

Board of Education Agenda Item

Item: _____ L. _____

Date: October 25, 2006

Topic: First Review of Proposed Revised Foreign Language Standards of Learning

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Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action

Date _____

Action _____

Background Information:

Academic content Standards of Learning for foreign languages were first developed in 1983 for French, German, Latin, Spanish, and Modern Foreign Languages, and revised in 2000.

The Standards of Quality require the Board of Education to review the Standards of Learning on a regular schedule. The Foreign Language Standards of Learning are due for review in 2007. As a result, on January 11, 2006, the Board approved a plan to review these standards during the 2006-2007 academic year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed Foreign Language Standards of Learning for the Board's first review:

- Solicited online professional comments from stakeholders, including teachers, parents, and administrators;
- Selected a steering committee and writing team that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Contracted a consultant in June 2006 to assist with the process;

- Met with the French, German, Latin, and Spanish writing teams and consultant July 31 and August 1, 2006;
- Re-convened the steering committee on September 22, 2006, to review the work of the writing teams; and
- Developed a draft of the proposed revised Foreign Language Standards of Learning.

Summary of Major Elements:

The attached draft of the proposed revised Foreign Language Standards of Learning (Attachment A) consists of the following elements:

Foreword

The Foreign Language Standards of Learning are an important part of Virginia’s efforts to provide challenging educational programs in the public schools and to enhance the preparation of Virginia’s students to compete in an expanding global society.

Introduction

The Foreign Language Standards of Learning identify essential content, processes, and skills for levels I through IV of the French, German, Latin, Spanish, and Modern Foreign Languages Standards of Learning. The introduction includes explanations of the goals and organizing strands.

- **Goals**
Foreign Language Standards of Learning for French, German, Latin, Spanish, and Modern Foreign Languages are organized around the goals of Effective Communication, Enhanced Cultural Understanding, Expanded Access to Information, and Increased Global Perspective.
- **Strands**
The content strands support the goals and remain constant as organizing principles for all levels. The strands for French, German, Spanish, and Modern Foreign Languages reflect Person-to-Person Communication; Listening and Reading for Understanding; Oral and Written Presentation; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. The strands for Latin are similar, with Reading for Understanding; Using Oral and Written Language for Understanding; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. Each strand is followed by one or two standards.

Standards of Learning

Standards reflect end-of-course benchmarks for levels I through IV of French, German, Latin, and Spanish, as well as for generic Modern Foreign Language standards that can be used for additional languages, including those with non-Roman alphabets. Separate standards exist for:

French:	French I, French II, French III, French IV
German:	German I, German II, German III, German IV
Latin:	Latin I, Latin II, Latin III, Latin IV
Spanish:	Spanish I, Spanish II, Spanish III, Spanish IV
Modern Foreign Languages:	Level I, Level II, Level III, Level IV

The Revision Justification Crosswalk (Attachment B) indicates reasons for the proposed changes to the standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the proposed revised Foreign Language Standards of Learning for first review.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:

The Standard of Learning Review Work Plan calls for public hearings, final review, and adoption of the Standards of Learning by the Board of Education by late spring 2007.

DRAFT **Foreign Language** **Standards of** **Learning**

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

October 25, 2006

Foreword

The Standards of Learning in this publication represent a major development in public education in Virginia. These standards were adopted in ~~June 2000-xxx~~ 2007 by the Virginia Board of Education to emphasize the importance of foreign language instruction in the Commonwealth. They reflect a review of the previous standards, adopted in June 2000.

The Foreign Language Standards of Learning are an important part of Virginia's efforts to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in a rapidly expanding global society. Knowledge and skills that students acquire in their foreign language classes will ~~support-reinforce and expand~~ support-reinforce and expand their learning in other subjects, enable them to interact effectively with others, and give them increased access to information across the world.

The Standards of Learning set reasonable targets and expectations for what students should know and be able to do by the end of each language course offered for a standard unit of credit. Schools are encouraged to go beyond the prescribed standards and to enrich the curriculum to meet the needs of all students. However, in order for students to become proficient in other languages, they must have opportunities for longer sequences of language study. Therefore, school divisions are encouraged to offer foreign language instruction beginning in the elementary grades.

Copies of the Foreign Language Standards of Learning are being distributed to public schools throughout Virginia for school divisions and teachers to use in developing curricula and lesson plans to support the standards. These standards state the end-of-course requirements in levels I – IV of French, German, Latin, and Spanish. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. There are also generic Modern Foreign Language Standards of Learning that may be adapted to other modern languages including for non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic, and other languages that may be taught in the commonwealth. ~~The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. Schools are encouraged to go beyond the prescribed standards and to enrich the curriculum to meet the needs of all students.~~

The Foreign Language Standards of Learning were developed through a series of public hearings and the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty who assisted the Department of Education in developing and reviewing the draft documents. The standards set clear, concise, and measurable academic expectations for young people. Parents are encouraged to work with their children to help them achieve the ~~new~~ academic standards.

A major objective of Virginia's educational agenda is to give our citizens a program of public education that is among the best in the nation and that meets the needs of all young people in the Commonwealth. These Standards of Learning continue the process for achieving that objective.

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Introduction

The Foreign Language Standards of Learning identify essential content, processes, and skills for each level of language learning in Virginia's secondary schools. There are specific standards for French, German, Latin, and Spanish, Levels I – IV, as well as generic Modern Foreign Language Standards adaptable for courses in other modern languages. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Each level of the modern language standards is organized around seven content strands with a total of ten to twelve standards at each level that outline the knowledge, skills, and processes essential for language learning, focusing on communication. The Latin standards are organized around six content strands with a total of seven to eight standards at each level that focus on interpretation of text. ~~The emphasis on communication and interpretation ensures that students exiting foreign language programs in Virginia's high schools will be able to interact with users of the language and understand their culture. Between ten and twelve standards have been written for each level of the modern languages. Latin has seven or eight standards at each level.~~ Each standard for each of the languages is followed by two or more essential components of the standard. The examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements.

The emphasis on communication and interpretation ensures that students exiting long-term, sequential foreign language programs in Virginia's secondary schools will be able to interact within reasonable limits with users of the language and understand their culture. The ability to communicate comfortably with native speakers of the language about most topics is not obtained solely through classroom study, but requires the student to seek opportunities beyond the normal classroom setting, including long-term contact with, or immersion in, the target language and culture.

~~The Generic Modern Foreign Language Standards have also been developed and~~ may be adapted for other languages including non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic. In addition, a curriculum framework for American Sign Language has been developed for Levels I – III and is published in a separate document.

The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community. ~~The standards of learning do not encompass~~ comprise the ~~entire~~ curriculum for a given course or prescribe how the content should be taught. The concepts and structures for each level should be presented in a spiraling fashion that allows them to be re-introduced with increasing complexity at various stages of language development. ~~The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community.~~ In addition, local assessments should be ~~matched~~ aligned to local curricula and state standards and designed to measure students' ability to use the ~~foreign~~ target language.

Several terms that have particular significance within foreign language education are used throughout the document. Reference is often made to *culturally authentic materials*, which are materials that have been created for and by native speakers of the language, and which have been derived from the culture itself. In addition, because language courses are sequential, reference is made to *level-appropriate* linguistic elements, skills, or instructional materials. *Level-appropriate* means that the content, process, skills, or material described should require students to function at a level consistent with their state of language development. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by simply matching the linguistic task assigned to the students with their language proficiency level. Cultural competence refers to the appropriateness of a response. According to

the American Council on the Teaching of Foreign Languages, *cultural competence* addresses the students' ability to know "how, when, and why to say what to whom."

Goals

Achieving cultural and linguistic fluency is a long-term endeavor, requiring experiences beyond the classroom. Within the scope of the level of study, students will be able to perform with reasonable success in each of the following areas:

Effective Communication

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

Enhanced Cultural Understanding

- Students will develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior ~~which that~~ order their world, and the ideas and perspectives ~~which that~~ guide their behaviors.
- Students will learn about the contributions of other cultures to the world and how these contributions have shaped international perspectives.

Expanded Access to Information

- Students will connect with other disciplines through language study, which enables them to reinforce and expand their understanding of the interrelationships among content areas.
- Students will access information in more than one language, which gives them a greater choice of resources and a richer base of knowledge.

Increased Global Perspective

- Students will contribute to and respond to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of second language study.

Explanation of Strands

The content of the Modern Foreign Language Standards of Learning is organized around seven essential strands of language development and application for students: Person-to-Person Communication; Listening and Reading for Understanding; Oral and Written Presentation; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities.

Six strands have been identified for Latin language learning, two of which focus on the skills needed by students to read and interpret Latin texts: Reading for Understanding and Using Oral and Written Language for Understanding. These strands unique to Latin are explained at the end of the introduction. All other strands for Latin are the same as those for the modern languages: Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities.

Person-to-Person Communication*

The person-to-person communication strand identifies the content and range of skills that students demonstrate when they exchange information with another person. In the person-to-person strand, they demonstrate their ability to initiate, sustain, and close a conversation or interactive written communication, such as an e-mail exchange. This strand focuses on the skills that students need to develop in order to maintain an interactive communication with another person.

Listening and Reading for Understanding**

~~The comprehension and interpretation of written or oral communication ability to understand spoken and written language is the second communicative mode strand within the range of skills that students develop to demonstrate communicative competence. The ability to understand spoken and written language students' level of communicative competence is indicated by the level of comprehension of a text and the interpretation of other visual and auditory cues given by the speaker or writer. This strand differs from the person-to-person strand in that the communication is one way and focuses on what students can comprehend without the opportunity for clarification.~~

Oral and Written Presentation**

The third strand focusing on communicative competence centers around the ability of a student to present information to an audience either orally or in writing. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations, and again, differ from the person-to-person strand in that students do not interact with the audience, ~~but must rely on their presentational skills. This strand focuses on the skills necessary to deliver the message to the audience by relying on presentational skills.~~

Cultural Perspectives, Practices, and Products

Understanding the culture of the speakers of the language is an integral part of learning a language. Students demonstrate their understanding of the inextricable link between language and culture by developing an understanding of the perspectives or viewpoints, practices or patterns of behavior, and products of the culture(s). The in-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language and to function successfully within that cultural setting.

Making Connections through Language

The topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture they are learning with concepts studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information available to them in the ~~foreign-target~~ language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding of the total curriculum.

Cultural and Linguistic Comparisons

The process of language learning causes students to reflect on their own language and culture in a way that increases their understanding of the nature of language in general and of elements of their native language and culture. As they become more knowledgeable about the ~~foreign-target~~ language, they increase their own skills in their native language as they make continuous comparisons between the ~~foreign-target~~ language and their own. The insight students develop into their own culture helps them to increase their awareness and openness to people who speak other languages and who may view the world from a different perspective.

