

**ISPS Modern Languages K–12
Standards and Benchmarks**

Middle School Level II

Standard 1 - Use the target language to engage in conversations, express feelings and emotions, and exchange opinions and information.

Benchmarks - By the end of level II, students will:

- 1 – 1 Use the target language to express likes, dislikes, and personal preferences (e.g., objects, people, events, favorite activities, food, celebrations) in everyday environments
- 1 – 2 Use basic vocabulary to describe assorted objects (e.g., toys, dress, types of dwellings, foods) in everyday environments
- 1 – 3 Use vocabulary for a wide range of topics (e.g., basic subject area terms, such as animals, weather, categories such as numbers, shapes, colors, size)
- 1 – 4 Use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging name, address, phone number, place of origin, general health/state of being; giving and asking for permission; making and responding to requests)
- 1 – 5 Ask and answer questions in the target language (e.g. asks for assistance, answers questions about self or family).

Standard 2 - Understand and interpret written and spoken language on diverse topics from diverse media.

Benchmarks - By the end of level II, students will:

- 2 – 1 Identify people and objects in their school and home based on oral and written descriptions in Spanish
- 2 – 2 Understand the main ideas in ability-appropriate, illustrated texts that use many words that are similar to those in one's native language (e.g., stories and advertisements)
- 2 – 3 Understand the content of ability-appropriate primary sources on familiar topics (e.g., personal letters, pamphlets and advertisements)

Standard 3 - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Benchmarks - By the end of level II, students will:

- 3 – 1 Prepare illustrated stories about activities or events in their lives and environment and share with an audience orally or in writing
- 3 – 2 Tell or write about products and or practices of their own culture such as celebrations, family events or foods
- 3 – 3 Write in the target language in a variety of forms (e.g., personal essays, short dialogue, personal letters and e-mail.)

ISPS Modern Languages K–12 Standards and Benchmarks

Standard 4 - Understand traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture.

Benchmarks - By the end of level II, students will:

- 4 – 1 Know basic cultural beliefs and perspectives of people in both native and target cultures relating to family, school, work, and play
- 4 – 2 Know professions that require proficiency in the target language
- 4 – 3 Know the location(s) and major geographic features of countries where the target language is used

Standard 5 - Understand that different languages use different patterns to communicate and applies this knowledge to the target and native languages.

Benchmarks - By the end of level II, students will:

- 5 – 1 Understand how idiomatic expressions have an impact on communication and reflect culture (e.g., anticipates larger units of meaning rather than individual word equivalencies)

**ISPS Modern Languages K–12
Standards and Benchmarks**

Spanish 2

Standard 1 - Use the target language to communicate, to express feelings and emotions, and exchange information.

Benchmarks - By the end of Spanish 2, students will:

- 1 – 1 Use the target language to express one's point of view through the exchange of personal feelings and ideas with members of the target culture. (e.g. likes and dislikes, to describe members of an extended family, to describe vacation choices, family occasions, holidays and other celebrations, favourite activities, popular events, school subjects)
- 1 – 2 Use appropriate vocabulary to acquire goods and services in the target language for personal needs and leisure (e.g., locating different items of clothing, food and school supplies, stating colour and size preferences, going shopping in a supermarket, declining an invitation)
- 1 – 3 Use appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending and receiving invitations, apologizing, communicating preferences, making an appointment, closing a conversation, greeting people in several different ways, negotiating solutions to problems)
- 1 – 4 Use expressions for managing conversations that is, they can show interest in what others say (Que interesante, No me digas, De veras), take the floor (Si y...; Si pero un momento; Yo digo que); and ask for help or check comprehension (Como se dice? Comprendes?)

Standard 2 - Understand and interpret written and spoken language on diverse topics from diverse media Level II

Benchmarks - By the end of Spanish 2, students will:

- 2 – 1 Understand the main ideas and significant details of a movie or a television programme
- 2 – 2 Understand various phrase groupings and structures in spoken forms of the target language (e.g., expressions, questions, polite commands.)
- 2 – 3 Understand spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest e.g., favourite activities, popular events, school subjects

Standard 3 - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Benchmarks - By the end of Spanish 2, students will:

- 3 – 1 Write in the target language in a variety of forms (e.g., personal dialogue, personal invitations, and e-mail)

ISPS Modern Languages K–12 Standards and Benchmarks

- 3 – 2 Present short dialogues, recite anecdotes, and prepare tape or video recorded messages on topics of personal interest to share with class-peers using culturally appropriate behaviour or typical gestures

Standard 4 - Understand traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target language.

