting.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communities. Performance needs further development. The student, with substantial guidance, interprets and explains experiences and information relating to the target language and culture(s). He/she outlines topics for personal interest, growth and enrichment within and beyond the school setting.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communities. Performance needs considerable development. The student recognizes experiences and information relating to the target language and culture(s). He/she generally explores opportunities outside the school setting within an organized activity initiated by the classroom teacher or classmates.

Latin, Level IV/Poetry Content Standards and Objectives

Standard 1: Communication (LAT.S.1)

Students will:

- communicate in Latin using both spoken and written forms of the language to demonstrate a wide range of skills including: **Reading Comprehension** - reading, understanding and interpreting Latin; and **Oral, Listening and Writing Skills** - using oral, aural and writing skills as part of the language learning process.

Reading Comprehension Objectives

Students will:

LATIV.1.1 read and understand poetry from authentic material.

LATIV.1.2 recognize, explain and interpret content and stylistic features of poetry.

Oral, Listening and Writing Skills Objectives

Students will:

LATIV.1.3 read poetry aloud with attention to appropriate pronunciation, metrical structure and meaningful phrase grouping.

LATIV.1.4 respond to complex questions, statements, commands and other stimuli.

LATIV.1.5 write short passages.

Performance Descriptors (LATIV.PD.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communication, Latin. The student reads and understands authentic passages of poetry recognizing, explaining and interpreting content and stylistic features. He/she reads poetry aloud with attention to appropriate pronunciation, intonation, metrical structure and meaningful phrase grouping. He/she writes short passages and responds to complex questions, statements, commands and other stimuli.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communication, Latin. With limited prompting, the student reads and understands authentic passages of poetry recognizing, explaining and interpreting content and stylistic features. He/she reads poetry aloud with attention to appropriate

pronunciation, intonation, metrical structure and meaningful phrase grouping. He/she writes short passages and responds to complex questions, statements, commands and other stimuli.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communication, Latin. With prompting, the student reads and understands authentic passages of poetry recognizing, explaining and interpreting content and stylistic features. He/she reads poetry aloud with attention to appropriate pronunciation, intonation, metrical structure and meaningful phrase grouping. He/she writes short passages and responds to complex questions, statements, commands and other stimuli.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communication, Latin Performance needs further development. The student requires substantial prompting: to read and understand authentic passages of poetry; to recognize and explain content and stylistic features; to read poetry aloud with appropriate pronunciation and attention to metrical structure and meaningful phrase grouping; and to write short passages. With prompting he/she responds to complex questions, statements, commands and other stimuli.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communication, Latin. Performance needs considerable development. Vocabulary is simple and drawn from context. He/she draws conclusions from authentic material when provided with specific guided reading techniques. There is little syntax control beyond simple sentence structure. Grammar is basic, but inconsistently applied.

Standard 2: Culture (LAT.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: **Perspectives** - ideas, meanings, attitudes, values, and beliefs; **Practices** - patterns of social interactions; and **Contributions** - literature, art, music, foods, exports, and leisure activities.

Perspectives Objectives

Students will:

- LATIV.2.1 analyze the daily routines and culture viewpoints of the target culture(s).
LATIV.2.2 evaluate some common generalizations about the target culture(s).

Practices Objectives

Students will:

- LATIV.2.3 integrate social, geographic, and historical factors influence cultural practices.
LATIV.2.4 integrate culturally embedded words, phrases, and idioms into everyday communications.
LATIV.2.5 integrate language and behaviors appropriate to the target culture in an authentic situation.
LATIV.2.6 compare and contrast cultural practices among same-language culture(s).

Contributions Objectives

Students will:

- LATIV.2.7 analyze the cultural significance of objects, images, products and symbols of the target culture(s).
LATIV.2.8 evaluate the development of artistic, scientific and philosophical contributions of the target culture(s) and the historical factors influencing those contributions.

Performance Descriptors (LATIV.PD.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Culture. The student enhances his/her inventory by re-examining his/her conclusions about different cultural perspectives, practices and contributions. He/she evaluates the relationships among social, geographic, historic and sociolinguistic factors in a wide variety of culturally specific contexts.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Culture. The student enhances his/her inventory by modifying his/her conclusions about different cultural perspectives, practices and contributions. He/she examines the relationships among social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Culture. The student enhances his/her inventory by drawing conclusions about different cultural perspectives, practices and contributions. He/she compares and contrasts relationships among social, geographic, historical and sociolinguistic factors in a wide variety of culturally specific contexts.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Culture. Performance needs further development. The student expands, with minimal guidance, his/her inventory by relating and defining cultural perspectives, practices and contributions. He/she illustrates the relationships among social, geographic, historical and sociolinguistic factors in a variety of culturally specific contexts.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Culture. Performance needs considerable development. The student describes, with assistance, cultural perspectives, practices and contributions that are brought to his attention.