Communication across Communities

Knowledge of the ~~foreign-target~~ language and culture is enhanced ~~for students~~ when ~~they~~ students have the opportunity to apply their skills and knowledge beyond the classroom. This application can take many forms, from corresponding with a native speaker of the language to visiting local sites where the language and culture are prominent. Within the Commonwealth of Virginia, there are myriad situations in which students can make these connections: ethnic populations within the local community, foreign-owned businesses that have offices and factories in many parts of the state, and numerous resources available through the Internet and other media. It is the practical application of their language skills that motivates students to continue their language study and develop a ~~life-long~~ lifelong interest in participating in the global community.

* *There is no Person-to-Person strand for Latin.*

** *The two communication strands for Latin have been modified and are described below.
The remaining four strands for Latin are the same as those for the modern languages.*

Reading for Understanding

Latin students must be able to interpret a Latin text in order to understand the ancient world through the thoughts and information expressed by the author. Beginning students learn to comprehend basic Latin sentences and stories and are introduced to authentic texts as early as possible, ~~even through such as~~ graffiti from the Roman world or short philosophical statements of the ancient Romans. The ability of students to derive cultural as well as linguistic information from a text is the focus of a Latin program.

Using Oral and Written Language for Understanding

The ability of students to read a Latin text is facilitated through their active use of Latin involving oral and written language. For many students, hearing the language and learning to use it orally enables them to read and understand a Latin text more easily. As part of the language learning process, students learn to ask and answer questions, comprehend spoken texts, and ~~write~~ compose simple phrases and sentences in Latin. As students progress in their language study, attention shifts from writing the language to developing the ability to read Latin texts aloud with attention to meter and phrasing.

Modern Foreign Language Level I

Course Description

Level I language courses focus on ~~students the beginning to development of the students' their~~ communicative competence in the ~~foreign-target~~ language and their understanding of the culture(s) of the people who speak the language. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another speaker of the language; ~~reading and~~ listening ~~and reading~~ as a receptive process in which comprehension of ~~texts in the~~ ~~foreign-target~~ language is developed; and speaking and writing in a presentational context in which students are focused on organization of thoughts and awareness of their audience in delivering information. In Level I classes, the students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the foreign language as much as possible in all areas of study emphasis is placed on the use of the target language in the classroom as well as on the use of authentic materials to learn about the culture.~~ Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of language classes is the use of the language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in the ~~foreign-target~~ language and in providing students the opportunity to interact with native speakers of the language.

Person-to-Person Communication

- MFLI.1 The student will exchange simple spoken and written information in the ~~foreign-target~~ language.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- MFLI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in the ~~foreign-target~~ language using familiar phrases and sentences.
1. Initiate, ~~participate in~~ sustain, and close a brief oral ~~or~~ and written exchanges in the ~~foreign-target~~ language with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in the ~~foreign-target~~ language.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- MFLI.3 The student will understand simple spoken and written language based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and~~ listening ~~and reading~~ in the ~~foreign-target~~ language.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in the ~~foreign-target~~ language.

3. ~~Understand~~ Follow simple instructions in the ~~foreign-target~~ language, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology~~.

MFLI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in the ~~foreign-target~~ language.

1. Differentiate among statements, questions, and exclamations.
2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

MFLI.5 The student will present orally and in writing information in the ~~foreign-target~~ language that contains a variety of familiar vocabulary, phrases, and structural patterns.

1. Present in the ~~foreign-target~~ language information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
2. Describe in the ~~foreign-target~~ language basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
3. Demonstrate increasing attention to accuracy in intonation and pronunciation in the ~~foreign target~~ language especially when presenting prepared material orally.
4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in the ~~foreign-target~~ language.

MFLI.6 The student will present rehearsed material in the ~~foreign-target~~ language, including brief narratives, monologues, dialogues, poetry, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

MFLI.7 The student will develop an awareness of perspectives, practices, and products of the cultures where the ~~foreign-target~~ language is spoken.

1. Identify some viewpoints of the cultures, such as those relating to time, education, transportation, and the role of family members.
2. Identify some customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from the cultures studied.
4. Identify some products of the cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.

MFLI.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

1. Recognize that the cultures studied are shaped by viewpoints, customs/traditions, and products of speakers of the language.
2. Identify major cities and geographical features and why they are significant in the cultures studied.

Making Connections through Language

- MFLI.9 The student will ~~recognize how information acquired in the study of the foreign language and information acquired in other subjects reinforce one another~~ connect information about the target language and culture with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of vocabulary, phrases, proverbs, and symbols from the ~~foreign~~ target language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the ~~foreign~~ language class, such as current events or contributions of important individuals from countries where the language is spoken ~~or the influence of foreign explorers and settlers on various regions of the United States.~~

Cultural and Linguistic Comparisons

- MFLI.10 The student will demonstrate an understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of the cultures studied.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- MFLI.11 The student will compare basic elements of the ~~foreign~~ target language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- MFLI.12 The student will ~~identify situations~~ explore areas in which ~~foreign~~ target language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the ~~foreign~~ target language and the cultures studied that are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the cultures studied.

Modern Foreign Language Level II

Course Description

In Level II foreign language, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the ~~foreign~~ target language, and making oral and written presentations in the ~~foreign~~ target language. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of the ~~foreign~~ target language in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- MFLII.1 The student will exchange spoken and written information and ideas in the ~~foreign~~ target language.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in the target language.
 - ~~2. Give and follow basic instructions and directions in the foreign language.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- MFLII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in the ~~foreign~~ target language using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, ~~as well as past,~~ and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- MFLII.3 The student will understand basic spoken and written language based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and listening and reading~~ in the ~~foreign~~ target language.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as and~~ familiar information in the ~~foreign~~ target language.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in the ~~foreign~~ target language, such as those for following recipes or ~~using computers~~ applying technology.
- MFLII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in the ~~foreign~~ target language.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- MFLII.5 The student will present orally and in writing information in the ~~foreign-target~~ language that combines learned ~~as well as and~~ original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print nonprint~~ materials in the ~~foreign-target~~ language.
 2. Present information in the ~~foreign-target~~ language using structures that reflect present, ~~as well as past,~~ and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking the ~~foreign-target~~ language.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in the ~~foreign-target~~ language.
- MFLII.6 The student will present rehearsed and unrehearsed material in the ~~foreign-target~~ language including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- MFLII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of the cultures studied and how they are interrelated.
1. Participate in ~~real-authentic~~ or simulated cultural ~~events-activities~~, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with the cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of the countries studied on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- MFLII.8 The student will use information acquired in the study of the ~~foreign-target~~ language and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the ~~foreign-target~~ language and cultures in other subject areas, such as foreign words used in the English language or contributions of important ~~mathematicians and scientists- individuals~~ from countries where the language is spoken.
 2. ~~Relate-Compare and contrast~~ information acquired in other subjects to topics discussed in the foreign language class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of the countries where the language is spoken.

Cultural and Linguistic Comparisons

- MFLII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the cultures studied and those of the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of countries where the ~~foreign-target~~ language is used and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- MFLII.10 The student will develop a ~~better-deeper~~ understanding of the English language through the study of the ~~foreign-target~~ language.
1. Recognize critical sound distinctions and intonation in the ~~foreign-target~~ and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of the ~~foreign-target~~ language and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in the ~~foreign-target~~ language and English.

Communication across Communities

- MFLII.11 The student will ~~develop and~~ apply ~~foreign-target~~ language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in the target language how the ~~foreign-target~~ language and cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize resources in the ~~foreign-target~~ language, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge.

Modern Foreign Language Level III

Course Description

In Level III foreign language, students continue to develop their proficiency in the three ~~modes~~ ~~strands~~ of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the ~~foreign~~ ~~target~~ language, and making oral and written presentations in the ~~foreign~~ ~~target~~ language. They communicate at a level commensurate with their study, using more complex structures in the language on a variety of topics, ~~and~~ moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and listen to~~ and are able to identify significant details when the topics are familiar. ~~The foreign language is used almost exclusively in the class as s~~Students develop the ability to discuss in the target language topics related to historical and contemporary events and issues.

Person-to-Person Communication

- MFLIII.1 The student will engage in original and spontaneous oral and written communications in the ~~foreign~~ ~~target~~ language.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in the foreign language.
- MFLIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the ~~foreign~~ ~~target~~ language, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in the ~~foreign~~ ~~target~~ language via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate language.

Listening and Reading for Understanding

- MFLIII.3 The student will comprehend spoken and written language based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when ~~reading or listening to~~ passages or reading materials, such as live and recorded conversations, short lectures, reports, and literary selections in the ~~foreign~~ ~~target~~ language.
 2. Understand culturally authentic materials that use new ~~as well as~~ and familiar information in the ~~foreign~~ ~~target~~ language.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and~~ informational materials in the ~~foreign~~ ~~target~~ language, such as those needed to understand a ~~train schedule~~ travel schedules or to use ~~the Internet~~ technology.

Oral and Written Presentation

- MFLIII.4 The student will present orally and in writing information in the ~~foreign-target~~ language that combines learned ~~as well as and~~ original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in the ~~foreign-target~~ language orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.
- MFLIII.5 The student will present in the target language student-created ~~as well as and~~ culturally authentic stories, poems, and/or skits ~~in the foreign language~~.
1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- MFLIII.6 The student will ~~discuss~~ examine in the target language the interrelationship among the perspectives, practices, and products of the cultures studied.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in the cultures studied.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of people who speak the ~~foreign-target~~ language and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of the cultures studied.

Making Connections through Language

- MFLIII.7 The student will use the target language to reinforce and broaden ~~his/her~~ knowledge of connections between the ~~foreign-target~~ language and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. ~~Identify~~ Use the target language to discuss how aspects of the ~~foreign~~ language and cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to with~~ those studied in the foreign language class, such as issues related to the environment or the contributions of political, arts, or sports figures from countries where the language is spoken, ~~to the world~~.
 3. Utilize resources in the target language to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- MFLIII.8 The student will use the target language to discuss ~~in the foreign language~~ why similarities and differences exist within and among cultures.
1. Use ~~level-appropriate~~ the target language to discuss the influences of historical and contemporary events and issues on the relationships between countries where the ~~foreign~~ target language is spoken and the United States.
 2. Compare and contrast aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

- MFLIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the ~~foreign-target~~ language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the language studied.