Benchmarks - By the end of Spanish 2, students will:

- 4 – 1 Understand various patterns of behaviour or interaction that are typical of one's age group (e.g., extra-curricular activities, social engagements such as the giving of a party, going out in groups instead of in couples that are typical of their peer group within Hispanic communities)
- 4 – 2 Participate in real or simulated age- appropriate cultural occurrences related to special events or personal occasions such as saint's days and birthday celebrations and graduation exercises within the context of Hispanic cultures

Standard 5 - Understand that different languages use different patterns to communicate and applies this knowledge to the target and native languages.

Benchmarks - By the end of Spanish 2, students will:

- 5 – 1 Know various linguistic elements of the target language (e.g., time, tense, gender, syntax, style) and how these elements compare to linguistic elements in one's native language e.g., be able to manipulate the present and simple past tenses, the present tense and preterit , imperfect tenses
- 5 – 2 Understand that the ability to comprehend language surpasses the ability to comprehend language
- 5 – 3 Cite and use examples of words that are borrowed in Spanish and in English and hypothesize about why language might need to borrow words. Some examples of Spanish-English are jourdon, jogging, camping, patio, enchilada, and rodeo
- 5 – 4 Realize that cognates enhance comprehension of spoken and written Spanish, and they demonstrate that awareness by identifying commonly occurring cognates in the language such as words ending in cion, ero, tad, dad, mente
- 5 – 5 Demonstrate an awareness of formal and informal forms of language(registers) and try out expressions of politeness (e.g., for responding to being called in class, and for addressing adults formally but addressing peers informally, comparing the expressions to those found in their first language
- 5 – 6 Demonstrate that English and Spanish have sound distinctions that they must master to communicate meaning (pero-perro, continuo-continuo, continual)

**ISPS Modern Languages K–12
Standards and Benchmarks**

Spanish 3

Standard 1 - Use the target language to engage in conversations, express feelings and emotions, and exchange opinions and information.

Benchmarks - By the end of Spanish 3, students will:

- 1 – 1 Use appropriate verbal strategies and cues (e.g. rephrasing, circumlocution, summarization) to communicate a message in the target language
- 1 – 2 Use the target language to exchange information about current or past events and aspirations in one’s personal life and in those of family, friends and community
- 1 – 3 Use the target language to give oral and written directions in the target language e.g. for travel, for recipe, for word maze
- 1 – 4 Use the target language to describe the day before and after school, to talk about extra-curricular activities, to compare the extracurricular activities with those of another student
- 1 – 5 Use the target language to talk about team sports and other physical activities
- 1 – 6 Use the target language to describe how life is in a particular place
- 1 – 7 Use the target language to describe different types of food
- 1 – 8 Use the target language to say how accidents happen

Standard 2 - Understand and interpret written and spoken language on diverse topics.

Benchmarks - By the end of Spanish 3, students will:

- 2 – 1 Understand the main ideas and significant details of extended discussions, formal presentations
- 2 – 2 Understand cultural nuances of meaning (e.g., word choice, idioms, intonation, inflection, formal and informal usage) in written and spoken language such as a telenovela or an editorial published in a Spanish language newspaper
- 2 – 3 Students understand the main themes and significant details on writings on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, the Internet, the world web or other printed sources in Spanish

Standard 3 - Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics institutions, professions, literary and artistic expressions, and other components of the target culture.

Benchmarks - By the end of Spanish 3, students will:

ISPS Modern Languages K–12 Standards and Benchmarks

- 3 – 1 Write a curriculum vitae in the target language
- 3 – 2 Write an official letter stating their qualifications and their suitability for a specific job

Standard 4 - Understand traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture.

Benchmarks - By the end of Spanish 3, students will:

- 4 – 1 Know career options that require knowledge of the target culture and proficiency in the target language

Standard 5 - Understand that different languages use different patterns to communicate and applies this knowledge to the target and native languages.