Standard 3: Connections (LAT.S.3)

Students will:

- acquire information and make connections to other disciplines with other perspectives, and between their native language and the target language.

Connections Objectives

Students will:

LATIV.3.1 synthesize and apply information gathered through foreign language resources for use in other disciplines.

LATIV.3.2 formulate personal perspectives on the cross-cultural relevance of important issues.

LATIV.3.3 integrate the sociolinguistic conventions of the target language.

Performance Descriptors (LATIV.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Connections. The student diversifies his/her portfolio to solidify connections between the target language and other disciplines. He/she assesses issues of cross-cultural importance and consistently exhibits sociolinguistic behaviors appropriate to the target language and culture(s).

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Connections. The student diversifies his/her portfolio to transfer an increasing number of connections between the target language and other disciplines. He/she discovers issues of cross-cultural importance and frequently exhibits sociolinguistic behaviors appropriate to the target language and culture(s).

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Connections. The student diversifies, with minimal guidance, his/her portfolio to formulate and apply connections between the target language and other disciplines. He/she develops perspectives on issues of cross-cultural importance and incorporates sociolinguistic behaviors appropriate to the target language and culture(s).

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Connections. Performance needs further development.

The student diversifies, with substantial guidance, his/her portfolio to organize and describe connections between the target language and other disciplines. He/she notes perspectives on issues of cross-cultural importance and occasionally uses sociolinguistic appropriate to the target language and culture(s).

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Connections. Performance needs considerable development. The student diversifies, with substantial and specific guidance, his/her portfolio to form and discuss connections between the target language and other disciplines. He/she list perspectives on issues of cross-cultural importance and sporadically uses sociolinguistic behaviors appropriate to the target language and culture(s).

Standard 4: Comparisons (LAT.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Comparisons Objectives

Students will:

- LATIV.4.1 compare and contrast linguistic similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations).
- LATIV.4.2 compare and contrast structural similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations).
- LATIV.4.3 compare and contrast similarities and differences between native and target cultures including perspectives, practices and contributions.

Performance Descriptors (LAT.PD.4)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Comparisons. The student outlines his/her knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. Using learned concepts, he/she correctly predicts additional patterns and associations with a high degree of accuracy.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Comparisons. The student applies knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. He/she successfully predicts additional patterns and associations of a similar nature.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Comparisons. Using learned concepts, the student exhibits knowledge of lexical, semantic and cultural patterns and associations between the target and native languages. He/she predicts additional patterns and associations of a similar nature with limited success.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Comparisons. Performance needs further development. Using learned concepts, the student explains lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she predicts additional patterns and associations of a highly similar nature with varying success.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Comparisons. Performance needs considerable development. With guidance, the student describes lexical, semantic and cultural patterns and associations between the target and native languages that have been taught. He/she rarely predicts additional patterns and associations.

Standard 5: Communities (LAT.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly--by using the target language within and beyond the school setting; indirectly--by using the language for personal growth and enrichment.

Communities Objectives

Students will:

LATIV.5.1 use resources in the global community to internalize the target culture(s) and/or language.

LATIV.5.2 expand the use of the target language within and beyond the school setting.

LATIV.5.3 engage in activities offered by the target language for personal growth, enrichment and enjoyment.

Performance Descriptors (LATIV.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Communities. The student, with substantial guidance, organizes and relates experiences and information from sources relating to the target language and culture(s). He/she frames and presents topics for personal interest, growth and enrichment within and beyond the school setting.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Communities. The student reevaluates and clarifies experiences and information from sources relating to the target language and culture(s). He/she formulates and selects topics for personal interest, growth and enrichment within and beyond the school setting.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Communities. The student, with guidance, organizes and relates experiences and information relating to the target language and culture(s). He/she frames and presents topics for personal interest, growth and enrichment within and beyond the school setting.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Communities. Performance needs further development. The student, with substantial guidance, organizes and relates experiences and information relating to the target language and culture(s). He/she frames and presents topics for personal interest, growth and enrichment within and beyond the school setting.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Communities. Performance needs considerable development. The student explains experiences and information relating to the target language and culture(s).

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

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

SUBJECT: Policy 2520.7 Foreign Language Content Standards and Objectives for WV Schools 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):

There will be no increase in costs due to this policy.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

April 10, 2003

West Virginia Department of Education