Communication across Communities

- MFLIII.10 The student will improve ~~foreign-target~~ language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand ~~foreign-target~~ language skills and cultural ~~knowledge-competence~~ through the use of media, entertainment, and technology.
 2. ~~Locate and use-~~Utilize resources in the ~~foreign-target~~ language, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

Modern Foreign Language Level IV

Course Description

In Level IV foreign language and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the ~~foreign-target~~ language, and making oral and written presentations in the ~~foreign-target~~ language. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the ~~foreign-target~~ language to access information in other subject areas and to compare and contrast cultural elements in the countries where the language is spoken with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- MFLIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in the ~~foreign target~~ language on ~~various topics~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in the ~~foreign-target~~ language, and elicit those of others.
 2. Exchange ~~with others, in the target language,~~ personal reactions ~~in the foreign language to~~ spoken and written information related to the cultures studied.
 3. Exchange, in the target language, information ~~in the foreign language~~ from outside sources such as newspapers, magazines, broadcasts, or the Internet.
- MFLIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in the ~~foreign-target~~ language.
1. Use a full range of ~~level appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in the ~~foreign-target~~ language based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in the ~~foreign-target~~ language.

Listening and Reading for Understanding

- MFLIV.3 The student will comprehend spoken and written language found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in the ~~foreign-target~~ language, such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone, in a variety of ~~level appropriate works~~ culturally authentic materials in the ~~foreign-target~~ language ~~that are culturally authentic~~, such as radio and television segments or literary passages.
 3. Understand and follow/respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in the ~~foreign-target~~ language, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- MFLIV.4 The student will relate information in the ~~foreign-target~~ language that combines learned ~~as well as~~ ~~and~~ original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in the ~~foreign-target~~ language containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- MFLIV.5 The student will present ~~or perform~~ in the ~~foreign-target~~ language ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in the ~~foreign-target~~ language using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ ~~nonverbal~~ presentational techniques.

Cultural Perspectives, Practices, and Products

- MFLIV.6 The student will ~~discuss~~ ~~analyze~~ in the ~~foreign-target~~ language how various perspectives reflect the practices and products of the cultures studied.
1. Discuss in the ~~foreign-target~~ language how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of the cultures.
 2. Engage in ~~real-life~~ ~~authentic~~ or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- MFLIV.7 The student will demonstrate ~~an~~ ~~increased~~ understanding of the connections between content studied in the ~~foreign-target~~ language class and in other subject areas.
1. Discuss how the ~~foreign-target~~ language and cultures are found in other subject areas through ~~various~~ ~~a variety of~~ topics, such as ~~legal~~ ~~and~~ political systems and world literature.
 2. Use ~~level~~ ~~appropriate~~ ~~the~~ ~~target~~ language to relate topics discussed in other subject areas to those discussed in the ~~foreign-target~~ language class, such as foreign authors and artists or political and historical events that involve countries where the foreign language is spoken.
 3. Utilize resources in the target language to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- MFLIV.8 The student will use the ~~foreign-target~~ language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and~~ ~~d~~Discuss in the ~~foreign-target~~ language the role of culture in the development of relationships between the United States and countries where the ~~foreign~~ ~~target~~ language is spoken.
 2. ~~Discuss~~ ~~Analyze~~ how members of the target cultures perceive the United States is viewed by members of cultures where the foreign language is spoken and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of countries where the ~~foreign-target~~ language is spoken and in the United States.

- MFLIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the ~~foreign-target~~ language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in countries where the ~~foreign-target~~ language is spoken and in the United States.
 2. Compare linguistic elements of the ~~foreign-target~~ language and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships.

Communication across Communities

- MFLIV.10 The student will apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in the ~~foreign-target~~ language information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize resources in the ~~foreign-target~~ language, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

French I

Course Description

Level I French focuses on ~~the students beginning to development of the students'~~ their communicative competence in French and their understanding of the culture(s) of francophone countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another French speaker; ~~reading and listening~~ and reading as a receptive process in which comprehension of French ~~texts~~ is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the French language as much as possible in all areas of study~~ emphasis is placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of French classes is the use of the French language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in French and in providing students the opportunity to interact with native speakers of French.

Person-to-Person Communication

- FI.1 The student will exchange simple spoken and written information in French.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- FI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in French using familiar phrases and sentences.
1. Initiate, ~~participate in~~ sustain, and close ~~a~~ brief oral or and written exchanges in French with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in French.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- FI.3 The student will understand simple spoken and written French based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and listening~~ and reading in French.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in French.
 3. ~~Understand~~ Follow simple instructions in French, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology.~~

- FI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in French.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- FI.5 The student will present orally and in writing information in French that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in French information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in French basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in French, especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.
- FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- FI.7 The student will develop an awareness of perspectives, practices, and products of francophone cultures.
1. Identify some viewpoints of francophone cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of francophone cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from francophone cultures.
 4. Identify some products of francophone cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- FI.8 The student will recognize that perspectives, practices, and products of francophone cultures are interrelated.
1. Recognize that francophone cultures are shaped by viewpoints, customs/traditions, and products of speakers of French.
 2. Identify major cities and geographical features and why they are significant in francophone cultures.

Making Connections through Language

- FI.9 The student will ~~recognize how information acquired in the study of French and information acquired in other subjects reinforce one another~~ connect information about the French language and culture with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of vocabulary, phrases, proverbs, and symbols from the French language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the French class, such as current events from francophone countries or the influence of French-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- FI.10 The student will demonstrate an understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of francophone societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- FI.11 The student will compare basic elements of the French language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- FI.12 The student will ~~identify situations~~ explore areas in which French language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the French language and the cultures of francophone countries that are evident in and through media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the francophone world.

French II

Course Description

In French II, students continue to develop their proficiency in the three ~~modes~~-~~strands~~ of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- FII.1 The student will exchange spoken and written information and ideas in French.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in French.
 - ~~2. Give and follow basic instructions and directions in French.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- FII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in French using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present ~~as well as~~ and past and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- FII.3 The student will understand basic spoken and written French based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and~~ reading in French.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as~~ and familiar information in French.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in French, such as those for following recipes or ~~using computers~~ applying technology.
- FII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in French.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- FII.5 The student will present orally and in writing information in French that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print~~ nonprint materials in French.
 2. Present information in French using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking French.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.
- FII.6 The student will present rehearsed and unrehearsed material in French including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- FII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of francophone cultures and how they are interrelated.
1. Participate in ~~real~~ authentic or simulated cultural ~~events~~ activities, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with francophone cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of francophone countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- FII.8 The student will use information acquired in the study of French and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the French language and francophone cultures in other subject areas, such as French words used in the English language or contributions of important ~~mathematicians and scientists~~ individuals from francophone countries.
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in the French class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of francophone countries.

Cultural and Linguistic Comparisons

- FII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the francophone world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of francophone countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- FII.10 The student will develop a ~~better~~ deeper understanding of the English language through the study of French.
1. Recognize critical sound distinctions and intonation in the French and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of French and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in French and English.

Communication across Communities

- FII.11 The student will ~~develop and~~ apply French language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in French how the French language and francophone cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize French language resources in French, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge of the francophone world.

French III

Course Description

In French III, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. They communicate at a level commensurate with their study, using more complex structures in French on a variety of topics, ~~and~~ moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and hear~~ and are able to identify significant details when the topics are familiar. ~~French is used almost exclusively in the class as s~~Students develop the ability to discuss in French topics related to historical and contemporary events and issues.

Person-to-Person Communication

- FIII.1 The student will engage in original and spontaneous oral and written communications in French.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in French.
- FIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in French via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate French.

Listening and Reading for Understanding

- FIII.3 The student will comprehend spoken and written French based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when ~~reading or listening to passages or reading~~ materials, such as live and recorded conversations, short lectures, reports, and literary selections in French.
 2. Understand culturally authentic materials that use new ~~as well as~~ and familiar information in French.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and~~ informational materials in French, such as those needed to understand ~~a train schedule~~ travel schedules or to use ~~the Internet technology~~.

Oral and Written Presentation

- FIII.4 The student will present orally and in writing information in French that combines learned ~~as well as~~ and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in French orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- FIII.5 The student will present in French student-created as well as culturally authentic stories, poems, and/or skits ~~in French~~.
1. Produce well-organized spoken and written French presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- FIII.6 The student will ~~discuss~~ examine in French the interrelationship among the perspectives, practices, and products of francophone cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in francophone cultures.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of French-speaking people and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of francophone cultures.

Making Connections through Language

- FIII.7 The student will use French to reinforce and broaden ~~his/her~~ knowledge of connections between French and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. ~~Identify~~ Discuss in French how aspects of the French language and francophone cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to~~ with those studied in the French class, such as issues related to the environment or the contributions of political, arts, or sports figures from francophone countries ~~to the world~~.
 3. Utilize resources in French to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- FIII.8 The student will discuss in French why similarities and differences exist within and among cultures.
1. ~~Use level-appropriate French to~~ Discuss in French the influences of historical and contemporary events and issues on the relationships between francophone countries and the United States.
 2. Compare and contrast aspects of francophone cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- FIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the French language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the French language.

Communication across Communities

- FIII.10 The student will improve French language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand French language skills and cultural ~~knowledge~~ competence through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize French resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

French IV

Course Description

In French IV, V and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a level commensurate with their study. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use French to access information in other subject areas and to compare and contrast cultural elements of francophone countries with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- FIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in French on ~~various~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in French; and elicit those of others.
 2. Exchange ~~with others in French~~ personal reactions ~~in French~~ to spoken and written information related to francophone cultures.
 3. Exchange in French information ~~in French~~ from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- FIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in French.
1. Use a full range of ~~level-appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in French based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in French.

Listening and Reading for Understanding

- FIV.3 The student will comprehend spoken and written French found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in French such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone in a variety of ~~level-appropriate works in French that are~~ culturally authentic materials in French, such as radio and television segments or literary passages.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in French, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- FIV.4 The student will relate information in French that combines learned ~~as well as~~ and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in French containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- FIV.5 The student will present ~~or perform~~ in French ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in French using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- FIV.6 The student will ~~discuss~~ analyze in French how various perspectives reflect the practices and products of francophone cultures.
1. Discuss in French how topics such as the European Union and people of French heritage in the United States illustrate the viewpoints, patterns of behavior, and products of the cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- FIV.7 The student will demonstrate ~~an~~ increased understanding of the connections between content studied in French class and in other subject areas.
1. Discuss how the French language and francophone cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level-appropriate~~ French to relate topics discussed in other subject areas to those discussed in the French class, such as authors and artists from francophone countries or political and historical events that involve francophone countries.
 3. Utilize resources in French to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- FIV.8 The student will discuss in level-appropriate French the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and~~ Discuss in French the role of culture in the development of relationships between the United States and francophone countries.
 2. ~~Discuss~~ Analyze how members of francophone cultures perceive the United States is viewed by members of francophone cultures and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of ~~both~~ francophone countries and the United States.

- FIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the French language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in ~~both~~ francophone countries and the United States.
 2. Compare French and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships, such as *depuis* + present tense and *passé composé* vs *imparfait*.

Communication across Communities

- FIV.10 The student will apply French language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in French information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize French resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

German I

Course Description

Level I German focuses on ~~the students beginning to development of students' their~~ communicative competence in German and their understanding of the culture(s) of countries where German is spoken. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another German speaker; ~~reading and listening~~ and reading as a receptive process in which comprehension of German ~~texts~~ is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I German classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the German language as much as possible in all areas of study~~ emphasis is placed on the use of German in the classroom as well as on the use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of German classes is the use of the German language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in German and in providing students the opportunity to interact with native speakers of German.

Person-to-Person Communication

- GI.1 The student will exchange simple spoken and written information in German.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- GI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in German using familiar phrases and sentences.
1. Initiate, ~~participate in~~ sustain, and close a brief oral ~~or~~ and written exchanges in German with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in German.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- GI.3 The student will understand simple spoken and written German based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and listening~~ and reading in German.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in German.
 3. ~~Understand~~ Follow simple instructions in German, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology.~~

- GI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in German.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- GI.5 The student will present orally and in writing information in German that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in German information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in German basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in German, especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in German.
- GI.6 The student will present rehearsed material in German, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- GI.7 The student will develop an awareness of perspectives, practices, and products of German-speaking cultures.
1. Identify some viewpoints of German-speaking cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of German-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from German-speaking cultures.
 4. Identify some products of German-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- GI.8 The student will recognize that perspectives, practices and products of German-speaking cultures are interrelated.
1. Recognize that German-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of German, such as the concepts of ~~Schultete~~ Schultüte, *Stammtisch*, family celebrations, and typical foods.
 2. Identify major cities and geographical features and why they are significant in German-speaking cultures.

Making Connections through Language

- GI.9 The student will ~~recognize how information acquired in the study of German and information acquired in other subjects reinforce one another~~ connect information about the German language and cultures with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of vocabulary, phrases, proverbs, and symbols from the German language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the German class, such as current events from German-speaking countries or the influence of German-speaking ~~explorers and~~ settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- GI.10 The student will demonstrate an understanding of the significance of culture through comparisons between German-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of German-speaking societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- GI.11 The student will compare basic elements of the German language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- GI.12 The student will ~~identify situations~~ explore areas in which German language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the German language and the cultures of German-speaking countries that are evident in and through media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the German-speaking world.

German II

Course Description

In German II, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the German language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of German in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- GII.1 The student will exchange spoken and written information and ideas in German.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in German.
 - ~~2. Give and follow basic instructions and directions in German.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- GII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in German using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, ~~as well as~~ past, and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- GII.3 The student will understand basic spoken and written German based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and~~ reading and listening in German.
 2. ~~Understand~~ Respond appropriately to culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as~~ and familiar information in German.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in German, such as those for following recipes or ~~using computers~~ applying technology.
- GII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in German.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- GII.5 The student will present orally and in writing information in German that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or non-print materials in German.
 2. Present information in German using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking German.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in German.
- GII.6 The student will present rehearsed and unrehearsed material in German including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- GII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of German-speaking cultures and how they are interrelated.
1. Participate in ~~real~~ authentic or simulated cultural ~~events~~ activities, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with German-speaking cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of German-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- GII.8 The student will use information acquired in the study of German and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the German language and German-speaking cultures in other subject areas, such as German words used in the English language or contributions of important ~~mathematicians and scientists~~ individuals from German-speaking countries.
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in German class, such as use of the metric system or the impact of historical events on various regions of the world.

Cultural and Linguistic Comparisons

- GII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the German-speaking world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of German-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- GII.10 The student will develop a ~~better~~-deeper understanding of the English language through the study of German.
1. Recognize critical sound distinctions and intonation in the German and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of German and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in German and English.

Communication across Communities

- GII.11 The student will ~~develop and~~ apply German language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in German how the German language and German-speaking cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize German language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge of the German-speaking world.

German III

Course Description

In German III, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They communicate at a level commensurate with their study, using more complex structures in German on a variety of topics, and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and hear~~ and are able to identify significant details when the topics are familiar. ~~German is used almost exclusively in the class as~~ Students develop the ability to discuss in German topics related to historical and contemporary events and issues.

Person-to-Person Communication

- GIII.1 The student will engage in original and spontaneous oral and written communications in German.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in German.
- GIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in German, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in German via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate German.

Listening and Reading for Understanding

- GIII.3 The student will comprehend spoken and written German based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when ~~reading or listening to~~ passages or reading materials, such as live and recorded conversations, short lectures, reports, and literary selections in German.
 2. Understand culturally authentic materials that use new ~~as well as~~ and familiar information in German.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and informational materials in German, such as those needed to understand a train schedule~~ travel schedules or to use ~~the Internet~~ technology.

Oral and Written Presentation

- GIII.4 The student will present orally and in writing information in German that combines learned ~~as well as~~ and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in German orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- GIII.5 The student will present in German student-created ~~as well as~~ and culturally authentic stories, poems, and/or skits ~~in German~~.
1. Produce well-organized spoken and written German presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- GIII.6 The student will ~~discuss~~ examine in German the interrelationship among the perspectives, practices, and products of German-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in German-speaking cultures.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of German ~~speaking people~~ speakers and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of German-speaking cultures.

Making Connections through Language

- GIII.7 The student will use German to reinforce and broaden ~~his/her~~ knowledge of connections between German and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. ~~Identify~~ Discuss in German how aspects of the German language and German-speaking cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to~~ with those studied in the German class, such as issues related to the environment or the contributions of political, arts, or sports figures from German-speaking countries ~~to the world~~.
 3. Utilize resources in German to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- GIII.8 The student will discuss in German why similarities and differences exist within and among cultures.
1. ~~Use level-appropriate German to~~ Discuss in German the influences of historical and contemporary events and issues on the relationships between German-speaking countries and the United States.
 2. Compare and contrast aspects of German-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- GIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the German language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the German language.

Communication across Communities

- GIII.10 The student will improve German language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand German language skills and cultural ~~knowledge-competence~~ through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize German resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

German IV

Course Description

In German IV, V and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other German speakers, understanding oral and written messages in German, and making oral and written presentations in German. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a level commensurate with their study. They comprehend spoken and written German texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use German to access information in other subject areas and to compare and contrast cultural elements of countries where German is spoken with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- GIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in German on ~~various~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in German, and elicit those of others.
 2. Exchange ~~with others in German~~ personal reactions ~~in German~~ to spoken and written information related to German-speaking cultures.
 3. Exchange in German information ~~in German~~ from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- GIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in German.
1. Use a full range of ~~level-appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in German based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in German.

Listening and Reading for Understanding

- GIV.3 The student will comprehend spoken and written German found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in German such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone in a variety of ~~level-appropriate works~~ culturally authentic materials in German ~~that are culturally authentic~~, such as radio and television segments or literary passages.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in German, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- GIV.4 The student will relate information in German that combines learned ~~as well as and~~ original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in German containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- GIV.5 The student will present in German ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in German using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- GIV.6 The student will ~~discuss~~ analyze in German how various perspectives ~~reflect~~ are reflected in the practices and products of German-speaking cultures.
1. Discuss in German how topics such as the European Union and ~~Umwelt~~ the environment illustrate the viewpoints, patterns of behavior, and products of the cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- GIV.7 The student will demonstrate ~~an~~ increased understanding of the connections between content studied in German class and in other subject areas.
1. Discuss how the German language and German-speaking cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level-appropriate~~ German to relate topics discussed in other subject areas to those discussed in the German class, such as authors and artists from German-speaking countries or political and historical events that involve German-speaking countries.
 3. Utilize resources in German to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- GIV.8 The student will discuss in level-appropriate German the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and d~~Discuss in German the role of culture in the development of relationships between the United States and German-speaking countries.
 2. ~~Discuss~~ Analyze how members of cultures where German is spoken perceive the United States is viewed by members of cultures where German is spoken and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of ~~both~~ German-speaking countries and the United States.

- GIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the German language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both German-speaking countries and the United States.
 2. Compare German and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships.

Communication across Communities

- GIV.10 The student will apply German language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in German information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize German resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

Spanish I

Course Description

Level I Spanish focuses on ~~the students beginning to development of the students'~~ their communicative competence in Spanish and their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker; ~~reading and listening~~ and reading as a receptive process in which comprehension of Spanish ~~texts~~ is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the Spanish language as much as possible in all areas of study~~ emphasis is placed on the use of the Spanish language in the classroom as well as on the use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in Spanish and in providing students the opportunity to interact with native speakers of Spanish.

Person-to-Person Communication

- SI.1 The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- SI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish using familiar phrases and sentences.
1. Initiate, ~~participate in~~ sustain, and close a ~~brief oral or~~ and written exchanges in Spanish with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in Spanish.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- SI.3 The student will understand simple spoken and written Spanish based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and listening~~ and reading in Spanish.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in Spanish.
 3. ~~Understand~~ Follow simple instructions in Spanish, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology.~~

- SI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in Spanish.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- SI.5 The student will present orally and in writing information in Spanish that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in Spanish information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in Spanish basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in Spanish especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- SI.7 The student will develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.
1. Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from Spanish-speaking cultures.
 4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- SI.8 The student will recognize that perspectives, practices, and products of Spanish-speaking cultures are interrelated.
1. Recognize that Spanish-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of Spanish, such as the concept of the extended family, a daughter's fifteenth birthday celebration, and typical foods.
 2. Identify major cities and geographical features and why they are significant in Spanish-speaking cultures.

Making Connections through Language

- SI.9 The student will ~~recognize how information acquired in the study of Spanish and information acquired in the study of other subjects reinforce one another~~ connect information about the Spanish language and its cultures with concepts studied in other subject areas.
1. ~~Give Identify~~ examples of vocabulary, phrases, proverbs, and symbols from ~~the Spanish language~~ that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- SI.10 The student will demonstrate an understanding of the significance of culture through comparisons between Spanish-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of Spanish-speaking societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- SI.11 The student will compare basic elements of the Spanish language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- SI.12 The student will ~~identify situations~~ explore areas in which Spanish language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the Spanish language and the cultures of Spanish-speaking countries that are evident in and through media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the Spanish-speaking world.