Benchmarks - By the end of Spanish 3, students will:

- 5 – 1 Understand similar and different meanings of cognates
- 5 – 2 Recognize that some words that appear to be the same may have different meanings between English and Spanish e.g., embarazar is not to embarrass, realizar is to realize a goal or dream

**ISPS Modern Languages K–12
Standards and Benchmarks**

Spanish 4

Standard 1 - Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information.

Benchmarks - By the end of Spanish 4, students will:

- 1 – 1 Use appropriate vocabulary to exchange information about national and international topics (e.g. information from newspaper or magazine articles; programs on television, radio, or video)
- 1 – 2 Use Spanish in group activities in which they develop and propose solutions to issues and problems that are of concern to members of their own cultures and to the culture of the Spanish speaking world such as environmental issues, health issues, the role of young people in the society, the influence of television, how other civilizations have influenced them, their responsibility in society, the job market, violence, the fusion of cultures

Standard 2 - Understand and interpret written and spoken language on diverse topics from diverse media.

Benchmarks - By the end of Spanish 4, students will:

- 2 – 1 Understand the main ideas and significant details of expository texts (e.g., full length feature articles in newspapers and magazines, e-mail) on topics of current and historical importance to members of the target culture
- 2 – 2 Understand the main ideas and significant details of culturally significant songs, and anecdotes in the target culture

Standard 3 - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Benchmarks - By the end of Spanish 4, students will:

- 3 – 1 Summarize orally or in writing the content of various expository texts appropriate at this developmental level (e.g. feature magazine or newspaper articles) on topics of current or historical interest to members of the target culture
- 3 – 2 Use a dictionary or thesaurus written entirely in the target language to select appropriate words for use in preparing written and oral reports

Standard 4 - Understand traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture.

Benchmarks - By the end of Spanish 4, students will:

ISPS Modern Languages K–12 Standards and Benchmarks

- 4 – 1 Understand age appropriate expressive forms of the target culture e.g. videos popular books, periodicals
- 4 – 2 Identify, examine and discuss connections between cultural perspectives and socially approved behavioural patterns related to dating, pursuing university studies, establishing one's independence and maintaining close family relationship

Standard 5 - Understand that different languages use different patterns to communicate and applies this knowledge to the target and native languages.

Benchmarks - By the end of Spanish 4, students will:

- 5 – 1 Draw conclusions about the relationship among language (e.g. based on cognates and idioms)
- 5 – 2 Demonstrate awareness that there are phrases and idioms that do not translate directly from Spanish to English or vice versa such as tomar una decision hacer pedazos in Spanish or rain cats and dogs or eat like a horse in English

ISPS Modern Languages K–12 Standards and Benchmarks

French 1

Standard 1 - Use the French language to engage in conversations, express feelings and emotions, and exchange opinions and information.

Benchmarks - By the end of French 1, students will:

- 1 – 1 Use the French language to express likes, dislikes, and personal preferences (e.g. objects, people, events, favorite activities, food, celebrations) in everyday environments
- 1 – 2 Use basic vocabulary to describe assorted objects (e.g. toys, dress, and foods) in everyday environments
- 1 – 3 Use vocabulary for a wide range of topics (e.g. basic subject area terms, such as animals, weather, geographical concepts; categories such as numbers, shapes, colors, size)
- 1 – 4 Give and follow simple instructions in French (e.g., in games, with partners or groups, giving commands suggested by a picture)

Standard 2 - Understand and interpret written and spoken language on diverse topics from diverse media.

Benchmarks - By the end of French 1, students will:

- 2 – 1 Understand the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level (e.g. favorite activities, personal anecdotes, simple instructions)
- 2 – 2 Understand brief written messages and personal notes on familiar topics (e.g. everyday school and home activities)
- 2 – 3 Understand common phrase groupings and voice inflection in simple spoken sentences
- 2 – 4 Understand oral and written descriptions of people and objects in the environment

Standard 3 - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Benchmarks - By the end of French 1, students will:

- 3 – 1 Present simple oral reports or presentations about family members and friends, objects present in the everyday environment.

Standard 4 - Understand traditional ideas, institutions, professions, literary and artistic expressions, and other components of French culture.

Benchmarks - By the end of French 1, students will:

- 4 – 1 Know professions that require proficiency in the French language

ISPS Modern Languages K–12 Standards and Benchmarks

- 4 – 2 Know distinctive contributions made by people in the French culture
- 4 – 3 Know basic geographical aspects of countries where the French language is spoken (e.g. major cities, rivers, mountains, and climate) {projects}.

