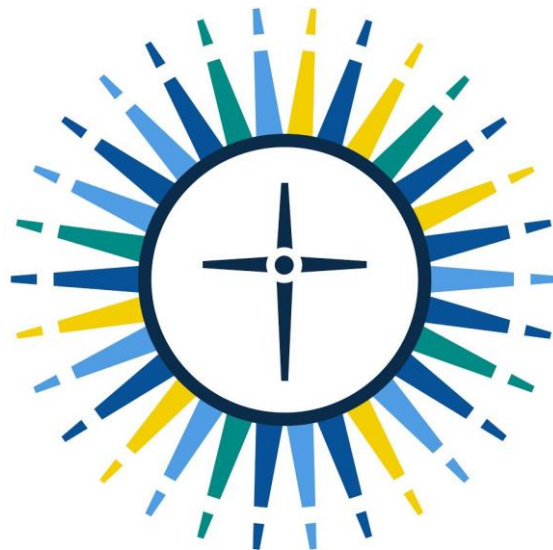


# **Excellence *in* World Languages:** **Consensus Curriculum** **Instructional Framework**



**CATHOLIC  
SCHOOLS**

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DIOCESE *of* RICHMOND

July 1, 2024

## **Mission Statement**

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

## **Acknowledgements**

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## Introduction

Through its mission, the Office of Catholic Schools in the Diocese of Richmond is called to establish a climate and framework for fostering excellence in its schools. Aligning to this mission, the Office of Catholic Schools has developed this document, "Excellence in World Languages: Consensus Curriculum Instructional Framework."

The Consensus Curriculum Instructional Framework serves as the structure for World Language instruction in all Catholic schools in the Diocese of Richmond. This document identifies the standards and benchmarks that comprise the World Language program and articulates what students should know and be able to do. Additionally, it guides and supports teachers in delivering high-quality, effective instruction. The purpose is to assist all students as they mature into well-rounded individuals while they grow their understanding of the Roman Catholic faith and deepen their relationship with Jesus Christ.

The revision process included educators from across the Diocese and representing all grade-level bands. In developing the standards, the committee reviewed the existing Consensus Curriculum standards and the ACTFL *World-Readiness Standards for Learning Languages*, along with the standards from various other dioceses including the Diocese of Arlington and the Diocese of Raleigh, as well as the Virginia Department of Education (2021) World Language Standards of Learning Curriculum Framework. This document represents a compilation of information gleaned from these sources.

## Philosophy

The philosophy of world language instruction is deeply rooted in the understanding of human dignity and the promotion of unity amidst diversity. Central to this philosophy is the recognition of language as a gift from God, bestowed upon humanity to facilitate communication and understanding among different cultures and peoples. World language instruction, therefore, is not merely about mastering grammar and vocabulary but about fostering empathy, respect, and solidarity across linguistic boundaries. It is viewed as a means to promote the Gospel message of love, peace, and reconciliation, by breaking down barriers and building bridges between individuals and communities. In this light, language learning becomes a pathway to embracing the richness of God's creation and appreciating the diversity of cultures as reflections of the divine creativity. As such, Catholic world language instruction emphasizes the importance of cultural sensitivity, ethical communication, and the pursuit of justice in all interactions, guided by the principles of charity and compassion.

The Diocesan standards are grounded in principles of the Catholic faith, as well as intricately connected to the American Council on the Teaching of Foreign Languages (ACTFL) 5Cs framework, which emphasizes communication, cultures, connections, comparisons, and communities. The following standards integrate seamlessly with the 5Cs, as they prioritize fostering not only linguistic proficiency but also a deeper understanding of diverse cultures. Through the language instruction highlighted in the Diocesan standards, students are encouraged to communicate effectively in various contexts, appreciate cultural nuances, establish connections between their faith and global perspectives, make comparisons across languages and cultures, and engage with communities beyond their own. This holistic approach not only enriches students'

language abilities but also deepens their spiritual and cultural awareness, aligning with the broader goals of faith-based education.

The Diocese of Richmond's approach to world language instruction emphasizes the development of language skills within a broader cultural context, aiming to equip learners with proficiency in communication and cultural competence. This method is rooted in the belief that language learning should go beyond mere grammar and vocabulary acquisition to encompass an understanding of the cultural, social, and historical contexts in which the language is used.

Key features of the World Language instruction for Romance languages include:

1. **Communicative Approach:** This approach prioritizes meaningful communication over rote memorization of vocabulary and grammar rules. Learners engage in real-life tasks and interactions, such as role-plays, discussions, and problem-solving activities, to develop their speaking, listening, reading, and writing skills.
2. **Authentic Materials:** Progressive language instruction often incorporates authentic materials, such as newspapers, magazines, films, music, social communication tools, broadcast services, and online resources, to expose learners to real-world language use and cultural nuances. Authentic materials help learners connect language learning to their interests and daily lives, fostering motivation and engagement.
3. **Cultural Competence:** Progressive language instruction integrates cultural learning alongside language learning, enabling learners to understand and appreciate the cultural practices, perspectives, and values associated with the target language. This includes exploring cultural products (e.g., literature, art, cuisine) and participating in cultural activities (e.g., celebrations, festivals, field trips).
4. **Task-Based Learning:** Tasks are central to progressive language instruction, providing learners with opportunities to apply language skills in meaningful contexts to accomplish specific goals or objectives. Tasks are designed to be authentic, challenging, and relevant to learners' interests and needs, fostering autonomy, creativity, and critical thinking.
5. **Multimodal Instruction:** Progressive language instruction utilizes a variety of instructional techniques and resources, including multimedia tools, technology-enhanced activities, games, and project-based learning, to cater to diverse learning styles and preferences. Multimodal instruction enhances engagement, comprehension, and retention of language and cultural content.
6. **Learner-Centered Approach:** Progressive language instruction is learner-centered, recognizing the diverse backgrounds, experiences, and learning styles of learners. Instruction is personalized to accommodate individual needs, interests, and proficiency levels, fostering a supportive and inclusive learning environment where learners feel empowered and motivated to actively participate and take ownership of their learning.

Overall, this instruction aims to empower learners to become proficient and culturally competent communicators in the target language, preparing them for meaningful interactions and engagement in an interconnected and multicultural world.

For those studying Latin as a foreign language, it offers students a unique educational experience, blending linguistic rigor with cultural enrichment. Learning Latin involves mastering complex grammatical structures, extensive vocabulary, and nuanced syntax, which can enhance cognitive skills and deepen understanding of modern languages, especially Romance languages. Latin's rich literary and historical context provides insights into ancient Roman civilization, literature, and philosophy, fostering a greater appreciation of Western cultural heritage. Moreover, Latin instruction develops analytical thinking and problem-solving abilities, as students engage with classical texts and interpret ancient perspectives. Despite being a "dead" language, Latin's influence persists in various fields, including law, medicine, science, and theology, making its study relevant and intellectually rewarding.

This well-designed curriculum not only imparts knowledge but also equips students with essential skills that they will use throughout their lives. Among these skills are critical thinking, reasoning, problem-solving, and efficient study habits. Critical thinking involves evaluation arguments and evident to make informed decisions. Reasoning is the process of using logic to reach conclusions. Problem-solving is the ability to identify, analyze, and solve problems effectively. Study skills refer to the techniques that students use to manage their time, organize information, and retain what they learn. By incorporating these skills into the curriculum, students in the Diocese of Richmond learn how to approach challenges systematically, think creatively, and become independent learners who are capable of adapting to a changing world.

## **Structure of the Framework**

To guide the organization of the Consensus Curriculum, the World Language curriculum is designed for increasing levels of cognitive demand involving scaffolded learning experiences that challenge learners to engage with language content and tasks at progressively higher levels of complexity. This instructional approach aligns with principles of cognitive development and aims to promote deeper understanding, critical thinking, and problem-solving skills in language learning.

The curriculum is organized with the introductory Levels A/B/C, then high school credit Years 1, 2, 3, 4. As students progress through each, the levels of cognitive demand increase. In general, Level A would be most appropriate for primary grades, Level B would be most appropriate for lower elementary grades, while Level C would be most appropriate for upper elementary grades.

Recognizing the diverse resources inherent to each school, the content offered in the foundational Levels A/B/C are adaptable. Educators retain the flexibility to tailor content to suit the distinctive requirements of their teaching environments. Conversely, the high school credit courses adhere to a structured framework, mandating sequential delivery of content as presented. Additionally, before entering Year 1, it is highly recommended that students have been introduced to the concepts covered in Levels A/B/C.

### **Levels A/B/C - Lower Levels of Cognitive Demand:**

At the introductory levels, instruction focuses on building foundational language skills, such as vocabulary acquisition, basic grammar structures, and simple sentence formation. These skills are typically introduced in the elementary grades.

Activities typically involve rote memorization, repetition drills, and basic comprehension exercises that require learners to recall and reproduce language content.

Examples include vocabulary flashcards, fill-in-the-blank exercises, and simple dialogues or scripted conversations.

### **Years 1 and 2: Moderate Levels of Cognitive Demand:**

As learners progress, instruction moves towards activities that require more active engagement and comprehension of language in context, such as within authentic literature. Years 1 & 2 may be taught in middle school settings, but these are high school level courses and should reflect a level of cognitive demand appropriate to such.

Tasks at this level may involve applying language rules and principles to communicate meaningfully, such as describing experiences, expressing opinions, and narrating events.

Learners engage in activities like role-plays, guided discussions, and short writing assignments that require them to interpret and produce language with greater autonomy and creativity.

### **Years 3 & 4: Higher Levels of Cognitive Demand:**

At the higher levels, instruction focuses on fostering advanced language skills and critical thinking abilities. These classes represent the highest levels offered and are presented in the high school setting.

Learners are challenged to analyze and evaluate language content, infer meaning from complex texts, and articulate ideas with precision and sophistication.

Activities may include debates, literary analysis, research projects, and multimedia presentations that require learners to synthesize information, make connections, and express nuanced perspectives in the target language.

### **Integration of Cognitive Skills:**

Throughout all levels of instruction, cognitive skills such as analysis, synthesis, evaluation, and application are integrated into language learning tasks.

Learners are encouraged to make connections between language and other areas of knowledge, such as culture, history, literature, and current events, fostering interdisciplinary understanding and critical literacy.

Instructional strategies such as problem-based learning, project-based learning, and inquiry-based learning are employed to deepen engagement and promote higher-order thinking skills in language acquisition.

By systematically scaffolding learning experiences at increasing levels of cognitive demand, world language instruction aims to cultivate learners' linguistic proficiency, cultural competence, and cognitive flexibility, preparing them to effectively communicate and interact in diverse linguistic and cultural contexts.

The **Key Concepts** provide a longitudinal view of the instructional topics within each level across the continuum.

Level specific matter follows. The format for each level begins with the **Domain**, followed by a **Standard**, which offers the teacher guidance in the key concept to be covered. Each of the standards is then delineated into three components:

**Benchmarks**, which are the core content and specific knowledge students will know or be able to articulate at their level. They are minimum competencies that are measurable.

**Essential Knowledge**, or the key facts, concepts, and ideas needed to successfully meet benchmarks. These provide more detail about the teaching and learning of the benchmarks.