Spanish II

Course Description

In Spanish II, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- SII.1 The student will exchange spoken and written information and ideas in Spanish.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in Spanish.
 - ~~2. Give and follow basic instructions and directions in Spanish.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- SII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, ~~as well as past,~~ and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- SII.3 The student will understand basic spoken and written Spanish based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and listening~~ and reading in Spanish.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as~~ and familiar information in Spanish.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in Spanish, such as those for following recipes or ~~using computers~~ applying technology.
- SII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in Spanish.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- SII.5 The student will present orally and in writing information in Spanish that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print~~ nonprint materials in Spanish.
 2. Present information in Spanish using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking Spanish.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- SII.6 The student will present rehearsed and unrehearsed material in Spanish including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- SII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of Spanish-speaking cultures and how they are interrelated.
1. Participate in ~~real~~ authentic or simulated cultural ~~events~~ activities, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- SII.8 The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as Spanish words used in the English language or contributions of important ~~mathematicians and scientists~~ individuals from Spanish-speaking countries.
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in the Spanish class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of Spanish-speaking countries.

Cultural and Linguistic Comparisons

- SII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the Spanish-speaking world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of Spanish-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- SII.10 The student will develop a ~~better~~ deeper understanding of the English language through the study of Spanish.
1. Recognize critical sound distinctions and intonation in the Spanish and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of Spanish and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in Spanish and English.

Communication across Communities

- SII.11 The student will ~~develop and~~ apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in Spanish how the Spanish language and Spanish-speaking cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Spanish language resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge of the Spanish-speaking world.

Spanish III

Course Description

In Spanish III, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate at a level commensurate with their study, using more complex structures in Spanish on a variety of topics, and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and hear~~ and are able to identify significant details when the topics are familiar. ~~Spanish is used almost exclusively in the class as~~ Students develop the ability to discuss in Spanish topics related to historical and contemporary events and issues.

Person-to-Person Communication

- SIII.1 The student will engage in original and spontaneous oral and written communications in Spanish.
- Express own opinions, preferences, and desires, and elicit those of others.
 - Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in Spanish.
- SIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
- Participate in sustained exchanges that reflect past, present, and future time.
 - Exchange detailed information in Spanish via conversations, notes, letters, or e-mail on familiar topics.
 - Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate Spanish.

Listening and Reading for Understanding

- SIII.3 The student will comprehend spoken and written Spanish based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
- Identify main ideas and pertinent details when listening to or reading ~~or listening to passages~~ materials, such as live and recorded conversations, short lectures, reports, and literary selections in Spanish.
 - Understand culturally authentic materials that use new ~~as well as~~ and familiar information in Spanish.
 - Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and informational~~ materials in Spanish, such as those needed to understand ~~a train schedule~~ travel schedules or to use ~~the Internet~~ technology.

Oral and Written Presentation

- SIII.4 The student will present orally and in writing information in Spanish that combines learned ~~as well as~~ and original language in increasingly complex sentences and paragraphs.
- Summarize and communicate main ideas and supporting details in Spanish orally and in writing from a variety of authentic language materials.
 - Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- SIII.5 The student will present in Spanish student-created ~~as well as and~~ culturally authentic stories, poems, and/or skits ~~in Spanish~~.
1. Produce well-organized spoken and written Spanish presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- SIII.6 The student will ~~discuss~~ examine in Spanish the interrelationship among the perspectives, practices, and products of Spanish-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in Spanish-speaking cultures.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of Spanish-speaking people and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of Spanish-speaking cultures.

Making Connections through Language

- SIII.7 The student will use Spanish to reinforce and broaden ~~his/her~~ knowledge of connections between Spanish and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. Discuss in Spanish ~~Identify~~ how aspects of the Spanish language and Spanish-speaking cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to with~~ those studied in the Spanish class, such as ~~issues related to the environment or the contributions of political, arts, or sports figures from Spanish-speaking countries to the world~~.
 3. Utilize resources in Spanish to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- SIII.8 The student will discuss in Spanish why similarities and differences exist within and among cultures.
1. ~~Use level-appropriate Spanish to discuss~~ Discuss in Spanish the influences of historical and contemporary events and issues on the relationships between Spanish-speaking countries and the United States.
 2. Compare and contrast aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- SIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the Spanish language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the Spanish language.

Communication across Communities

- SIII.10 The student will improve Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Spanish language skills and cultural ~~knowledge-competence~~ through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Spanish resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

Spanish IV

Course Description

In Spanish IV, V, and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements of countries where Spanish is spoken with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- SIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in Spanish on ~~various~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in Spanish, and elicit those of others.
 2. Exchange ~~with others in Spanish~~ personal reactions ~~in Spanish~~ to spoken and written information related to Spanish-speaking cultures.
 3. Exchange in Spanish information ~~in Spanish~~ from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- SIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in Spanish.
1. Use a full range of ~~level-appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in Spanish based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in Spanish.

Listening and Reading for Understanding

- SIV.3 The student will comprehend spoken and written Spanish found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in Spanish such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone in a variety of ~~level-appropriate works~~ culturally authentic materials in Spanish ~~that are culturally authentic~~, such as radio and television segments or literary passages.
 3. Understand and follow/respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in Spanish, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- SIV.4 The student will relate information in Spanish that combines learned ~~as well as and~~ original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in Spanish containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- SIV.5 The student will present ~~or perform~~ in Spanish ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in Spanish using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- SIV.6 The student will ~~discuss~~ analyze in Spanish how various perspectives reflect the practices and products of Spanish-speaking cultures.
1. Discuss in Spanish how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of Spanish-speaking cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- SIV.7 The student will demonstrate ~~an~~ increased understanding of the connections between content studied in Spanish class and in other subject areas.
1. Discuss how the Spanish language and Spanish-speaking cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level-appropriate~~ Spanish to relate topics discussed in other subject areas to those discussed in the Spanish class, such as authors and artists from Spanish-speaking countries or political and historical events that involve Spanish-speaking countries.
 3. Utilize resources in Spanish to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- SIV.8 The student will discuss in level-appropriate Spanish the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and d~~Discuss in Spanish the role of culture in the development of relationships between the United States and Spanish-speaking countries.
 2. ~~Discuss~~ Analyze how members of Spanish-speaking cultures perceive the United States is viewed by members of Spanish-speaking cultures and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of ~~both~~ Spanish-speaking countries and the United States.

- SIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the Spanish language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both Spanish-speaking countries and the United States.
 2. Compare Spanish and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships, such as *hacer* + present tense, *pretérito* vs *imperfecto*.

Communication across Communities

- SIV.10 The student will apply Spanish language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in Spanish information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Spanish resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

Latin I

Course Description

In Latin I, students begin to develop the ability to comprehend simple written Latin texts based on a variety of topics. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. To support the development of the reading skill, students learn to use Latin orally, to understand oral Latin, and to write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of their daily lives. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of Greco-Roman civilization in their own world. Through their understanding of the structures of the Latin language and vocabulary, students enhance their understanding of these same linguistic elements in English.

Reading for Understanding

- LI.1 The student will understand simple written Latin ~~based on about various~~ a variety of topics that are presented through a variety of media.
1. Read words, phrases, simple sentences, and short passages, and associate them with visual representations.
 2. Demonstrate reading comprehension by answering simple questions about Latin passages.
 3. Demonstrate knowledge of basic Latin vocabulary, ~~inflectional systems~~ inflections, and ~~syntax in Latin.~~

Using Oral and Written Language for Understanding

- LI.2 The student will use orally, listen to, and write Latin as part of the language-learning process.
1. Recognize and reproduce the sounds of Latin vowels, consonants, and diphthongs ~~sounds.~~
 2. Initiate and respond appropriately to simple oral and written questions, statements, and commands.
 3. ~~Write~~ Compose simple Latin phrases and sentences.

Cultural Perspectives, Practices, and Products

- LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture.
1. Identify ~~Roman practices as reflected in aspects of daily life in Roman life,~~ such as those related to family, education, occupations, mythology, and social structure.
 2. Examine ~~through use of print or non-print media and artifacts~~ some products of the Romans, such as food, clothing, ~~methods of transportation,~~ buildings, and art ~~forms.~~
 3. Locate ~~and describe~~ the major geographical features of the classical world, such as bodies of water, mountain ranges, and cities.
 4. Identify ~~selected important~~ historical and legendary figures and events, such as Romulus, ~~Julius Caesar,~~ the founding of Rome, and the three periods of Roman history.
 5. Participate in authentic or simulated ~~cultural simulations~~ activities, such as family celebrations, banquets, and festivals.

- LI.4 The student will recognize that perspectives, practices and products of Roman culture are interrelated.
1. Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as the toga as the symbol of Roman citizenship.
 2. Examine how geography and history influenced practices and perspectives of the Romans, such as the founding of Rome ~~at a crossroads~~ near the Tiber River.

Making Connections through Language

- LI.5 The student will ~~recognize how information acquired in Latin and information acquired in other subjects reinforce one another~~ connect information about Latin and Roman culture with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of Latin vocabulary, numerals, mottoes, phrases, and symbols that are used in other subjects.
 2. Relate current events and content from other subject areas to topics discussed in the Latin class, such as ~~Greek and Greco-Roman mythology or and~~ the influence of geography, history, art, and architecture on the creation of the Roman empire.

Cultural and Linguistic Comparisons

- LI.6 The student will demonstrate an understanding of the significance of culture through comparisons between Roman culture and that of the United States.
1. ~~Examine~~ Compare and contrast elements of Roman and American cultures, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures.
 2. ~~Identify similarities and differences evident in practices of both cultures.~~
 - 3-2. Demonstrate an awareness of unique elements of the student's own culture.
- LI.7 The student will compare the basic ~~structures, vocabulary, and sound system of Latin with those of English~~ elements of the Latin language to the English language.
1. Recognize that the basic language patterns of English may differ significantly from those of Latin.
 2. ~~Demonstrate that~~ Interpret the Latin roots, prefixes, and suffixes ~~occur~~ in English words.
 3. Compare and contrast the sound systems of Latin and English.

Communication across Communities

- LI.8 The student will ~~identify situations~~ explore areas in which Latin language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify through print and non-print sources~~ Present examples of the Latin language and ~~Greco-Roman~~ culture that are evident in areas such as the media, entertainment, and occupations.
 2. ~~Identify~~ Utilize resources, ~~including such as~~ individuals and organizations, that provide ~~basic Greco-Roman cultural~~ information about Roman culture.

Latin II

Course Description

In the Latin II course, students develop the ability to comprehend written Latin texts with more complex linguistic structures. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students understand adapted and/or authentic Latin from original sources. To support the development of this skill, students also use some oral Latin, understand some spoken Latin, and write simple phrases and sentences. Students learn about the perspectives, practices, and products of the ancient Romans as reflected in areas such as architecture, art, and history. Students compare these cultural and historical elements to their own culture and find examples of the influence of Greco-Roman civilization in their own world. They also compare effects of the geography of the ancient Roman world and that of the United States on aspects of culture, such as food, dwellings, clothing, and the arts.