**Essential Questions**, or the overarching or topical questions that guide the lessons; these questions promote conceptual thinking and add coherence to instruction. They are not intended to be assessment questions, rather thinking questions.

It is important to recognize that certain elements of our instruction are revisited in greater depth at each level. Students receive spiraling instruction which develops skills in critical thinking, problem-solving, and study habits.

Key Concepts

Levels A/B/C	Year 1	Year 2	Year 3	Year 4
Greetings	Introductions	Vacations	Natural Disasters	Art & Artists
Feelings	Opinions	My House	Accidents & Injuries	Problem-solving
Numbers	Describing Self & Others	Shopping	Entertainment	Job Opportunities
Alphabet	School Life	Daily Routines & Special Events	Food Preparations	Career Goals
Colors	Meals & Foods	Errands	Travel & Tourism	Historical Contributions
Calendar	Family Relations & Celebrations	Directions		The Environment
Weather	Leisure Activities & Community Places	Childhood		
Animals				
Faith Connections				
Parts of the Body				
Family Members				
Food				
Classroom Objects				
Geography & Culture				
Items of Clothing				
Rooms in a House				

Level A

Standard 1: Greetings

Students will use the target language to effectively greet others in a variety of cultural contexts using appropriate language and gestures.



Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<div>a. Greet others in the target language</div> <div>b. Ask someone their name</div> <div>c. Introduce themselves</div> <div>d. Use words to express politeness</div>	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<div>To be successful with this standard, students are expected to</div> <div><div>a. Greet others in the target language</div><div><div>a. Hello</div><div>b. Goodbye</div></div><div>b. Ask someone their name</div><div><div>a. What is your name?</div></div><div>c. Introduce themselves</div><div><div>a. My name is...</div></div><div>d. Use words to express politeness</div><div><div>a. Thank you</div><div>b. Please</div><div>c. You're welcome</div></div></div>	<div><div>• How do we introduce ourselves?</div><div>• How do greetings tell us about a person's culture?</div><div>• How do greetings differ around the world?</div><div>• What does it look like to be polite?</div><div>• How do people from other cultures introduce themselves?</div><div>• How do other cultures use familiar and formal greetings?</div></div>



**Standard 2: Feelings**

**Students will use the target language to effectively express a variety of feelings and emotions.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Ask how someone is feeling b. Express how they are feeling	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Ask how someone is feeling a. How are you? b. Express how they are feeling a. Good b. Not good c. Okay	<ul style="list-style-type: none"><li>• How do your feelings change from day to day?</li><li>• How do you ask someone how they are feeling?</li><li>• How do our emotions change our body language?</li></ul>



**Standard 3: Numbers**

**Students will use the target language to effectively count from memory.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Count from 0-10	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Count from 0-10 b. Numbers 0-10	<ul style="list-style-type: none"><li>• How do we pronounce numbers 0-10?</li><li>• What are some common situations where I will use numbers?</li><li>• Can you count up to ten?</li></ul>



**Standard 4: Alphabet**

**Students will use the target language to effectively recite the alphabet from memory.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Recite the target language alphabet b. Produce the sound each letter makes	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Recite the target language alphabet <ul style="list-style-type: none"><li>Recognize each letter</li></ul> b. Produce the sound each letter makes <ul style="list-style-type: none"><li>Sounds of letters</li></ul>	<ul style="list-style-type: none"><li>How is this alphabet similar or different to our own?</li><li>How are letters pronounced in the target language?</li><li>Can students recognize a word spelled in the target language?</li></ul>

Standard 5: Colors



Students will use the target language to effectively identify colors.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
a. Tell what color an item is	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <p>a. Tell what color an item is</p> <ul style="list-style-type: none"><li>o Red</li><li>o Blue</li><li>o Yellow</li><li>o Orange</li><li>o Green</li><li>o Purple</li><li>o Pink</li><li>o Brown</li><li>o Black</li><li>o Gray</li><li>o White</li></ul>	<ul style="list-style-type: none"><li>• Why are colors important?</li><li>• Do any of the words for the colors resemble the English word?</li><li>• Can you properly pronounce each color?</li><li>• What can we use colors to describe?</li><li>• How are colors important for our everyday routines?</li><li>• How are colors used by the Church?</li></ul>



## Standard 6: Calendar

Students will use the target language to effectively identify elements of the calendar.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Recite the days of the week b. Recite the months of the year c. Recognize major events of the calendar d. Recognize numbers of the calendar	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> <ul style="list-style-type: none"> <li>Recite the days of the week               <ul style="list-style-type: none"> <li>Days of the week</li> </ul> </li> <li>Recite the months of the year               <ul style="list-style-type: none"> <li>Months of the year</li> </ul> </li> <li>Recognize major events of the calendar               <ul style="list-style-type: none"> <li>Christmas</li> <li>Easter</li> <li>Birthday</li> </ul> </li> <li>Recognize numbers of the holiday               <ul style="list-style-type: none"> <li>Numbers 1-31</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>How do we say the months and days</li> <li>Why are the days of the week important?</li> <li>Why are months of the year important?</li> <li>What are the months you attend school?</li> <li>What is the first day of the week?</li> <li>How is the date expressed in different cultures?</li> </ul>



**Standard 7: Weather**

**Students will use the target language to effectively identify the weather.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Explain what the weather is like	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Explain what the weather is like <ul style="list-style-type: none"><li>o Hot</li><li>o Cold</li><li>o Cool</li><li>o Sunny</li><li>o Cloudy</li><li>o Rainy</li></ul>	<ul style="list-style-type: none"><li>• What is the weather like here?</li><li>• What is the weather like in other places?</li><li>• How do we describe it in the target language?</li></ul>



**Standard 8: Animals**

**Students will use the target language to effectively identify animals.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Recognize different animals b. Tell what animal they have	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Recognize different animals <ul style="list-style-type: none"><li>o Dog</li><li>o Cat</li><li>o Fish</li><li>o Turtle</li><li>o Bird</li></ul> b. Tell what animal they have <ul style="list-style-type: none"><li>o I have..</li></ul>	<ul style="list-style-type: none"><li>• Why is it important to know animal names in another language?</li><li>• Who are our pets?</li></ul>



## Standard 9: Faith Connections

Students will use the target language to effectively demonstrate key elements of the Catholic faith.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Demonstrate the Sign of the Cross b. Recite common prayers in the target language c. Recognize some saints	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Demonstrate the Sign of the Cross <ul style="list-style-type: none"> <li>o Sign of the Cross</li> </ul> b. Recite common prayers in the target language <ul style="list-style-type: none"> <li>o Glory Be</li> </ul> c. Recognize Important saints <ul style="list-style-type: none"> <li>o Saints that are important to the classroom, school and community</li> </ul>	<ul style="list-style-type: none"> <li>• How does learning another language help strengthen our faith and Catholic identity?</li> <li>• How can I use another language as a tool to build relationships and communicate the Good News?</li> </ul>



**Standard 10: Parts of the Body**

**Students will use the target language to effectively identify basic parts of the body.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify and point to parts of the body	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Identify and point to parts of the body <ul style="list-style-type: none"><li>o Head</li><li>o Shoulders</li><li>o Knees</li><li>o Toes</li><li>o Eyes</li><li>o Mouth</li><li>o Nose</li><li>o Ears</li></ul>	<ul style="list-style-type: none"><li>• Why is it important to know the vocabulary for parts of the body?</li></ul>



**Standard 11: Family Members**

**Students will use the target language to effectively identify key members of a family.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Name family members using the target language.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Name family members using the target language <ul style="list-style-type: none"><li>o Mom</li><li>o Dad</li><li>o Parents</li><li>o Brother</li><li>o Sister</li><li>o Siblings</li></ul>	<ul style="list-style-type: none"><li>• How do we talk about our family?</li><li>• What is a family?</li><li>• How is the family structure different in other cultures?</li></ul>



**Standard 12: Food**

**Students will use the target language to effectively identify basic food items.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"><li>Name foods in the target language</li></ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Name foods in the target language <ul style="list-style-type: none"><li>Apple</li><li>Banana</li><li>Water</li><li>Cheese</li><li>Cookies</li><li>Bread</li></ul>	<ul style="list-style-type: none"><li>What foods do we eat?</li><li>How are foods different around the world?</li></ul>



Level 13: Classroom Objects

Students will use the target language to effectively identify basic classroom objects.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
a. Identify classroom object names	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <p>a. Identify classroom object names</p> <ul style="list-style-type: none"><li>o Eraser</li><li>o Pencil</li><li>o Paper</li><li>o Book</li><li>o Markers</li></ul>	<ul style="list-style-type: none"><li>• What items do we use in school?</li><li>• Why do we need different items for different tasks?</li></ul>



**Standard 14: Geography and Culture**

**Students will foster cultural awareness and understanding of countries where the target language is spoken.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify countries that speak the target language b. Identify countries that speak the target language on a world map or globe	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Identify countries that speak the target language b. Identify countries that speak the target language on a world map or globe	<ul style="list-style-type: none"><li>• Where are the target language countries located?</li><li>• How does English differ in English-speaking countries?</li><li>• How does the target language differ in different countries?</li><li>• Do people speak the target language in your community?</li></ul>



**Standard 15: Items of Clothing**

Students will use the target language to effectively identify basic clothing items.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
a. Identify clothing	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <p>a. Identify clothing</p> <ul style="list-style-type: none"><li>o Skirt</li><li>o Shorts</li><li>o Pants</li><li>o Shirt</li><li>o Sweater</li><li>o Socks</li><li>o Shoes</li></ul>	<ul style="list-style-type: none"><li>• What clothes do you wear?</li><li>• How is clothing different around the world?</li><li>• How does the weather impact your choice of clothes?</li><li>• How does the event impact your choice of clothes?</li></ul>



**Standard 16: Rooms in a House**

**Students will use the target language to effectively identify rooms in a house.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Recognize vocabulary for rooms in the house	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Recognize vocabulary for rooms in the house <ul style="list-style-type: none"><li>o House</li><li>o Bedroom</li><li>o Bathroom</li><li>o Kitchen</li><li>o Living room</li></ul>	<ul style="list-style-type: none"><li>• How do we describe our house?</li><li>• What rooms are in our home?</li></ul>

## Level B



### Standard 1: Greetings

Students will use the target language to effectively greet others in a variety of cultural contexts using appropriate language and gestures.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Greet others in the target language</li> <li>b. Ask someone their name and introduce themselves</li> <li>c. Ask where someone is from and state where they are from</li> <li>d. Ask someone's age and state their age</li> <li>e. Use words to express politeness</li> </ul>	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>a. Greet and say goodbye to others in the target language               <ul style="list-style-type: none"> <li>o Hi</li> <li>o Goodbye</li> <li>o See you later</li> </ul> </li> <li>b. Ask someone their name and introduce themselves               <ul style="list-style-type: none"> <li>o What is your name? and My name is...</li> </ul> </li> <li>c. Ask where someone is from and state where they are from               <ul style="list-style-type: none"> <li>o Where are you from?/I am from...</li> </ul> </li> <li>d. Ask someone's age and state their age               <ul style="list-style-type: none"> <li>o How old are you?/I am...years old</li> </ul> </li> <li>e. Use words to express politeness               <ul style="list-style-type: none"> <li>o Thank you</li> <li>o You are welcome</li> <li>o Please</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What role do introductions/greetings play in a culture?</li> <li>• Why is it important to know the correct greetings for another culture?</li> <li>• How do we introduce ourselves?</li> <li>• How can we learn about other people?</li> <li>• Why should we be polite?</li> </ul>



**Standard 2: Feelings**

**Students will use the target language to effectively express a variety of feelings and emotions.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Ask how someone is feeling b. Express how they feel (emotionally)	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Ask how someone is feeling <ul style="list-style-type: none"><li>How are you?</li></ul> b. Express how they feel (emotionally) <ul style="list-style-type: none"><li>Good/not good</li><li>Okay</li><li>Happy/sad</li><li>Hungry/thirsty</li><li>Hot/cold</li></ul>	<ul style="list-style-type: none"><li>How do your feelings change from day to day?</li><li>How do you ask someone how they are feeling?</li></ul>



**Standard 3: Numbers**

**Students will use the target language to effectively count from memory.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Count from 0-30 b. Recognize numbers 0-30	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Count from 0-30 <ul style="list-style-type: none"><li>o 0-30</li></ul> b. Recognize numbers 0-30 <ul style="list-style-type: none"><li>o 0-30</li></ul>	<ul style="list-style-type: none"><li>• How do we pronounce numbers 0- 30?</li><li>• What are some common situations where I will use numbers?</li><li>• Can you count up to thirty?</li></ul>



**Standard 4: Alphabet**

**Students will use the target language to effectively identify and articulate alphabet letters and sounds from memory.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"><li>a. Recite the target language alphabet</li><li>b. Recognize each letter</li><li>c. Produce the sound each letter makes</li><li>d. Understand sounds that come from combinations of letters</li></ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>a. Recite the target language alphabet</li><li>b. Recognize each letter</li><li>c. Produce the sound each letter makes<ul style="list-style-type: none"><li>o Sounds</li></ul></li><li>d. Understand sounds that come from combinations of letters<ul style="list-style-type: none"><li>o Syllables</li></ul></li></ul>	<ul style="list-style-type: none"><li>• How does this alphabet and the English differ?</li><li>• How are letters pronounced, and how does that help me to read and write?</li><li>• Which letters look different in this language?</li><li>• What words start with each letter?</li></ul>

Standard 5: Colors

Students will use the target language to effectively identify colors.



Benchmarks	
Key knowledge and skills we want students to know and be able to do	
a. Label items by color using a full sentence	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <p>b. Label items by color using a full sentence</p> <ul style="list-style-type: none"><li>o Primary colors</li><li>o Secondary colors</li><li>o Brown</li><li>o Black</li><li>o Gray</li><li>o White</li><li>o It is...</li></ul>	<ul style="list-style-type: none"><li>• Why are colors important?</li><li>• Why are colors important to know?</li><li>• Do any of the words for the colors resemble the English word?</li><li>• Can you properly pronounce each color?</li><li>• How do we say what color something is?</li></ul>



**Standard 6: Calendar**

**Students will use the target language to effectively identify elements of the calendar.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"><li>a. Recite the days of the week</li><li>b. Recite the months of the year</li><li>c. Recognize major holiday names</li><li>d. State when their birthday is</li><li>e. Tell the date</li></ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>a. Recite the days of the week<ul style="list-style-type: none"><li>o Days of the week</li></ul></li><li>b. Recite the months of the year<ul style="list-style-type: none"><li>o Months of the year</li></ul></li><li>c. State when their birthday is<ul style="list-style-type: none"><li>o Birthdays</li><li>o My birthday is...</li></ul></li><li>d. Recognize major holiday names<ul style="list-style-type: none"><li>o Events</li></ul></li><li>e. Tell the date</li></ul>	<ul style="list-style-type: none"><li>• How do we say the months of the year, day, and date?</li><li>• What are the months you attend school?</li><li>• What is the first day of the week? Why?</li><li>• What are important dates during the year?</li></ul>



**Standard 7: Weather**

**Students will use the target language to effectively identify the weather.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Describe the weather b. Know which season has which type of weather	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Describe the weather <ul style="list-style-type: none"><li>Hot, cool, cold</li><li>Sunny, cloudy</li><li>Windy</li><li>Foggy</li><li>Rainy, snowy</li></ul> b. Know which season has which type of weather <ul style="list-style-type: none"><li>The seasons</li></ul>	<ul style="list-style-type: none"><li>What is the weather like around the world?</li><li>How do we describe it in the target language?</li><li>What is the weather like during the months of the year?</li><li>How do I ask about the weather?</li><li>Does every country have four seasons? Are they the same as ours?</li></ul>



Standard 8: Animals

Students will use the target language to effectively identify animals.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
a. Recognize different animals b. Say what sounds animals make	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Recognize different animals <ul style="list-style-type: none"><li>o Dog, cat, fish, turtle, bird, hamster</li><li>o Horse, pig, cow, sheep, chicken</li></ul> b. Say what sounds animals make <ul style="list-style-type: none"><li>o Says "..."</li><li>o Tell what animal they have</li></ul>	<ul style="list-style-type: none"><li>• How does the vocabulary for animals differ from the English vocabulary for the same animals?</li><li>• Why does the bird in English say "tweet" and something different in other languages?</li><li>• What types of animals are there?</li></ul>



## Standard 9: Faith Connections

Students will use the target language to effectively demonstrate key elements of the Catholic faith.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Demonstrate the Sign of the Cross b. Recite common prayers in the target language, including Glory Be and the Sign of the Cross c. Recognize important saints d. Learn about Christian holidays celebrated in target language countries	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Demonstrate the Sign of the Cross <ul style="list-style-type: none"> <li>o Sign of the cross</li> </ul> b. Recite common prayers in the target language <ul style="list-style-type: none"> <li>o Our Father</li> <li>o Hail Mary</li> <li>o Glory Be</li> </ul> c. Recognize important saints <ul style="list-style-type: none"> <li>o Saints that are important to the classroom, school and community</li> </ul> d. Learn about Christian holidays celebrated in target language countries <ul style="list-style-type: none"> <li>o Christmas</li> <li>o Easter</li> <li>o Advent</li> <li>o Lent</li> </ul>	<ul style="list-style-type: none"> <li>• How does learning another language help strengthen our faith and Catholic identity?</li> <li>• How can I use another language as a tool to build relationships and communicate the Good News?</li> </ul>



**Standard 10: Parts of the Body**

**Students will use the target language to effectively identify basic parts of the body.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify and point to parts of the body b. Match some parts of the body	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Identify and point to parts of the body <ul style="list-style-type: none"><li>o Head, shoulders, knees, toes</li><li>o Ears, eyes, mouth, nose</li><li>o Feet, legs</li><li>o Hands</li><li>o Hair</li></ul> b. Match parts of the body	<ul style="list-style-type: none"><li>• Why is it important to know the parts of the body?</li><li>• What is plural and what is singular?</li></ul>



**Standard 11: Family Members**

**Students will use the target language to effectively identify key members of a family.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"><li>a. Identify family members using the target language</li><li>b. Describe their family with teacher-directed prompts</li><li>c. Discuss differences between family structure in different cultures</li><li>d. Match family terms from L1 to L2</li></ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>a. Identify family members using the target language<ul style="list-style-type: none"><li>o Mom and dad</li><li>o Sister and brother</li><li>o Baby</li><li>o Grandmother and grandfather</li><li>o Aunt and uncle</li><li>o Cousin</li></ul></li><li>b. Describe their family with teacher-directed prompts</li><li>c. Discuss differences between family structure in different cultures<ul style="list-style-type: none"><li>o Match family terms from L1 to L2</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Who is in your family?</li><li>• How are families different?</li><li>• How are people related?</li></ul>



**Standard 12: Food**

**Students will use the target language to effectively identify basic food items.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"><li>a. Name foods in the target language</li><li>b. Match foods from target language to L1</li><li>c. Use yes/no replies when asked if they like a food</li><li>d. Discuss common foods eaten in the target language countries</li></ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>a. Name foods in the target language<ul style="list-style-type: none"><li>o Apple/Banana/Watermelon/Grapes</li><li>o Carrot/Tomato/Corn/Greens</li><li>o Meat/Eggs</li><li>o Milk/Cheese</li><li>o Ice cream/Cookies</li><li>o Pasta/Bread</li><li>o Fruits and Vegetables</li></ul></li><li>b. Match foods from target language to L1</li><li>c. Use yes/no replies when asked if they like a food<ul style="list-style-type: none"><li>o I like.../I don't like...</li></ul></li><li>d. Discuss common foods eaten in the target language countries</li></ul>	<ul style="list-style-type: none"><li>• What foods do we eat?</li><li>• How are foods different around the world?</li></ul>



Level 13: Classroom Objects

Students will use the target language to effectively identify basic classroom objects.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<div>a. Identify classroom objects</div> <div>b. Match classroom objects from target language to L1</div> <div>c. Describe color and/or number of classroom objects</div>	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<div><b>To be successful with this standard, students are expected to</b></div> <div>a. Identify classroom objects</div> <div><div>o Pencil/Pencil sharpener/Eraser</div><div>o Pen/Markers</div><div>o Paper</div><div>o Book</div><div>o Whiteboard</div><div>o Desk/Chair</div><div>o Scissors</div><div>o Shapes</div></div> <div>b. Match common classroom objects from target language to L1</div> <div>c. Describe color and/or number of classroom objects</div> <div><div>o I need...</div><div>o There is.../ There are...</div></div>	<div><div>• What items do we use in school?</div><div>• Why do we need different items for different tasks?</div></div>



**Standard 14: Geography and Culture**

**Students will foster cultural awareness and understanding of countries where the target language is spoken.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Name countries where the target language is spoken b. Recognize countries on a map or globe where the target language is spoken c. Analyze holidays and cultural celebrations	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Name countries where the target language is spoken b. Recognize countries on a map where the target language is spoken <ul style="list-style-type: none"><li>o Locate countries on a map</li></ul> c. Analyze holidays and cultural celebrations	<ul style="list-style-type: none"><li>• Where are target language countries located?</li><li>• How does English differ in English-speaking countries?</li><li>• How does the target language differ in different countries?</li><li>• Do people speak the target language in your community?</li></ul>



## Standard 15: Items of Clothing

Students will use the target language to effectively identify basic clothing items.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify clothing they are wearing when prompted by teacher b. Identify clothing appropriate for different types of weather c. Describe clothing they're wearing using simple sentences d. Respond to yes/no questions about what they are wearing	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Identify clothing they are wearing when prompted by teacher <ul style="list-style-type: none"> <li>○ Shirt</li> <li>○ Skirt, Pants, Shorts</li> <li>○ Sweater jacket</li> <li>○ Shoes Socks</li> <li>○ Tie</li> <li>○ Dress</li> <li>○ Pajamas</li> </ul> b. Identify clothing appropriate for different types of weather c. Describe clothing they're wearing using simple sentences <ul style="list-style-type: none"> <li>○ I am wearing...</li> </ul> d. Respond to yes/no questions about what they are wearing	<ul style="list-style-type: none"> <li>• What clothes do you wear?</li> <li>• How is clothing different around the world?</li> <li>• How is traditional clothing used within the culture?</li> </ul>