Reading for Understanding

- LII.1 The student will understand written Latin based on various topics ~~presented through a variety of media.~~
1. Read for information.
 2. Recognize the difference between giving literal meaning and paraphrasing.
 3. ~~Acquire an expanded~~ Expand vocabulary and ~~recognize recognition of~~ additional syntactical structures essential to comprehension.

Using Oral and Written Language for Understanding

- LII.2 The student will continue to use orally, listen to, and write Latin as part of the language learning process.
1. Read Latin aloud with consistent Latin pronunciation, meaningful phrase grouping, and appropriate voice inflection.
 2. Initiate and respond appropriately to oral and written questions, statements, and commands.
 3. ~~Write~~ Compose Latin sentences with expanded vocabulary and structures to reinforce language learning.

Cultural Perspectives, Practices, and Products

- LII.3 The student will demonstrate an understanding of the perspectives, practices, and products of Roman culture and how they are interrelated.
1. Describe cultural characteristics and behaviors of the Romans, ~~as seen in areas~~ such as marriage and funeral customs, leisure activities, games, entertainment, and meals.
 2. ~~Demonstrate a knowledge~~ Examine the influence of legendary and historical figures/events, ~~and examine their influence~~ on Roman perspectives, such as Cincinnatus ~~and duty~~, Horatius ~~and bravery~~, ~~and the~~ expulsion of the kings ~~and development of representative government.~~
 3. ~~Examine the influence of major cities and geographical features on Roman culture~~ how geography, history and major cities influenced the practices and perspectives of the Romans, such as Carthage and the Punic Wars, and Athens and Greek influence, ~~Ostia and trade and travel.~~
 4. Demonstrate ~~a~~ knowledge of architectural styles, art forms, and artifacts of the Romans as evidence of their cultural perspectives.

5. Examine ~~selected important~~ myths of ~~Greek and Roman~~ Greco-Roman origin and their influence on Roman perspectives, such as Ulysses and craftiness, and Mars as patron god of Rome, ~~and Baucis and Philemon as symbols of piety.~~
6. Participate in authentic or simulated cultural ~~simulations~~ activities, such as family celebrations, sports and entertainment, and festivals.

Making Connections through Language

- LII.4 The student will use information acquired in the Latin classroom and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Latin language and ~~Greco-Roman~~ cultures in other subject areas, such as Roman architectural contributions ~~English vocabulary derived from Latin or construction and engineering contributions of the Romans to the world.~~
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in the Latin class, such as ~~important~~ people and events of the Roman world ~~related to the founding of Rome and the subsequent expansion of the Roman empire.~~

Cultural and Linguistic Comparisons

- LII.5 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the Roman world and the United States.
1. Compare and contrast traditions and customs of ancient Rome and the United States, such as those related to marriage, funerals, leisure activities, games, entertainment, and meals.
 2. Compare and contrast the legends and history of ancient Rome with those of the United States, such as Cincinnatus and George Washington.
 3. Compare and contrast the effects of the geography of the ancient Roman world and of the United States on aspects of culture, such as food, dwellings, clothing, and the arts.
- LII.6 The student will develop a ~~better~~ deeper understanding of the English language through the study of Latin.
1. Expand knowledge of English vocabulary by noting the relationship of Latin words to their derivatives in English.
 2. Compare and contrast structural patterns of Latin and English.
 3. Compare the use of idiomatic expressions in Latin and English.

Communication across Communities

- LII.7 The student will ~~develop and~~ apply knowledge of the Latin language and Greco-Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate through print and non-print sources how~~ Present examples of the Latin language and Greco-Roman culture ~~are evident in~~ from areas such as media, entertainment, and occupations.
 2. ~~Locate and use~~ Utilize resources beyond the classroom, including individuals and organizations, to reinforce Greco-Roman cultural understanding.

Latin III

Course Description

In the Latin III course, students develop the ability to comprehend authentic Latin texts with complex linguistic structures. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students expand their knowledge of archaeological evidence, art, and literature as reflections of Greco-Roman perspectives and practices. They examine the Roman political system, multicultural aspects of the Roman Empire, and the role of geography in military history and compare these to comparable aspects of United States history and geography.

Reading for Understanding

- LIII.1 The student will comprehend and interpret adapted and authentic Latin based on a variety of topics.
1. Read for information.
 2. Interpret increasingly complex language structures, and expand vocabulary.
 3. Recognize ~~some~~ figures of speech and stylistic features of ~~style in~~ Latin authors and texts.
 4. Identify ~~some of the~~ social, political, and historical implications of the work(s) read.

Using Oral and Written Language for Understanding

- LIII.2 The student will increase skills in using and interpreting Latin orally.
1. Read adapted and authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.
 2. Comprehend oral Latin presented through a variety of media.

Cultural Perspectives, Practices, and Products

- LIII.3 The student will ~~discuss~~ examine the interrelationship among the perspectives, practices, and products of Greco-Roman civilization.
1. Understand that literary ~~as well as and non-literary~~ nonliterary products reflect practices and perspectives of the Greco-Roman world.
 2. Expand knowledge of archaeological evidence, art forms, and artifacts as reflections of Greco-Roman perspectives and practices.
 3. Examine the role of geography and the military in the history and development of the Greco-Roman world.
 4. Examine the effect of ~~the~~ Roman political and social systems on private and public life.
 5. Analyze the multicultural make-up of the Greco-Roman world as it affected perspectives and practices of the Romans, such as Cleopatra and Egypt, the Jews and ~~Massada~~ Masada, Vercingetorix and Gaul.

Making Connections through Language

- LIII.4 The student will reinforce and broaden ~~his/her~~ knowledge of connections between Latin and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.~~
1. ~~Give examples of Present~~ aspects of Greco-Roman cultures that are also found in modern cultures, such as art, architecture, and ~~engineering language~~.
 2. Relate topics studied in other subject areas to those studied in the Latin class, such as the use of Latin words in scientific and legal terminology or the importance of archaeology as a tool to reconstruct the past.

Cultural and Linguistic Comparisons

- LIII.5 The student will discuss why similarities and differences exist within and among cultures.
1. Compare and contrast aspects of culture, such as military conquests, diverse social and political systems, and economies of the Greco-Roman world with those of other cultures.
 2. Explain the relationships between historical events and the development of culture(s) in the Roman world and in the United States, ~~such as the abolition of the Roman monarchy and the American Revolution.~~
- LIII.6 The student will strengthen ~~his/her~~ knowledge of the English language through analysis of complex linguistic and syntactical elements of Latin.
1. Recognize that Latin and English do not share a word-for-word correspondence.
 2. ~~Demonstrate the relationship of Latin words to their derivatives in English, and a~~Apply principles of word building and analysis.
 3. Analyze the structure of English by applying knowledge of linguistic concepts and terminology from the study of Latin, such as subjunctive uses, indirect discourse, and verbals.

Communication across Communities

- LIII.7 The student will apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Latin language skills and cultural knowledge through the use of media, entertainment, and technology.
 2. ~~Locate and use~~Utilize classical resources in Latin, ~~including such as individuals, museums,~~ and organizations in the community, to broaden cultural understanding.

Latin IV

Course Description

In ~~the Latin IV course, V, and above,~~ students interpret and analyze authentic Latin in a variety of genres. Because the focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students analyze the effects of features of style, such as figures of speech, word choice, and meter on an author's work. They expand their knowledge of the perspectives and practices of Greco-Roman civilization by examining its philosophy, religion, mythology, and standards of personal conduct. Students also discuss the contributions of the Romans to modern law, government, art, and architecture. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Reading for Understanding

- LIV.1 The student will interpret and analyze authentic Latin in selected genres.
1. Interpret and explain the content and intent of the texts read.
 2. Analyze and evaluate the effects of features of style, such as figures of speech, word choice and ~~placement order~~, and meter, on the author's work.
 3. ~~Identify~~ Discuss and analyze the social, political, and historical implications of the works read.

Using Oral and Written Language for Understanding

- LIV.2 The student will refine skills in using and interpreting Latin orally.
1. Read authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, appropriate voice inflection, and metrics.
 2. Identify elements of Latin rhythm, meter, and rhetorical devices presented orally through a variety of media.

Cultural Perspectives, Practices, and Products

- LIV.3 The student will discuss how various perspectives reflect the practices and products of the Greco-Roman world.
1. Analyze perspectives and practices of Greco-Roman culture in literature, including evidence of philosophy, religion, mythology, and personal conduct.
 2. Summarize ways in which the progression of Roman history affected the perspectives, practices, and products of the Greco-Roman world.

Making Connections through Language

- LIV.4 The student will demonstrate ~~an~~ understanding of the connections between content studied in the Latin class and other subject areas.
1. ~~Identify how the Latin language and culture are connected to other subject areas through various topics~~ Present aspects of Latin language and Greco-Roman culture found in other subject areas, such as legal and political systems and ~~classical world~~ literature.
 2. Relate topics discussed in other subject areas to those discussed in the Latin class, such as the importance of Roman law as a foundation for modern law, philosophy, and governmental administration.

Cultural and Linguistic Comparisons

- LIV.5 The student will discuss the social, economic, political, and artistic influences of the Greco-Roman world on the modern global community.
1. Make comparisons and draw conclusions about the influences of Greco-Roman culture on subsequent art, architecture, music, and literature.
 2. Discuss contributions of the Romans to modern law, philosophy, and governmental administration.
 3. Explain how the Roman view of public and private life has influenced modern world views.
- LIV.6 The student will expand his/her understanding of the English language through the analysis of complex linguistic and syntactical elements of Latin.
1. Increase English vocabulary by comparing words in Latin and English and by applying the principles of word building and analysis.
 2. Analyze the structure of English by applying linguistic more complex grammatical concepts and linguistic terminology acquired from the study of Latin, such as conditional sentences and ~~rhetorical devices~~ figures of speech.

Communication across Communities

- LIV.7 The student will apply knowledge of the Latin language and Greco-Roman culture ~~in opportunities~~ beyond the classroom setting for recreational, educational, and occupational purposes.
1. Discuss applications of Latin and Greco-Roman culture found in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Latin classical resources, including individuals and organizations, to enhance cultural understanding.