**Standard 16: Rooms in a House**

**Students will use the target language to effectively identify rooms in a house.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<div>a. Recognize vocabulary for rooms in the house</div> <div>b. Describe where they live in short sentences</div>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<div><b>To be successful with this standard, students are expected to</b></div> <div>a. Recognize vocabulary for rooms in the house<ul style="list-style-type: none"><li>Bedroom</li><li>Bathroom</li><li>Kitchen</li><li>Living room</li><li>Dining room</li><li>Garage</li><li>Yard</li><li>Hallway</li></ul></div> <div>b. Describe where they live in short sentences<ul style="list-style-type: none"><li>I live</li><li>There is... / There are...</li></ul></div>	<ul style="list-style-type: none"><li>How do we describe our house?</li><li>What rooms are in our home?</li></ul>

## Level C

### Standard 1: Greetings

**Students will use the target language to effectively greet others in a variety of cultural contexts using appropriate language and gestures.**



#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Greet others in the target language
- Ask and answer basic questions
- Use words to express politeness
- Understand the difference between formal and informal speech
- Know which gestures for greetings are appropriate to use in different contexts

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

##### To be successful with this standard, students are expected to

- Greet others in the target language
  - Hi
  - Goodbye
  - See you later
  - See you tomorrow
- Ask and answer basic questions
  - What is your name? My name is...
  - How old are you? I am...years old
  - Where are you from? I am from...
- Use words to express politeness
  - Thank you
  - You are welcome
  - Please
- Understand the differences between forms of speech
  - Formal and informal speech
- Gestures for greetings
  - Cultural differences on gestures

#### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What role do introductions/greetings play in a culture?
- Why is it important to know the correct greetings for another culture?
- How do we describe ourselves?
- How can we learn about other people?
- Why should we be polite?



## Standard 2: Feelings

Students will use the target language to effectively express a variety of feelings and emotions.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Ask how someone is feeling b. Express how they are feeling c. Express multiple emotions at once	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> a. Ask how someone is feeling <ul style="list-style-type: none"> <li>How are you?</li> </ul> b. Express how they are feeling <ul style="list-style-type: none"> <li>Good</li> <li>Not good</li> <li>Okay</li> <li>Happy</li> <li>Sad</li> <li>Hungry</li> <li>Thirsty</li> <li>Hot</li> <li>Cold</li> <li>Excited</li> <li>Nervous</li> <li>Tired</li> </ul> c. Express multiple emotions at once <ul style="list-style-type: none"> <li>Use connection words to express more than one emotion</li> </ul>	<ul style="list-style-type: none"> <li>How do your feelings change from day to day?</li> <li>How do you ask someone how they are feeling?</li> </ul>



### Standard 3: Numbers

Students will use the target language to effectively count from memory.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Count from 0-100 b. Recognize numbers 0-100 c. Use numbers to express quantity of items	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Count by memory from 0-100 <ul style="list-style-type: none"> <li>Count from 0-100</li> <li>Recognize numbers 0-100</li> <li>Use numbers to express quantity of items</li> </ul> b. Recognize numbers 0-100 <ul style="list-style-type: none"> <li>0-100</li> </ul> c. Use numbers to express quantity of items <ul style="list-style-type: none"> <li>There is... there are, how many</li> </ul>	<ul style="list-style-type: none"> <li>How do we pronounce numbers 0- 30?</li> <li>What are some common situations where I will use numbers?</li> <li>Can you count up to a hundred?</li> </ul>



## Standard 4: Alphabet

Students will use the target language to effectively identify and articulate alphabet letters and sounds from memory.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Recite the target language alphabet b. Recognize each letter c. Produce the sound each letter makes d. Understand sounds that come from combinations of letters e. Spell words by sounding them out	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Recite the target language alphabet <ul style="list-style-type: none"> <li>Understand there are different sounds for the same letters</li> </ul> b. Recognize each letter <ul style="list-style-type: none"> <li>Familiarize them with each letter one by one</li> </ul> c. Produce the sound each letter makes d. Understand sounds that come from combinations of letters <ul style="list-style-type: none"> <li>Recite the target language alphabet</li> </ul> e. Syllables <ul style="list-style-type: none"> <li>In some languages syllables are composed by one consonant and a vowel.</li> </ul>	<ul style="list-style-type: none"> <li>How does this alphabet and the English differ?</li> <li>How are letters pronounced, and how does that help me to read and write?</li> <li>Which letters look different in this language?</li> <li>What words start with each letter?</li> </ul>

## Standard 5: Colors

Students will use the target language to effectively identify colors.



<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"><li>a. Label items by color using a full sentence</li><li>b. Use correct noun/adjective agreement when describing an item</li><li>c. Express which color they like</li></ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>a. Label items by color using a full sentence<ul style="list-style-type: none"><li>o Primary colors</li><li>o Secondary colors</li><li>o Brown</li><li>o Black</li><li>o Gray</li><li>o White</li><li>o It is...</li></ul></li><li>b. Use correct noun/adjective agreement when describing an item</li><li>c. Express which color they like<ul style="list-style-type: none"><li>o My favorite color is...</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Why are colors important to know?</li><li>• Do any of the words for the colors resemble the English word?</li><li>• How do we say what color something is?</li></ul>



**Standard 6: Calendar**

**Students will use the target language to effectively identify elements of the calendar.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"><li>a. Recite the days of the week</li><li>b. Recite the months of the year</li><li>c. Recognize major holiday names</li><li>d. State when their birthday is</li><li>e. Tell the date</li><li>f. Tell their age</li></ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>a. Recite the days of the week</li><li>b. Recite the months of the year</li><li>c. Recognize major holiday names</li><li>d. State when their birthday is<ul style="list-style-type: none"><li>o My birthday is...</li></ul></li><li>e. Tell the date<ul style="list-style-type: none"><li>o Today is...</li></ul></li><li>f. Tell their age<ul style="list-style-type: none"><li>o I am... years old</li></ul></li></ul>	<ul style="list-style-type: none"><li>• How do we say the months of the year, day, and date?</li><li>• What are the months you attend school?</li><li>• Why is Monday the first day of the week?</li><li>• What are important dates during the year?</li></ul>



## Standard 7: Weather

Students will use the target language to effectively identify the weather.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Describe the weather b. Know which season has which type of weather	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Describe the weather <ul style="list-style-type: none"> <li>○ Hot</li> <li>○ Cool</li> <li>○ Cold</li> <li>○ Sunny</li> <li>○ Cloudy</li> <li>○ Windy</li> <li>○ Foggy</li> <li>○ Rainy</li> <li>○ Snow</li> </ul> b. Know which season has which type of weather <ul style="list-style-type: none"> <li>○ The seasons</li> </ul>	<ul style="list-style-type: none"> <li>• What is the weather like around the world?</li> <li>• How do we describe it in the target language?</li> <li>• What is the weather like during the months of the year?</li> <li>• How do I ask about the weather?</li> <li>• Does every country have four seasons? Are they the same as ours?</li> </ul>

**Standard 8: Animals**

**Students will use the target language to effectively identify animals.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Recognize different animals b. Say what sounds animals make c. Describe the size of animals	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <p>a. Recognize different animals</p> <ul style="list-style-type: none"> <li>○ Dog</li> <li>○ Cat</li> <li>○ Fish</li> <li>○ Turtle</li> <li>○ Bird</li> <li>○ Horse</li> <li>○ Pig</li> <li>○ Cow</li> <li>○ Sheep</li> <li>○ Chicken</li> <li>○ Bear</li> <li>○ Elephant</li> <li>○ Zebra</li> <li>○ Giraffe</li> <li>○ Monkey</li> <li>○ Alligator</li> <li>○ Shark</li> </ul> <p>b. Say what sounds animals make</p> <ul style="list-style-type: none"> <li>○ A ____ says “ ”</li> </ul> <p>c. Describe the size of an animal</p> <ul style="list-style-type: none"> <li>○ Large/small</li> </ul>	<ul style="list-style-type: none"> <li>• How does the vocabulary for animals differ from the English vocabulary for the same animals?</li> <li>• Why does the bird in English say "tweet" and something different in other languages?</li> <li>• What types of animals are there?</li> </ul>



## Standard 9: Faith Connections

Students will use the target language to effectively demonstrate key elements of the Catholic faith.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Memorize the Sign of the Cross b. Recite common prayers in the target language, including Glory Be and Our Father or Hail Mary c. Research a saint from a country that speaks the target language d. Learn about Christian holidays celebrated in target language countries e. Identify the apparitions of Mary throughout the world	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Memorize the Sign of the Cross b. Recite common prayers in the target language, including Glory Be and Our Father or Hail Mary c. Research a saint from the country that speaks the target language d. Learn about Christian holidays celebrated in target language countries e. Identify the apparitions of Mary throughout the world	<ul style="list-style-type: none"> <li>• How does learning another language help strengthen our faith and Catholic identity?</li> <li>• How can I use another language as a tool to build relationships and communicate the Good News?</li> <li>• How did Mary's appearances impact the world?</li> </ul>



## Standard 10: Parts of the Body

Students will use the target language to effectively identify basic parts of the body.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify and point to parts of the body b. Label parts of the body c. Describe pain in parts of the body	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> a. Identify and point to parts of the body <ul style="list-style-type: none"> <li>○ Head</li> <li>○ Shoulder</li> <li>○ Knees</li> <li>○ Toes</li> <li>○ Ears</li> <li>○ Nose</li> <li>○ Eyes</li> <li>○ Mouth</li> <li>○ Feet</li> <li>○ Legs</li> <li>○ Hands</li> <li>○ Hair</li> <li>○ Elbows</li> <li>○ Fingers</li> <li>○ Nails</li> <li>○ Teeth</li> </ul> b. Label parts of the body c. Describe pain in parts of the body <ul style="list-style-type: none"> <li>○ ____ hurts (me)</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to know the parts of the body?</li> <li>• What is plural, and what is singular?</li> </ul>



## Standard 11: Family Members

Students will use the target language to effectively identify key members of a family.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify family members using the target language b. Describe family relationships in short sentences c. Write short sentences about their family. d. Label family member terms e. Discuss differences between family structure in different cultures f. Analyze structure of a family tree g. Discuss family origins of students h. Recognize the importance of immigration in United States society	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> a. Identify family members using the target language <ul style="list-style-type: none"> <li>o Mom</li> <li>o Dad</li> <li>o Sister</li> <li>o Brother</li> <li>o Baby</li> <li>o Grandma</li> <li>o Grandpa</li> <li>o Aunt</li> <li>o Uncle</li> <li>o Cousin</li> <li>o Wife</li> <li>o Husband</li> <li>o Son</li> <li>o Daughter</li> <li>o Great grandparents</li> <li>o Step family members</li> </ul> b. Describe family relationships in short sentences <ul style="list-style-type: none"> <li>o I have...</li> </ul> c. Write short sentences about their family d. Label family member terms	<ul style="list-style-type: none"> <li>• How do we talk about our family?</li> <li>• What is a family?</li> <li>• How are families different in other countries?</li> <li>• How did people immigrate to the United States?</li> </ul>

<ul style="list-style-type: none"><li>e. Discuss differences between family structure in different cultures</li><li>f. Analyze structure of a family tree<ul style="list-style-type: none"><li>o The ____ of my _____ is my _____</li></ul></li><li>g. Discuss family origins of students</li><li>h. Recognize the importance of immigration in United States society</li></ul>	
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**Standard 12: Food**

**Students will use the target language to effectively identify basic food items.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Name foods in the target language b. Label foods in the target language c. Reply with short sentences when asked if they like or dislike a food d. Write short sentences describing foods they like and dislike e. Research common foods eaten in the target language countries f. Analyze similarities and differences between foods in target language countries and the United States	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> a. Name foods in the target language <ul style="list-style-type: none"> <li>○ Apple</li> <li>○ Banana</li> <li>○ Watermelon</li> <li>○ Grape</li> <li>○ Carrot</li> <li>○ Tomato</li> <li>○ Corn</li> <li>○ Greens</li> <li>○ Meat</li> <li>○ Eggs</li> <li>○ Milk</li> <li>○ Cheese</li> <li>○ Ice cream</li> <li>○ Cookies</li> <li>○ Pasta</li> <li>○ Bread</li> <li>○ Water</li> <li>○ Juice</li> <li>○ Tea</li> <li>○ Coffee</li> <li>○ Fruits and Vegetables</li> </ul> b. Label foods in the target language	<ul style="list-style-type: none"> <li>• What foods do we eat?</li> <li>• How are foods different around the world?</li> </ul>

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| <ul style="list-style-type: none"><li>c. Reply with short sentences when asked if they like or dislike a food<ul style="list-style-type: none"><li>o I like... / I don't like...</li></ul></li><li>d. Write short sentences describing foods they like and dislike</li><li>e. Research common foods eaten in the target language countries</li><li>f. Analyze similarities and differences between foods in target language countries and the United States</li></ul> |  |
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## Level 13: Classroom Objects

Students will use the target language to effectively identify basic classroom objects.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify classroom object names b. Label some classroom objects in writing c. Describe color and/or number of classroom objects d. Write short sentences describing their classroom e. Discuss the classes they have in school	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Identify classroom object names <ul style="list-style-type: none"> <li>○ Pencil/Pen</li> <li>○ Pencil sharpener</li> <li>○ Eraser</li> <li>○ Paper</li> <li>○ Book</li> <li>○ Markers/Crayons</li> <li>○ Whiteboard</li> <li>○ smart board</li> <li>○ Desk/Chair</li> <li>○ Window</li> <li>○ Door</li> <li>○ Scissors</li> <li>○ Shapes</li> </ul> b. Label some classroom objects in writing <ul style="list-style-type: none"> <li>○ I need a...</li> <li>○ I have...</li> <li>○ There is... / There are...</li> </ul> c. Describe color and/or number of classroom objects d. Write short sentences describing their classroom e. Discuss the classes they have in school <ul style="list-style-type: none"> <li>○ Various class names (English, math, science, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• What items do we use in school?</li> <li>• Why do we need different items for different tasks?</li> </ul>



## Standard 14: Geography and Culture

Students will foster cultural awareness and understanding of countries where the target language is spoken.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Name countries where the target language is spoken b. Recognize countries on a map where the target language is spoken c. Analyze holidays and cultural celebrations d. Discuss contributions of native peoples and people from diverse racial and cultural backgrounds within target language countries	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Name countries where the target language is spoken b. Recognize countries on a map where the target language is spoken <ul style="list-style-type: none"> <li>o Locate a few countries on a map</li> <li>o Geography of countries</li> </ul> c. Analyze holidays and cultural celebrations d. Discuss contributions of native peoples and people from diverse racial and cultural backgrounds within target language countries	<ul style="list-style-type: none"> <li>• Where are target language countries located?</li> <li>• How does English differ in English-speaking countries? And within different states?</li> <li>• How does the target language differ in different countries?</li> <li>• Do people speak the target language in your community?</li> </ul>



## Standard 15: Items of Clothing

Students will use the target language to effectively identify basic clothing items.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Point to clothing they are wearing when prompted by teacher b. Identify clothing appropriate for different types of weather c. Describe clothing they are wearing using simple sentences d. Respond to yes/no questions about what they are wearing e. Discuss traditional clothing types work in target language countries	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> a. Point to clothing they are wearing when prompted by teacher b. Identify clothing appropriate for different types of weather c. Describe clothing they are wearing using simple sentences <ul style="list-style-type: none"> <li>o Shirt</li> <li>o Skirt</li> <li>o Pants</li> <li>o Shorts</li> <li>o Sweater</li> <li>o Shoes/Socks</li> <li>o Jacket</li> <li>o Tie</li> <li>o Dress</li> <li>o Pajamas</li> <li>o Boots</li> <li>o Hat</li> <li>o Gloves</li> <li>o Glasses</li> <li>o Bag</li> <li>o Necklace</li> <li>o Ring</li> <li>o Watch</li> </ul> d. Respond to yes/no questions about what they are wearing e. Discuss traditional clothing types work in target language countries	<ul style="list-style-type: none"> <li>• What clothes do you wear?</li> <li>• How is clothing different around the world?</li> </ul>



## Standard 16: Rooms in a House

Students will use the target language to effectively identify rooms in a house.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Recognize vocabulary for rooms in the house
- Describe where they live in short sentences
- Write about their house in short sentences
- Analyze and describe a house floor plan
- Respond to questions about some items in their house using yes/no or short answer responses

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### To be successful with this standard, students are expected to

- Recognize vocabulary for rooms in the house
  - Bedroom
  - Bathroom
  - Kitchen
  - Living room
  - Dining room
  - Garage
  - Yard
  - Hallway
- Describe where they live in short sentences
  - I live
- Write about their house in short sentences
  - There is... / There are...
  - Has / Have
- Analyze and describe a house floor plan
- Respond to questions about some items in their house using yes/no or short answer responses
  - Bed/Dresser
  - Light
  - Toilet/Shower
  - Table/Chair/Sofa
  - Television
  - Walls
  - Floor/Ceiling

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do we describe our house?
- What rooms are in our home?

## High School Year 1

### Standard 1.1: Introductions/Common Expressions

**Students will comprehend and articulate commonly encountered greetings and expressions within the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify practiced or familiar words and phrases supported by visuals, gestures, and facial expressions. b. Demonstrate comprehension of practiced or familiar words and phrases, supported by audio and visuals. c. Identify common cognates and non-cognates.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to:</b>            Identify, recognize, and demonstrate</p> <ul style="list-style-type: none"> <li>• Greet and say goodbye to friends and adults</li> <li>• Say and identify colors</li> <li>• Count and identify numbers</li> <li>• Say the date</li> <li>• Say the time</li> <li>• Describe the weather, and seasons</li> <li>• Understand basic classroom commands</li> <li>• Express which simple body parts hurt</li> <li>• Pronounce the letters of the alphabet correctly</li> <li>• Spell their names and simple words</li> <li>• Prayers Our Father and Holy Mary</li> </ul> <p><u>Grammar:</u>            Nouns: definite articles "the," masculine, feminine            Punctuation: Question mark, Exclamation point, Proper accent marks            Capitalization</p> <p><u>Key Terms:</u>            Colors: red, blue, yellow, orange, purple, white, black, pink, green, and gray, and brown            Numbers: 1-100</p>	<ul style="list-style-type: none"> <li>• How do we effectively communicate about the world around us?</li> </ul>

Calendar: days of the week & months, hour and minute Weather: Rainy, sunny, cloudy, snowy, windy, it's hot, it's cold Parts of the Body: head, eyes, nose, mouth, ears, hands, arms, knees, feet, legs, stomach	
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## Standard 1.2: Opinions (likes and dislikes)

**Students will comprehend and articulate their preferences for various activities, both those they enjoy and those they do not favor, in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about activities they like or dislike to do. b. Compare leisure activities in the target language with those in the community.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to:</b>                      Identify, recognize, and demonstrate</p> <ul style="list-style-type: none"> <li>Free time activities, sports, hobbies, clubs, and community service</li> <li>Express likes or dislikes</li> <li>Negative sentences</li> <li>Basic connectors</li> <li>Basic questions</li> <li>Question formation</li> </ul> <p><u>Grammar:</u>                      Infinitive verbs                      Negative words and sentences                      Expressing agreement or disagreement                      Verbs: to dance, to sing, to run, to draw, to write, to listen to ski, to talk on the phone, to go to school, to play videogames, to read, to ride a bicycle, to skateboard, to play sports, to play the guitar, to work, to use the computer, and to watch tv</p> <p><u>Key Terms:</u>                      Connectors: and, nor, neither, but, also, too.                      Question words: What, where, when</p>	<ul style="list-style-type: none"> <li>What leisure activities help to define my community and me?</li> <li>How do leisure activities create bridges between cultures?</li> </ul>

### Standard 1.3: Describing Self and Others

**Students will comprehend and articulate personality traits by constructing sentences utilizing adjectives in the appropriate word order within the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Exchange information about personality traits and physical descriptions	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b>                      Identify, recognize, and demonstrate</p> <ul style="list-style-type: none"> <li>• Number and gender.</li> <li>• Definite and Indefinite articles.</li> <li>• Listen to and read descriptions of others. (adjectives)</li> <li>• Sentence structure</li> <li>• Verb “to be” (description)</li> <li>• Talk and write about your personality traits.</li> <li>• Talk and write about physical descriptions.</li> <li>• Useful expressions to describe your personality to others.</li> <li>• Connect with likes and dislikes with personality traits.</li> <li>• Compare cultural perspective and friendship.</li> </ul> <p><u>Grammar</u>                      Adjectives: masculine/feminine                      Word order: Placement of adjectives.                      Definite and indefinite articles.                      Subject Pronouns</p> <p><u>Key Terms:</u>                      Intelligent, organized, patient, impatient, daring, artistic, messy, studious, funny, sport-minded, shy, serious, nice, sociable, talented, and hardworking.                      Tall, short, skinny, fat, eyes, and hair color</p>	<ul style="list-style-type: none"> <li>• Who am I? How does what I do define who I am?</li> <li>• How am I similar to and different from young people in other countries?</li> </ul>

## Standard 1.4: School Life

**Students will comprehend and articulate verbal and written exchanges pertaining to highly familiar school-related topics in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about school life, schedules, and activities b. Compare our own school system to another country's system.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify, recognize, and demonstrate</p> <ul style="list-style-type: none"> <li>Ordinal numbers (1st, 2nd, 3rd....to 10)</li> <li>Exchange information about:                             <ul style="list-style-type: none"> <li>Class schedules</li> <li>Name of subjects/course</li> <li>Time period</li> <li>Sequence of classes (before/after)</li> </ul> </li> <li>Adjectives used to describe classes, teachers, and schedules.</li> <li>Classroom objects:                             <ul style="list-style-type: none"> <li>paper, pencil, pen, chalkboard, book, etc.</li> </ul> </li> <li>Adjective position</li> <li>Activities:</li> <li>Compare their school day with those students in the target language.</li> <li>Compare sports and attitudes towards sports in the target language world and their own community.</li> <li>Discuss which supplies are needed for each class.</li> <li>Describe where school items are located (prepositions)</li> <li>Compare the use of uniforms in their community and the target language community.</li> </ul> <p><u>Grammar:</u>                      Subject pronoun                      Plurals                      Present tense</p>	<ul style="list-style-type: none"> <li>How is school life similar and/or different in the target country compared to those in my community?</li> <li>How do schools reflect the values of their communities?</li> </ul>