Foreign Language Standards of Learning

Revision Justification Crosswalk

**Board of Education
Commonwealth of Virginia**

October 25, 2006

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLI.1		X								X	
MFLI.1.1	X										
MFLI.1.2	X										
MFLI.1.3	X										
MFLI.2		X								X	
MFLI.2.1		X						X		X	
MFLI.2.2		X								X	
MFLI.2.3	X										
MFLI.3	X										
MFLI.3.1		X							X	X	
MFLI.3.2		X					X			X	
MFLI.3.3		X					X	X		X	
MFLI.4		X								X	Spelling
MFLI.4.1	X										
MFLI.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLI.5		X								X	
MFLI.5.1		X								X	
MFLI.5.2		X								X	Unnecessary language
MFLI.5.3		X								X	
MFLI.5.4		X								X	
MFLI.6		X								X	
MFLI.6.1	X										
MFLI.6.2	X										
MFLI.7		X								X	
MFLI.7.1	X										
MFLI.7.2	X										
MFLI.7.3		X					X		X		
MFLI.7.4	X										
MFLI.8		X									Punctuation

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLI.8.1	X										
MFLI.8.2	X										
MFLI.9		X				X				X	
MFLI.9.1		X						X		X	
MFLI.9.2		X				X			X		
MFLI.10	X										
MFLI.10.1	X										
MFLI.10.2	X										
MFLI.10.3	X										
MFLI.11		X								X	
MFLI.11.1	X										
MFLI.11.2	X										
MFLI.12		X					X	X		X	
MFLI.12.1		X						X	X	X	
MFLI.12.2		X						X			Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLII.1		X								X	
MFLII.1.1		X	MFL II.1.2			X				X	
MFLII.1.2		X	MFL II.1.1			X	X				
MFLII.2		X								X	
MFLII.2.1		X							X		
MFLII.2.2		X									Spelling
MFLII.3	X										
MFLII.3.1		X							X	X	
MFLII.3.2		X					X		X	X	
MFLII.3.3		X					X			X	Unnecessary language
MFLII.4		X								X	Spelling
MFLII.4.1	X										
MFLII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLII.5		X							X	X	
MFLII.5.1		X								X	Spelling
MFLII.5.2		X							X	X	
MFLII.5.3		X								X	
MFLII.5.4		X								X	
MFLII.6		X								X	
MFLII.6.1	X										
MFLII.6.2	X										
MFLII.7		X							X		
MFLII.7.1		X					X				
MFLII.7.2	X										
MFLII.7.3	X										
MFLII.8		X								X	

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLII.8.1		X				X				X	
MFLII.8.2		X						X			
MFLII.9		X							X		
MFLII.9.1	X										
MFLII.9.2		X								X	
MFLII.10		X					X			X	
MFLII.10.1		X								X	
MFLII.10.2		X								X	
MFLII.10.3		X				X				X	
MFLII.11		X								X	Unnecessary language
MFLII.11.1		X						X	X	X	
MFLII.11.2		X					X			X	Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIII.1		X								X	
MFLIII.1.1	X										
MFLIII.1.2		X									Spelling
MFLIII.2		X								X	
MFLIII.2.1	X										
MFLIII.2.2		X								X	
MFLIII.2.3		X									Spelling
MFLIII.3		X							X		
MFLIII.3.1		X					X		X	X	
MFLIII.3.2		X							X	X	
MFLIII.3.3		X					X			X	Unnecessary language
MFLIII.4		X							X	X	
MFLIII.4.1		X								X	
MFLIII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIII.5		X							X	X	Unnecessary language
MFLIII.5.1	X										
MFLIII.5.2		X									Spelling
MFLIII.6		X						X			
MFLIII.6.1	X										
MFLIII.6.2		X					X	X		X	
MFLIII.6.3	X										
MFLIII.7		X					X		X	X	Unnecessary language
MFLIII.7.1		X						X	X		
MFLIII.7.2		X					X	X			
MFL III.7.3		X			X	X					
MFLIII.8		X					X			X	
MFLIII.8.1		X								X	Unnecessary language
MFLIII.8.2		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIII.9		X							X	X	
MFLIII.9.1	X										
MFLIII.9.2		X					X				
MFLIII.10		X								X	
MFLIII.10.1		X						X		X	
MFLIII.10.2		X					X			X	Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIV.1		X							X	X	Unnecessary language
MFLIV.1.1		X								X	Punctuation
MFLIV.1.2		X					X			X	Punctuation: Unnecessary language
MFLIV.1.3		X					X			X	Punctuation
MFLIV.2		X								X	
MFLIV.2.1		X									Unnecessary language
MFLIV.2.2		X								X	
MFLIV.2.3		X								X	
MFLIV.3		X									Unnecessary language
MFLIV.3.1		X					X			X	
MFLIV.3.2		X					X	X	X	X	
MFLIV.3.3		X					X			X	Unnecessary language
MFLIV.4		X							X	X	
MFLIV.4.1		X								X	
MFLIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIV.5		X							X	X	Unnecessary language
MFLIV.5.1		X								X	
MFLIV.5.2		X									Spelling
MFLIV.6		X						X		X	
MFLIV.6.1		X								X	
MFLIV.6.2		X					X		X		
MFLIV.7		X						X	X	X	
MFLIV.7.1		X					X		X	X	
MFLIV.7.2		X								X	Unnecessary language
MFL IV.7.3		X			X	X					
MFLIV.8		X								X	
MFLIV.8.1		X								X	Unnecessary language
MFLIV.8.2		X						X	X	X	
MFLIV.8.3		X						X		X	

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Attachment B

Modern Foreign Languages Level IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIV.9		X							X	X	
MFLIV.9.1		X						X		X	
MFLIV.9.2		X							X	X	
MFLIV.10	X										
MFLIV.10.1		X						X	X	X	
MFLIV.10.2		X								X	Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FI.1	X										
FI.1.1	X										
FI.1.2	X										
FI.1.3	X										
FI.2	X										
FI.2.1		X						X			
FI.2.2	X										
FI.2.3	X										
FI.3	X										
FI.3.1		X							X		
FI.3.2		X					X				
FI.3.3		X					X	X			
FI.4		X									Spelling
FI.4.1	X										
FI.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FI.5	X										
FI.5.1	X										
FI.5.2		X									Unnecessary language
FI.5.3		X									Punctuation
FI.5.4	X										
FI.6	X										
FI.6.1	X										
FI.6.2	X										
FI.7	X										
FI.7.1	X										
FI.7.2	X										
FI.7.3		X					X		X		
FI.7.4	X										
FI.8		X									Punctuation