<p>Verb “to be” Verbs: to teach, to learn, to study, to talk Prepositions (location) Plural of nouns and articles</p> <p><u>Key Terms:</u> Pen, pencil, folder, notebook, student, paper, book, calculator, dictionary, desk, student desk, classroom, and teacher, backpack, computer, keyboard, flag, clock, pencil sharpener lunch, class, schedule, Spanish, science, mathematics, physical education, social studies, English, technology. boring, difficult, fun, easy, favorite, interesting, more.... than, practical. Who?, Where? next to, beside, there, underneath in front of, behind, in, on, on top of.</p>	
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## Standard 1.5: Meals/Food

**Students will comprehend and articulate verbal and written exchanges pertaining to the relationship of meals and food in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about the importance of foods and meals in the target culture.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Food eaten at different meals.</li> <li>• Compare meals with other countries.</li> <li>• Exchange information about food preferences.</li> <li>• Discuss foods you like and dislike.</li> <li>• Classify foods like vegetables, fruits, grains, dairy, and meats.</li> <li>• Favorite foods.</li> <li>• Describe healthy and unhealthy food and lifestyles.</li> <li>• Frequency adverbs</li> <li>• Other forms to express likes and dislikes.</li> </ul> <p><u>Grammar</u>                      Present tense                      Other forms to express likes and dislikes                      Plural of adjectives                      Verb “to be” and “should”                      Verbs: to eat, to drink, to share, to cook, to exercise</p> <p><u>Key Terms:</u>                      Breakfast, lunch, dinner, and snacks                      Food and beverages for meals                      Food groups: vegetables, fruits, cereals, fat, protein, and dairy                      Healthy activities                      Ways to describe foods: horrible, bad, tasty, flavorful, awful                      always, never, sometimes, every day</p>	<ul style="list-style-type: none"> <li>• How do eating habits differ between the target cultures and those in my community?</li> <li>• What cultural role does food play in your community and that of the target language?</li> <li>• How can exploring new foods lead me to new intercultural experiences?</li> </ul>

## Standard 1.6: Family Relationships & Celebrations

**Students will comprehend and articulate verbal and written exchanges pertaining to family relationships and celebrations in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Describe family members and relationships	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Family members physical features</li> <li>• Family relationships.</li> <li>• Family celebrations.</li> <li>• Cultural perspectives on family celebrations in their community and that of the target language.</li> </ul> <p><u>Grammar:</u>                      Possessive adjectives: my, your, his, her, its, our, and your                      Verbs: to have, to open, to celebrate, to prepare, to break, to take photos, to videotape</p> <p><u>Key Terms:</u>                      Family members and pets                      Telling ages using the phrase "How old are you?"                      Party decorations and celebration activities: Happy birthday, candy, flower, balloon, light, cut-paper decorations, cake, piñata, gift.                      Describing people and things                      Food and table settings                      Eating out                      Expressing needs</p>	<ul style="list-style-type: none"> <li>• How are family relationships a reflection of my community and those in the target language?</li> <li>• What role do family celebrations play in my community and those in the target language?</li> <li>• What places and activities bring us together as a family?</li> </ul>

## Standard 1.7: Leisure Activities & Community Places

**Students will comprehend and articulate verbal and written exchanges pertaining to leisure activities and common places in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about places to go and activities to do in your free time.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Places to go.</li> <li>• Verb to go, to play</li> <li>• Activities to do.</li> <li>• Weekend plans.</li> <li>• Question words</li> <li>• Expressions of time</li> <li>• Invite, accept, and refuse invitations.</li> <li>• Feelings</li> <li>• Compare extracurricular activities in their community to those of the target language community.</li> </ul> <p><u>Grammar:</u>                      Interrogatives                      Verb "to go"                      Preposition "to"</p> <p><u>Key Terms:</u>                      Library, cafe, countryside, home, house, mall, movie theater, gym, church, mountains, park, swimming pool, beach, restaurant, work                      Concert, party, dance, camping, fishing, basketball, baseball, tennis,                      With whom, when, where, what time, how often, how much, and                      which, before, after, during, while, sad, happy, excited, tired, sick, busy</p>	<ul style="list-style-type: none"> <li>• What leisure activities help to define my community and me?</li> <li>• How do leisure activities create bridges between cultures?</li> </ul>

## Year 2

### Standard 2.1: Vacations

**Students will comprehend and articulate verbal and written exchanges pertaining to past vacations experiences in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about past trips and vacations b. Describe airport requirements and documents needed to travel to a foreign country. c. Compare transportation in the target language and the US.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>Identify what is needed to travel by plane, train, bus, or metro.</li> <li>Describe areas in the airport.</li> <li>Discuss the do's and don'ts of traveling to and around a country</li> <li>Use of past and imperfect tenses.</li> <li>Affirmative and negative expressions in the past.</li> </ul> <p><u>Grammar:</u>            Past tense            Irregular verbs            Verbs: To learn, to scuba dive, to buy (souvenirs), to bargain, to rest, to relax, to ride, to go (boating), to sunbathe, to visit.</p> <p><u>Key Terms:</u>            City, stadium, lake, place, sea, monument, museum, amusement park, national park, theater, play, zoo.            Airport, flight, ticket, check-in, arrival, departures, boarding pass, delay.            How was it? tell me, impressive, to go on vacation, fantastic, tremendous, like, such as, hotel, to travel, trip.            Ways to travel, by bus, airplane, boat, ship, train.</p>	<ul style="list-style-type: none"> <li>What do I need to know to travel to another culture?</li> <li>What can you learn about yourself and another culture by traveling?</li> <li>How do travel experiences shape our intercultural understanding and respect for the communities we visit?</li> <li>Do people in the target country view traveling similarly or differently from people in my community?</li> </ul>

## Standard 2.2: My House

**Students will comprehend and articulate verbal and written exchanges pertaining to their house and chores in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about houses and chores in the target language world. b. Compare houses and chores to those in the United States and understand cultural perspectives regarding homes and privacy.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Rooms in the house</li> <li>• Furniture</li> <li>• Chores</li> <li>• Supplies for chores</li> <li>• Adjective to describe houses, rooms, and chores</li> </ul> <p><u>Grammar:</u>                      Comparisons                      Locations                      Stem changing verbs                      Affirmative                      Present progressive                      Verbs: To help, to cook, mow the grass, to give, to feed (the dog), to wash (the car, the dishes, the clothes), to clean (the bathroom), to vacuum, to set the table, to dust, to take out the trash.</p> <p><u>Key Terms:</u>                      House, apartment, kitchen, dining room, living room, room, bathroom, home office, bedroom stairs, garage, ground floor, second floor, third floor, basement                      Furniture, rug, closet, bed, dresser, curtains, painting, alarm clock, mirror, shelf, bookshelf, lamp, night table, wall.                      Clean, dirty                      Pretty, ugly, large, important, same, small, own [possession]</p>	<ul style="list-style-type: none"> <li>• How are homes in the target language countries similar to or different from those in the US?</li> <li>• Do teens in the target language see their bedrooms in a similar way to teens in my area?</li> </ul>

### Standard 2.3: Shopping

**Students will comprehend and articulate verbal and written exchanges pertaining to shopping in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about when and where items were bought. b. Exchange information about what items are being worn.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Items of Clothing</li> <li>• Shopping</li> <li>• Materials that clothes are made of.</li> <li>• Type of colors (pastel, vivid, sparkling, dark, light)</li> <li>• Prices and forms of payment.</li> </ul> <p><u>Grammar:</u>                      Past tense                      Demonstrative adjectives                      Using adjectives as a noun                      Verbs: To think, to plan, to prefer, to want, to wear, to cost, to spend, to choose, to be in fashion, to find, to announce, to try on.</p> <p><u>Key Terms:</u>                      Clothes, coat, blouse, boots, socks, shirt, t-shirt, jacket, skirt, cap, jeans, pants, shorts, sweatshirt, sweater, suit, swimsuit, dress, shoes.                      Numbers 100-1000                      Colors: Light, solid colored, dark, pastel, bright                      Describe clothing. It is made of..., cotton, leather, wool, silk, synthetic fabric                      About paying. High, low, cash register, check, gift certificate, cash, price, so, credit card, to bargain                      Tight, style, outrageous, loose, brand, medium, shoe size, it matters, immediately, recently, it seems to me that, how something fits/looks</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Standard 2.4: Daily Routines & Special Events

**Students will comprehend and articulate verbal and written exchanges pertaining to daily routines and preparing for special events in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about daily routine and getting ready for special events. b. Compare parties and special events in the target language countries with those in the US.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Events</li> <li>• Feelings</li> <li>• Things needed in daily routine and to get ready</li> </ul> <p><u>Grammar:</u>                      Reflexive pronouns and verbs                      Possessive adjectives                      Adverbs                      Verbs: To go to bed, to shave, to fix (hair), to take a bath, to brush, to cut (hair), to wake up, to get up, to wash, to borrow, to paint, to polish, to put on, to get ready, to dry, to get dressed.</p> <p><u>Key Terms:</u>                      Brush, cologne, belt, deodorant, shower, gel, jewelry, lips, make-up, comb, hair, beauty salon, blow dryer, towel, nails.                      Audition, wedding, date, contest, special event.                      Excited, nervous, calm                      Before, comfortable, it depends, elegant, slowly, then, for example, quickly, you look (good).                      Toothbrush, shampoo, soap, toothpaste</p>	<ul style="list-style-type: none"> <li>• How are preparations for a special day similar or different across target language-speaking communities?</li> </ul>

## Standard 2.5: Errands

**Students will comprehend and articulate verbal and written exchanges pertaining to errands in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about completing errands.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Errands around town.</li> <li>• Where people go and what they buy.</li> </ul> <p><u>Grammar:</u>                      Direct object pronoun                      Irregular past tense                      Verbs: to send, to close, to cash a check, to return, to go on foot, to fill (the tank), to take out, to check out (a book), to take care of..., to stay</p> <p><u>Key Terms:</u>                      The bank, downtown, doctor's office, dentist's office, pharmacy, supermarket, post office.                      Mailbox, to mail a letter                      Sports equipment, golf club, skates, ball, tennis racket.                      Gasoline, opens, closes, almost, of course, right away, until, soon, still, various, several.</p>	<ul style="list-style-type: none"> <li>• How is city life similar to or different in the target language country from city life in my area?</li> </ul>

## Standard 2.6: Directions

**Students will comprehend and articulate verbal and written exchanges pertaining to directions in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about driving advice. b. Compare driving requirements in the target language world and the United States	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>Giving and receiving driving advice.</li> <li>Asking for and giving directions.</li> </ul> <p><u>Grammar:</u>                      Irregular affirmative commands                      Present progressive verb forms                      Verbs: to wait, to be sure, to take away, to remove, to be careful, to cross, to turn, to drive, to cross, to stop, to pass, to go, to be located, to follow, to continue, to be in a hurry.</p> <p><u>Key Terms:</u>                      Avenue, truck, highway, driver, intersection, block, corner, statue, fountain, pedestrian, driver's license, plaza, police officer, to give a ticket, bridge, stoplight, stop sign, traffic.                      Wide, enough, agreed, leave me alone, slowly, narrow, dangerous, already.                      How do you go to ___?, complicated, straight, from, since, in the middle of, as far as, up to, subway, for, by, around, along, through</p>	<ul style="list-style-type: none"> <li>How does culture shape where people go and what they do in their communities?</li> </ul>

## Standard 2.7: Childhood

**Students will comprehend and articulate verbal and written exchanges pertaining to childhood experiences in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
c. Exchange information about what childhood was like and experiences in elementary school.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Toys</li> <li>• Playing with other children</li> <li>• Behaviors</li> <li>• Activities</li> <li>• Places</li> </ul> <p><u>Grammar:</u>                      Imperfect tense                      irregular verbs                      Indirect object pronouns                      Verbs: to collect, to bother, to fight, to jump, to lie, to obey, to offer, to permit, to allow, to behave (well/badly).</p> <p><u>Key Terms:</u>                      Toy, blocks, collection, rope, dinosaur, doll, action figure, teddy bear, electric train, tricycle.                      Fish, turtle                      Daycare center, playground                      As a child, once in a while, everyone, neighbor, truth, well behaved, spoiled, disobedient, generous, obedient, timid, naughty, mischievous</p>	<ul style="list-style-type: none"> <li>• What childhood experiences do you treasure?</li> <li>• How was your childhood similar or different from the children in the target language communities?</li> </ul>

## Year 3

### Standard 3.1: Natural Disasters

**Students will comprehend and articulate verbal and written exchanges pertaining to safety, preparedness, and first responders related to natural disasters in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about newsworthy events. b. Compare types of natural disasters in the target language world with those in your community	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>Types of natural disasters</li> <li>Weather extremes and fires</li> <li>The news and rescues.</li> </ul> <p><u>Grammar:</u>            Review previously taught concepts            Imperfect tense            Review and contrast past tenses            Verbs: to start, to rescue, to destroy, to escape, to help, to burn (oneself), to hide (oneself), to go up, to hear, to call on the phone, to scream, to save, to believe.</p> <p><u>Key Terms:</u>            Fire, firefighter, paramedic, help, asleep, apartment, building, they die, brave, life, alive, suddenly, in a hurry, cause, because of, frightened, injured, without a doubt.            Natural disasters</p>	<ul style="list-style-type: none"> <li>How do people in the target language countries view natural disasters?</li> </ul>

### Standard 3.2: Accidents & Injuries

**Students will comprehend and articulate verbal and written exchanges pertaining to accidents and injuries in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Talk and write about medical injuries and treatments. b. Exchange information about how someone was injured. c. Compare health services in the target language and your community	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Medical treatment</li> <li>• Accidents</li> <li>• Body parts</li> </ul> <p><u>Grammar:</u>                      Review previous taught concepts                      Irregular past tense verbs                      Past progressive verbs                      Present subjunctive with impersonal expression                      Verbs: to come, to say, to put, to bring, to hurt (oneself), to examine, to check, to give an injection, to stitch, to take an x-ray, to prescribe, to fall, to crash into, to collide with, to cut (oneself), to break, to tear, to twist, to sprain, to trip, to move, to feel.</p> <p><u>Key Terms:</u>                      Pain, nurse, injection, shot, medicine, crutches, pills, stitches, x-ray, prescription, emergency room, blood, wheelchair, bandage, cast, accident, ambulance, firetruck.                      Body parts. Elbow, neck, back, shoulder, bond, wrists, muscle, knee, ankle, head, hand, finger, toes, feet, leg, arm, etc..                      Expressions: Poor thing! What a shame!</p>	<ul style="list-style-type: none"> <li>• How do people from the target language countries view health care?</li> </ul>

### Standard 3.3: Entertainment

**Students will comprehend and articulate verbal and written exchanges pertaining to ideas and emotions about forms of entertainment in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about forms of entertainment, such as social media, TV shows, sporting events, reality shows, and competition.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Identify popular sports in the target language countries</li> <li>• Recognize the differences between sports shows in the target language and the ones in the USA</li> <li>• Compare the importance of competition shows in the target language and the ones in the USA</li> <li>• Compare the popularity of reality shows in the target language countries and in the USA</li> <li>• Understand TV shows in the target language</li> <li>• Describe emotions caused by TV shows or programs</li> </ul> <p><u>Grammar:</u>                      Review previous taught concepts                      Verbs: to applaud, to compete, to interview, to get bored, to lose, to result, to turn out, to get angry, to become, to go crazy, to fall asleep, to die, to prefer, to ask for, to sleep, to score a goal</p> <p><u>Key Terms:</u>                      Emotions: agitated, happy, excited, emotional, angry, furious.                      Sporting events and contests: fan, at the end, athlete, champion, championship, competition, tie, coach, trainer, phenomenal, player, league, for the.... (time), score, last/final, auditorium, commentary, beauty contest, interview, a million/ millions of, prize, trophy, medal, presenter, queen, audience.</p>	<ul style="list-style-type: none"> <li>• How is entertainment similar and/or different in target language-speaking countries compared to the United States?</li> <li>• How do people in target-language speaking countries view entertain compared to people in the United States?</li> <li>• How is beauty perceived in various culture?</li> </ul>

### Standard 3.4: Food Preparations

**Students will comprehend and articulate verbal and written exchanges pertaining to preparing recipes of various dishes of cultural significance in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about recipes, kitchen safety, and cookouts. b. Compare dishes and foods in the target languages with those in the USA. c. Share information about cookouts and preparation d. Describe outdoor cooking and campground signs	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>Follow cooking instructions and advice</li> <li>Interpret a recipe</li> <li>Ingredients/Measurements</li> <li>Utensils, Kitchen equipment</li> <li>Camping and eating outdoors</li> </ul> <p><u>Grammar:</u>                      Review all previous taught concepts                      Negative Commands                      Preposition “for”                      Verbs: to add, to heat, to beat, to fry, to boil, to mix, to peel, to chop, to taste, to try, to turn off, to leave/let, to turn on/to light, to forget about/to, to spill, to throw away, to grill, to roast.</p> <p><u>Key Terms:</u>                      Cooking oil, garlic, broth, shrimp, shellfish, sauce, vinegar, avocado, steak, cherry, pork chop, peach, beans, flour, corn mayonnaise, mustard, melon, turkey, pineapple, ketchup, watermelon                      Stove, sink, oven, microwave, pot, refrigerator, frying pan, tablespoon, ingredient, recipe, baked, hot, frozen, canned, fried, fresh                      Sweet, fatty, wet, juice, spicy, dry, salty                      Outdoors, sky, inside, outside, ant, fly, cloud, rock, trail, ground/floor, bonfire, match, firewood, on the grill, stand (food), basket.                      Expressions: How do you make...? What do you serve with...?</p>	<ul style="list-style-type: none"> <li>Do people from the target language countries view food preparation similarly or differently from people in my community?</li> <li>How do people in the target language-speaking countries view special foods and outdoor food vendors?</li> </ul>

### Standard 3.5: Travel & Tourism

**Students will comprehend and articulate verbal and written exchanges pertaining to travel and tourism in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Talk about trip recommendations. b. Identify hotel rules c. Compare the way people see vacations in different cultures. d. Describe the ways to be a good tourist in a foreign country.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• Staying in a hotel</li> <li>• Planning a trip</li> <li>• Describe traveling safety</li> <li>• Traveling in a foreign city.</li> </ul> <p><u>Grammar:</u>                      All previous taught concepts                      Present subjunctive                      Present subjunctive with expression of hopes and wishes or doubt                      Irregular verbs in the subjunctive                      Verbs: to travel, to plan, to insist, to suggest, to be patient, to search, to inspect (luggage), to stop over, to reserve, to confirm, to enjoy, to change/to exchange, to obtain, to observe, to offend, to make noise, to remember, to loss/miss, to ask, to have fun, to sleep,</p> <p><u>Key Terms:</u>                      Customs, security, welcome, currency exchange, foreign, passport, visa, tourist, passenger, Itinerary, tourist guide.                      Hotel, room, elevator, double room, single room, key, front desk, reservation, cancellation.                      Attentive, polite, tip, respectful, punctual, rude, beautiful, exactly, stupendous/wonderful, famous, next/following, maybe/perhaps, typical.</p>	<ul style="list-style-type: none"> <li>• Do people in the target language countries view travel similarly or differently from people in my community?</li> <li>• How is travel valuable?</li> </ul>

## Year 4

### Standard 4.1: Art & Artists

Students will comprehend and articulate verbal and written exchanges pertaining to art and artists in the target language.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Interpret and analyze different art works. b. Exchange information and opinions about the work of artists. c. Identify influential artists from cultures speaking the target language.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b>            Identify and recognize</p> <ul style="list-style-type: none"> <li>different art expressions.</li> <li>historical context of famous artist</li> <li>perspectives of a person living between cultures.</li> <li>compare how artists express their ideas.</li> </ul> <p><u>Grammar:</u>            Review and build upon previously taught content            Verbs: to travel, to plan, to insist, to suggest, to be patient, to search, to inspect (luggage), to stop over, to reserve, to confirm, to enjoy, to change/to exchange, to obtain, to observe, to offend, to make noise, to remember, to loss/miss, to ask, to have fun, to sleep,</p> <p><u>Key Terms:</u>            Art forms: Pottery, sculpture, mural, painting            Genres: self-portrait, still life, portrait            Materials: palette, brush            Artistic Professions: writer-sculptor-poet-musician- dancer- actor-            Performing arts: music, dance, stage            Abstract, express (oneself), famous, figure, background, source of inspiration, to influence, to inspire, work of art, foreground, to represent, feeling, century, subject, applause, ticket, stage, show, microphone, to show, to be standing, to stand up, to look/seem, poem, to perform/accomplish, review, to be seated, to sound like, workshop, to become, music, dance, classic, rhythm, band, lyrics, melody,</p>	<ul style="list-style-type: none"> <li>How is art used to express emotions in the target language countries?</li> <li>How did artists from countries speaking the target language influence society?</li> </ul>

movements, steps, drum, trumpet, to perform, to stand out, enthusiasm, exaggerate, gesture, to identify oneself with, interpretation, to interpret	
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## Standard 4.2: Problem-solving

**Students will comprehend and articulate verbal and written exchanges pertaining to solving problems within relationships in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about conflicts and solutions to develop positive relationships with friends and family. b. Compare how people express and react to others' emotions	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>key relationships</li> <li>personality traits.</li> </ul> <p><u>Grammar:</u>                      Review and build upon previously taught content                      Commands with "we"                      Verbs: to accuse, to be delighted, to support/ to back each other, to dare, to trust, to collaborate, to count on, to mistrust, to hope, to be mistaken, to keep, to ignore, to improve, to ask for forgiveness, to forgive, to reach an agreement, to react, to become friend again, to admit/recognize, to resolve, to (be) surprised, to fear.</p> <p><u>Key Terms:</u>                      Personality traits: Kind, loving, affectionate, jealous, gossip, understanding, considerate, selfish, meddlesome, honest, intimate, sincere, vain, conceited.                      Nouns: friendship, harmony, behavior, trust, conflict, quality, explanation, misunderstanding, fight, secret                      Expressions: To accept (me) the way (I am), to change one's mind, difference of opinions, to pay attention/ to obey, to make peace, together, I wish/ I hope [Ojalá in Spanish], to think of oneself, to have in common, to be jealous, to be guilty                      Expressions: No way!, It wasn't me!</p>	<ul style="list-style-type: none"> <li>How do people develop friendships and family relationships in the target language countries?</li> </ul>