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FI.8.1	X										
FI.8.2	X										
FI.9		X				X					
FI.9.1		X						X			
FI.9.2	X										
FI.10	X										
FI.10.1	X										
FI.10.2	X										
FI.10.3	X										
FI.11	X										
FI.11.1	X										
FI.11.2	X										
FI.12		X					X	X			
FI.12.1		X						X	X		
FI.12.2		X						X			Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FII.1	X										
FII.1.1		X	F II.1.2			X	X				
FII.1.2		X	F II.1.1			X	X				
FII.2	X										
FII.2.1		X							X		
FII.2.2		X									Spelling
FII.3	X										
FII.3.1		X							X		
FII.3.2		X					X		X		
FII.3.3		X					X				Unnecessary language
FII.4		X									Spelling
FII.4.1	X										
FII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FII.5		X							X		
FII.5.1		X									Spelling
FII.5.2		X							X		
FII.5.3	X										
FII.5.4	X										
FII.6	X										
FII.6.1	X										
FII.6.2	X										
FII.7		X							X		
FII.7.1		X					X				
FII.7.2	X										
FII.7.3	X										
FII.8	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FII.8.1		X				X					
FII.8.2		X						X			
FII.9		X							X		
FII.9.1	X										
FII.9.2	X										
FII.10		X					X				
FII.10.1	X										
FII.10.2	X										
FII.10.3		X				X					
FII.11		X									Unnecessary language
FII.11.1		X						X	X		
FII.11.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIII.1	X										
FIII.1.1	X										
FIII.1.2		X									Spelling
FIII.2	X										
FIII.2.1	X										
FIII.2.2	X										
FIII.2.3		X									Spelling
FIII.3		X							X		
FIII.3.1		X					X		X		
FIII.3.2		X							X		
FIII.3.3		X					X				Unnecessary language
FIII.4		X							X		
FIII.4.1	X										
FIII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIII.5		X							X		Unnecessary language
FIII.5.1	X										
FIII.5.2		X									Spelling
FIII.6		X						X			
FIII.6.1	X										
FIII.6.2		X					X	X			
FIII.6.3	X										
FIII.7		X					X		X		Unnecessary language
FIII.7.1		X						X	X		
FIII.7.2		X					X	X			
F III.7.3		X			X	X					
FIII.8	X										
FIII.8.1		X							X		Unnecessary language
FIII.8.2		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIII.9		X							X		
FIII.9.1	X										
FIII.9.2		X					X				
FIII.10	X										
FIII.10.1		X						X			
FIII.10.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIV.1		X							X		Unnecessary language
FIV.1.1		X									Punctuation
FIV.1.2		X					X				Unnecessary language
FIV.1.3		X					X				
FIV.2	X										
FIV.2.1		X									Unnecessary language
FIV.2.2	X										
FIV.2.3	X										
FIV.3		X									Unnecessary language
FIV.3.1		X					X				
FIV.3.2		X					X	X	X		
FIV.3.3		X					X				Unnecessary language
FIV.4		X							X		
FIV.4.1	X										
FIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIV.5		X							X		Unnecessary language
FIV.5.1	X										
FIV.5.2		X									Spelling
FIV.6		X						X			
FIV.6.1	X										
FIV.6.2		X					X		X		
FIV.7		X						X	X		
FIV.7.1		X					X		X		
FIV.7.2		X									Unnecessary language
F IV.7.3		X			X	X					
FIV.8	X										
FIV.8.1		X									Unnecessary language
FIV.8.2		X						X	X		
FIV.8.3		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIV.9		X							X		
FIV.9.1		X						X			
FIV.9.2		X							X		
FIV.10	X										
FIV.10.1		X						X	X		
FIV.10.2		X									Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GI.1	X										
GI.1.1	X										
GI.1.2	X										
GI.1.3	X										
GI.2	X										
GI.2.1		X						X			
GI.2.2	X										
GI.2.3	X										
GI.3	X										
GI.3.1		X							X		
GI.3.2		X					X				
GI.3.3		X					X	X			
GI.4		X									Spelling
GI.4.1	X										
GI.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GI.5	X										
GI.5.1	X										
GI.5.2		X									Unnecessary language
GI.5.3		X									Punctuation
GI.5.4	X										
GI.6	X										
GI.6.1	X										
GI.6.2	X										
GI.7	X										
GI.7.1	X										
GI.7.2	X										
GI.7.3		X					X		X		
GI.7.4	X										
GI.8	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GI.8.1	X										
GI.8.2	X										
GI.9		X				X					
GI.9.1		X						X			
GI.9.2	X										
GI.10	X										
GI.10.1	X										
GI.10.2	X										
GI.10.3	X										
GI.11	X										
GI.11.1	X										
GI.11.2	X										
GI.12		X					X	X			
GI.12.1		X						X	X		
GI.12.2		X						X			Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GII.1	X										
GII.1.1		X	G II.1.2			X	X				
GII.1.2		X	G II.1.1			X	X				
GII.2	X										
GII.2.1		X							X		
GII.2.2		X									Spelling
GII.3	X										
GII.3.1		X							X		
GII.3.2		X					X		X		
GII.3.3		X					X				Unnecessary language
GII.4		X									Spelling
GII.4.1	X										
GII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GII.5		X							X		
GII.5.1	X										
GII.5.2		X							X		
GII.5.3	X										
GII.5.4	X										
GII.6	X										
GII.6.1	X										
GII.6.2	X										
GII.7		X							X		
GII.7.1		X					X				
GII.7.2	X										
GII.7.3	X										
GII.8	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GII.8.1		X				X					
GII.8.2		X						X			
GII.9		X							X		
GII.9.1	X										
GII.9.2	X										
GII.10		X					X				
GII.10.1	X										
GII.10.2	X										
GII.10.3		X				X					
GII.11		X									Unnecessary language
GII.11.1		X						X	X		
GII.11.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIII.1	X										
GIII.1.1	X										
GIII.1.2		X									Spelling
GIII.2	X										
GIII.2.1	X										
GIII.2.2	X										
GIII.2.3		X									Spelling
GIII.3		X							X		
GIII.3.1		X					X		X		
GIII.3.2		X							X		
GIII.3.3		X					X				Unnecessary language
GIII.4		X							X		
GIII.4.1	X										
GIII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIII.5		X							X		Unnecessary language
GIII.5.1	X										
GIII.5.2		X									Spelling
GIII.6		X						X			
GIII.6.1	X										
GIII.6.2		X					X	X			
GIII.6.3	X										
GIII.7		X					X		X		Unnecessary language
GIII.7.1		X						X	X		
GIII.7.2		X					X	X			
F III.7.3		X			X	X					
GIII.8	X										
GIII.8.1		X							X		Unnecessary language
GIII.8.2		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIII.9		X							X		
GIII.9.1	X										
GIII.9.2		X					X				
GIII.10	X										
GIII.10.1		X						X			
GIII.10.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIV.1		X							X		Unnecessary language
GIV.1.1	X										
GIV.1.2		X					X				Unnecessary language
GIV.1.3		X					X				
GIV.2	X										
GIV.2.1		X									Unnecessary language
GIV.2.2	X										
GIV.2.3	X										
GIV.3		X									Unnecessary language
GIV.3.1		X					X				
GIV.3.2		X					X	X	X		
GIV.3.3		X					X				Unnecessary language
GIV.4		X							X		
GIV.4.1	X										
GIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIV.5		X							X		Unnecessary language
GIV.5.1	X										
GIV.5.2		X									Spelling
GIV.6		X						X			
GIV.6.1	X										
GIV.6.2		X					X		X		
GIV.7		X						X	X		
GIV.7.1		X					X		X		
GIV.7.2		X									Unnecessary language
F IV.7.3		X			X	X					
GIV.8	X										
GIV.8.1		X									Unnecessary language
GIV.8.2		X						X	X		
GIV.8.3		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIV.9		X							X		
GIV.9.1		X						X			
GIV.9.2		X							X		
GIV.10	X										
GIV.10.1		X						X	X		
GIV.10.2		X									Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SI.1	X										
SI.1.1	X										
SI.1.2	X										
SI.1.3	X										
SI.2	X										
SI.2.1		X						X			
SI.2.2	X										
SI.2.3	X										
SI.3	X										
SI.3.1		X							X		
SI.3.2		X					X				
SI.3.3		X					X	X			
SI.4		X									Spelling
SI.4.1	X										
SI.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SI.5	X										
SI.5.1	X										
SI.5.2		X									Unnecessary language
SI.5.3	X										
SI.5.4	X										
SI.6	X										
SI.6.1	X										
SI.6.2	X										
SI.7	X										
SI.7.1	X										
SI.7.2	X										
SI.7.3		X					X		X		
SI.7.4	X										
SI.8	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SI.8.1	X										
SI.8.2	X										
SI.9		X				X					
SI.9.1		X						X			
SI.9.2	X										
SI.10	X										
SI.10.1	X										
SI.10.2	X										
SI.10.3	X										
SI.11	X										
SI.11.1	X										
SI.11.2	X										
SI.12		X					X	X			
SI.12.1		X						X	X		
SI.12.2		X						X			Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SII.1	X										
SII.1.1		X	S II.1.2			X	X				
SII.1.2		X	S II.1.1			X	X				
SII.2	X										
SII.2.1		X							X		
SII.2.2		X									Spelling
SII.3	X										
SII.3.1		X							X		
SII.3.2		X					X		X		
SII.3.3		X					X				Unnecessary language
SII.4		X									Spelling
SII.4.1	X										
SII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SII.5	X								X		
SII.5.1		X									Spelling
SII.5.2		X							X		
SII.5.3	X										
SII.5.4	X										
SII.6	X										
SII.6.1	X										
SII.6.2	X										
SII.7		X							X		
SII.7.1		X					X				
SII.7.2	X										
SII.7.3	X										
SII.8	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SII.8.1		X				X					
SII.8.2		X						X			
SII.9		X							X		
SII.9.1	X										
SII.9.2	X										
SII.10		X					X				
SII.10.1	X										
SII.10.2	X										
SII.10.3		X				X					
SII.11		X									Unnecessary language
SII.11.1		X						X	X		
SII.11.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIII.1	X										
SIII.1.1	X										
SIII.1.2		X									Spelling
SIII.2	X										
SIII.2.1	X										
SIII.2.2	X										
SIII.2.3		X									Spelling
SIII.3		X							X		
SIII.3.1		X					X		X		
SIII.3.2		X							X		
SIII.3.3		X					X				Unnecessary language
SIII.4		X							X		
SIII.4.1	X										
SIII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIII.5		X							X		Unnecessary language
SIII.5.1	X										
SIII.5.2		X									Spelling
SIII.6		X						X			
SIII.6.1	X										
SIII.6.2		X					X	X			
SIII.6.3	X										
SIII.7		X					X		X		Unnecessary language
SIII.7.1		X						X	X		
SIII.7.2		X					X	X			
F III.7.3		X			X	X					
SIII.8	X										
SIII.8.1		X							X		Unnecessary language
SIII.8.2		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIII.9		X							X		
SIII.9.1	X										
SIII.9.2		X					X				
SIII.10	X										
SIII.10.1		X						X			
SIII.10.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIV.1		X							X		Unnecessary language
SIV.1.1		X									Punctuation
SIV.1.2		X					X				Unnecessary language
SIV.1.3		X					X				
SIV.2	X										
SIV.2.1		X									Unnecessary language
SIV.2.2	X										
SIV.2.3	X										
SIV.3		X									Unnecessary language
SIV.3.1		X					X				
SIV.3.2		X					X	X	X		
SIV.3.3		X					X				Unnecessary language
SIV.4		X							X		
SIV.4.1	X										
SIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIV.5		X							X		Unnecessary language
SIV.5.1	X										
SIV.5.2		X									Spelling
SIV.6		X						X			
SIV.6.1	X										
SIV.6.2		X					X		X		
SIV.7		X						X	X		
SIV.7.1		X					X		X		
SIV.7.2		X									Unnecessary language
F IV.7.3		X			X	X					
SIV.8	X										
SIV.8.1		X									Unnecessary language
SIV.8.2		X						X	X		
SIV.8.3		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIV.9		X							X		
SIV.9.1		X						X			
SIV.9.2		X							X		
SIV.10	X										
SIV.10.1		X						X	X		
SIV.10.2		X									Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LI.1		X					X		X		
LI.1.1	X										
LI.1.2	X										
LI.1.3		X							X		
LI.2	X										
LI.2.1		X							X		
LI.2.2	X										
LI.2.3		X					X				
LI.3	X										
LI.3.1		X							X		
LI.3.2		X					X				Unnecessary language
LI.3.3		X				X					
LI.3.4		X				X	X				
LI.3.5		X					X				

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LI.4	X										
LI.4.1	X										
LI.4.2		X									Unnecessary language
LI.5		X				X					
LI.5.1		X					X	X		X	
LI.6	X										
LI.6.1		X						X			
LI.6.2		X		X							Redundant
LI.6.3		X	LI.6.2								
LI.7		X									Broaden standard
LI.7.1		X					X				
LI.7.2		X						X			
LI.7.3	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LI.8		X					X	X			
LI.8.1		X						X			
LI.8.2		X					X	X	X		

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LII.1		X					X				
LII.1.1	X										
LII.1.2	X										
LII.1.3		X							X		
LII.2	X										
LII.2.1	X										
LII.2.2	X										
LII.2.3		X					X				
LII.3	X										
LII.3.1		X								X	
LII.3.2		X						X			Unnecessary language
LII.3.3		X				X				X	
LII.3.4		X								X	
LII.3.5		X				X	X		X	X	
LII.3.6		X					X			X	

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LII.4	X										
LII.4.1		X					X			X	
LII.4.2		X					X	X			
LII.5		X							X		
LII.5.1		X						X			
LII.5.2		X						X			
LII.5.3		X						X			
LII.6		X					X				
LII.6.1	X										
LII.6.2	X										
LII.6.3		X			X	X					
LII.7		X									Unnecessary language
LII.7.1		X						X	X		
LII.7.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIII.1	X										
LIII.1.1	X										
LIII.1.2	X										
LIII.1.3		X					X				
LIII.1.4		X						X			
LIII.2	X										
LIII.2.1	X										
LIII.2.2	X										
LIII.3		X						X			
LIII.3.1		X							X		Spelling
LIII.3.2	X										
LIII.3.3	X										
LIII.3.4		X					X				
LIII.3.5		X									Spelling

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIII.4		X							X		Unnecessary language
LIII.4.1		X				X		X			
LIII.4.2	X										
LIII.5	X										
LIII.5.1		X							X		
LIII.5.2		X									Broaden standard
LIII.6		X							X		
LIII.6.1	X										
LIII.6.2		X						X			
LIII.6.3	X										
LIII.7	X										
LIII.7.1	X										
LIII.7.2		X					X		X		

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIV.1	X										
LIV.1.1											
LIV.1.2		X					X				
LIV.1.3		X						X			
LIV.2	X										
LIV.2.1	X										
LIV.2.2	X										
LIV.3	X										
LIV.3.1	X										
LIV.3.2	X										
LIV.3.3	X										
LIV.4		X							X		
LIV.4.1		X				X	X				
LIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIV.5	X										
LIV.5.1	X										
LIV.5.2	X										
LIV.5.3	X										
LIV.6		X							X		
LIV.6.1	X										
LIV.6.2		X					X				
LIV.7		X							X	X	
LIV.7.1		X							X		
LIV.7.2		X					X		X		