### Standard 4.3: Job Opportunities

**Students will comprehend and articulate verbal and written exchanges pertaining to job opportunities in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about skills, background experience. b. Understand requirements in job's classified ads. c. Apply and interview for a job.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b>                      Identify and recognize</p> <ul style="list-style-type: none"> <li>• job qualifications on classified ads</li> <li>• working skills</li> <li>• needed information to apply and interview for a job.</li> </ul> <p><u>Grammar:</u>                      Review and build upon previously taught content                      Verbs: to help/to assist, to build, to carry out/to perform, to donate, to be in charge of, to fundraise, to apply for a job, to repair, to deliver, to keep on doing, to sow (a seed), to usually do something, to request, to benefit, to educate, to guarantee, to organize, to protect.</p> <p><u>Key Terms:</u>                      classified ad, benefits, client, firm/ company, owner, date of birth, manager, position, salary, job application, computer science, counselor, messenger, babysitter, delivery person, receptionist, lifeguard, pleasant, dedicated, flexible, unfair, fair, punctual, responsibility, responsible, knowledge, interview, skill, reference, requirement, full time, part time, campaign, community center, rehabilitation center, recreation center, citizenship, soup kitchen, rights, homeless people, home for the elderly, law, demonstration, march, environment, social services, society, in favor of, against, It is impossible for me..., I would be interested..., I would love to...</p>	<ul style="list-style-type: none"> <li>• Is the view of people in the target language countries on students' jobs and volunteer work similar or different from the people in my community?</li> </ul>

#### Standard 4.4: Career Goals

Students will comprehend and articulate verbal and written exchanges pertaining to career goals in the target language.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Exchange information about future plans, professional interests, and professional needs/careers of the future b. Create an action plan to achieve future goals	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>careers of the future</li> <li>personal qualities</li> <li>comparison of graduates in the target language countries and USA graduates</li> </ul> <p><u>Grammar:</u>                      Review and build upon previously taught content                      Future tense                      Verbs: to save, to increase, to find out, to communicate, to pollute, to cure, to dedicate oneself to, to disappear, to hold a position, to discover, to design, to graduate, to become, to invent, to achieve/manage, to move to, to predict, to prolong, to extend, to reduce, to replace, to pursue a career, to make decisions, to translate.</p> <p><u>Key Terms:</u>                      Gadget, advance, development, illness, factory, energy source, genetics, invention, machine, the majority, media-free time, virtual reality, technological, satellite, housing,                      Careers: Lawyer, banker, scientist, cook, accountant, designer, business, finance, businessman/businesswoman, judge, engineer, boss, hair stylist, programmer, editor, translator                      Expressions: Therefore, in addition to, marriage, as though it were, from now on, I'll do as I please, next, single, to take into account, field demand, strategy, hospitality, industry, information technology, marketing, product, service                      Attributes: ambitious, able, careful, efficient, enterprising, mature</p>	<ul style="list-style-type: none"> <li>How are the living conditions of graduates in the target language countries similar or different from graduates in the USA?</li> </ul>

## Standard 4.5: Historical Contributions

**Students will comprehend and articulate verbal and written exchanges pertaining to the historical contributions and impacts of individuals and events in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Analyze and reflect on historical events and civilizations of the target language countries. b. Exchange information and conclusions on the legacy of those historical events in the society of the target language countries	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• historic events of the target language countries</li> <li>• impact of the past in the present of those countries</li> <li>• cultural exchanges</li> </ul> <p><u>Grammar:</u>                      Review and build upon previously taught content                      Conditional verb tense                      Imperfect Subjunctive                      Imperfect Subjunctive with 'if'                      Verbs: to adopt, to assimilate, to be formed, to conquer, to leave marks/traces, to dominate, to face/to confront, to establish, to expel, to found, to rule/govern, to integrate, to invade, to fight, to occupy, to rebel/revolt, to reconquer.</p> <p><u>Key Terms:</u>                      Aqueduct, arch, architect, tile, balcony, construction, railing/grill, tower, before, weapon, battle, colony, conquest, empire, native, marvel/wonder, missionary, population, power, powerful, challenge, wealth, soldier, land, African, ancestors, Arab, Christians, descent/ancestry, unknown, meeting, tie, era, European, war, ethnic group, heritage, language, influence, exchange, Jew, merchandise, mix, Muslim, Roman, race, result/outcome, similarity, unity, variety</p>	<ul style="list-style-type: none"> <li>• What important contributions made the target language people/civilizations to the world through history?</li> <li>• How historical events in the target language countries shaped my community?</li> </ul>

## Standard 4.6: The Environment

**Students will comprehend and articulate verbal and written exchanges pertaining to the environment in the target language.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do.	
a. Understand the causes of environmental issues in the target language countries. b. Exchange information about events that have happened and that have not yet happened. c. Discuss about measures that could be taken against pollution.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks.	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the students are expected to:</b></p> <p>Identify and recognize</p> <ul style="list-style-type: none"> <li>• environmental issues</li> <li>• causes</li> <li>• natural resources</li> <li>• short- and long-term consequences of environmental issues in nature and health</li> <li>• Research, create, and suggest possible solutions.</li> </ul> <p><u>Grammar:</u>                      Review and build upon previously taught content                      Conjunctions followed by indicative or subjunctive (after- as soon as- while/as long as- until- when- although- even though- so- unless- without)                      Relative pronouns (that- which- who- whom-).                      Verbs: to affect, to exhaust/ to run out, to threaten, to catch/to trap, to punish, to put/place, to preserve, to grow, to damage, to depend on, to melt, to get rid of, to waste, to diminish/decrease, to stop, to throw, to exploit/overwork, to encourage, to limit, to produce, to promote.</p> <p><u>Key Terms:</u>                      Aerosol, pollution, polluted, oil spill, factory, pesticide, oil, battery, chemical, container, poison, economical, natural resource, protection, enough hunting, in danger of extinction/ endangered, skin, feather, wild, hole, unless, threat, electricity, shortage, to be in charge of, excessive, lack, government, serious, cleaning, to take steps to, become aware of, provided that, due to, atmosphere, ozone layer, weather/ climate, greenhouse effect, ice, conservation, global</p>	<ul style="list-style-type: none"> <li>• What is the perspective of the target language community on ecological problems and solutions?</li> <li>• What is the viewpoint of the target language communities on social rights and responsibilities?</li> </ul>

warming, rescue, nature preserve, tropical forest, land, bird, bald eagle, species, whale, seal	
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# ACTFL Standards



## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
<b>CULTURES</b> Interact with cultural competence and understanding	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
<b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
<b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
<b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

**Virginia Standards of Learning**  
**WORLD LANGUAGE 2021: Novice—Advanced**

STRANDS and BENCHMARKS	NOVICE	INTERMEDIATE	ADVANCED
<b>INTERCULTURAL Communication and Connections</b>	<ol style="list-style-type: none"><li>1. Identify typical products and practices to help make connections to and understand perspectives in native and other cultures using the target language.</li><li>2. Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors.</li></ol>	<ol style="list-style-type: none"><li>1. Make comparisons between products and practices to help make connections to and understand perspectives in native and other cultures using the target language.</li><li>2. Interact at a functional level in familiar contexts with people in and from other cultures using the target language and appropriate learned behaviors.</li></ol>	<ol style="list-style-type: none"><li>1. Explain some diversity among products and practices and how it relates to perspectives in native and other cultures using the target language.</li><li>2. Interact at a competent level in familiar and some unfamiliar contexts with people in and from other cultures using the target language and adjusting behaviors as needed.</li></ol>
<b>INTERPRETIVE Communication</b>	<ol style="list-style-type: none"><li>1. Comprehend spoken, written or signed information in very familiar, everyday contexts from authentic texts presented through a variety of media and based on familiar topics.</li><li>2. Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and overheard or observed conversations.</li></ol>	<ol style="list-style-type: none"><li>1. Comprehend information in a variety of familiar contexts from authentic texts that are spoken, written or signed.</li><li>2. Understand the main idea and related information from connected sentences and short paragraphs in authentic informational and fictional texts and overheard or observed conversations.</li></ol>	<ol style="list-style-type: none"><li>1. Comprehend information in a wide variety of familiar and general interest contexts from authentic texts that are spoken, written or signed.</li><li>2. Understand the main message and supporting details from paragraphs across various time frames in complex, organized authentic texts and overheard or observed conversations.</li></ol>
<b>INTERPERSONAL Communication</b>	<ol style="list-style-type: none"><li>1. Communicate in spontaneous spoken, written or signed conversations on very familiar, everyday topics.</li><li>2. Request and provide information using a variety of practiced or familiar words, phrases, simple sentences and questions.</li></ol>	<ol style="list-style-type: none"><li>1. Communicate in spontaneous spoken, written or signed conversations on familiar topics.</li><li>2. Exchange information using connected sentences and a variety of questions.</li></ol>	<ol style="list-style-type: none"><li>1. Sustain spontaneous spoken, written or signed conversations and discussions on familiar and unfamiliar concrete topics.</li><li>2. Discuss and explain information, incorporating various time frames, series of connected sentences, paragraphs and probing questions.</li></ol>
<b>PRESENTATIONAL Communication</b>	<ol style="list-style-type: none"><li>1. Present prepared or spontaneous information on very familiar, everyday topics through written, spoken or signed language.</li><li>2. Inform, narrate and express preferences and opinions using a variety of practiced or familiar words, phrases and simple sentences.</li></ol>	<ol style="list-style-type: none"><li>1. Present prepared or spontaneous information on familiar topics through written, spoken or signed language.</li><li>2. Explain, narrate and express viewpoints using sentences and series of connected sentences.</li></ol>	<ol style="list-style-type: none"><li>1. Present detailed and organized presentations on familiar as well as unfamiliar concrete researched topics.</li><li>2. Analyze, narrate and convey persuasive arguments using various time frames and paragraphs.</li></ol>
<b>Communicative LITERACY</b>	<ol style="list-style-type: none"><li>1. Use literacy skills to comprehend authentic texts that are spoken, written or signed.</li><li>2. Use interpersonal skills to interact, negotiate meaning and communicate effectively.</li><li>3. Use presentational skills to communicate effectively.</li></ol>	<ol style="list-style-type: none"><li>1. Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.</li><li>2. Use interpersonal skills to interact, negotiate meaning and communicate effectively.</li><li>3. Use presentational skills to communicate effectively.</li></ol>	<ol style="list-style-type: none"><li>1. Use literacy skills to integrate understanding of authentic texts that are spoken, written or signed.</li><li>2. Use interpersonal skills to interact, negotiate meaning and communicate effectively.</li><li>3. Use presentational skills to communicate effectively.</li></ol>