Standard 5 - Understand that different language use different patterns to communicate and applies this knowledge to the French and native languages.

Benchmarks - By the end of French 1, students will:

- 5 – 1 Know words that have been borrowed from one language to another and how these word borrowings may have developed
- 5 – 2 Know basic elements of the sound and writing systems of the French language and how these elements differ from the same elements of one's native language
- 5 – 3 Understand that an idea may be expressed in multiple ways in the French language

**ISPS Modern Languages K–12
Standards and Benchmarks**

French 2

Standard 1 - Use the French language to engage in conversations, express feelings and emotions, and exchange opinions and information.

Benchmarks - By the end of French 2, students will:

- 1 – 1 Use verbal and written exchanges to share personal data, information, and preferences (e.g. events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, and needs)
- 1 – 2 Use the French language to plan events and activities with others (e.g. using authentic schedules, budgets)
- 1 – 3 Use vocabulary and cultural expressions to express the failure to understand the message or to request additional information (e.g. requests that the speaker restate the message, ask appropriate questions for clarification)
- 1 – 4 Give and follow oral and written directions in the French language (e.g. for travel, for other tasks, for a recipe)
- 1 – 5 Use appropriate vocabulary to acquire goods and services through basic negotiation of procedures and exchange of monies (e.g. shopping in a supermarket)

Standard 2 - Understand and interpret written and spoken French on diverse topics from diverse media.

Benchmarks - By the end of French 2, students will:

- 2 – 1 Understand the content of ability-appropriate primary sources on familiar topics (e.g. personal letters, pamphlets, illustrated newspaper and magazine articles, advertisements)
- 2 – 2 Understand spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g. favorite activities, popular events, school subjects)
- 2 – 3 Understand nonverbal and verbal cues when listening to or observing a user of the French language
- 2 – 4 Understand various phrase groupings and structures in spoken forms of the French language (e.g. expressions, questions, polite commands)

Standard 3 - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Benchmarks - By the end of French 2, students will:

- 3 – 1 Write in the French language in a variety of formats (e.g. notes, short letters, e-mail, thank you letters, descriptions, narrations, personal essays, short stories, plays, songs, journals)

ISPS Modern Languages K–12 Standards and Benchmarks

- 3 – 2 Write to peers on topics of shared personal interest (e.g., everyday events, activities at home or in school)
- 3 – 3 Use repetition, rephrasing, and gestures effectively to assist in presenting oral reports or presentations

Standard 4 - Understand traditional ideas, institutions, professions, literary and artistic expressions, and other components of the French culture.

Benchmarks - By the end of French 2, students will:

- 4 – 1 Know a variety of age-appropriate utilitarian forms of the French culture (e.g. educational institutions or systems) their significance, and how these forms have influenced the larger community
- 4 – 2 Know patterns of behavior or interaction typical of one's age group in various settings in the French culture (e.g. dating, telephone usage, etiquette)

Standard 5 - Understand that different language use different patterns to communicate and applies this knowledge to the target and native languages.

Benchmarks - By the end of French 2, students will:

- 5 – 1 Understand that languages have critical sound distinctions that convey meaning
- 5 – 2 Draw conclusions about the relationship among languages (e.g. based on cognates and idioms)

**ISPS Modern Languages K–12
Standards and Benchmarks**

Advanced Placement French

Standard 1 - Use the French language to engage in conversations, express feelings and emotions, and exchange opinions and information.

Benchmarks - By the end of AP French, students will:

- 1 – 1 Use verbal and written exchanges to share information about past experiences, significant details related to topics that are of common interest
- 1 – 2 Use and respond to culturally appropriate nonverbal cues (e.g. gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension

Standard 2 - Understand and interpret written and spoken language on diverse topics from diverse media.

Benchmarks - By the end of AP French, students will:

- 2 – 1 Understand the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g. radio, television, film, live presentation) on topics of personal interest or interest to peers in the French culture
- 2 – 2 Understand the content of ability-appropriate primary sources on familiar topics (e.g. personal letters, pamphlets, illustrated newspaper and magazine articles, advertisements)
- 2 – 3 Use context clues (e.g. known language, diagrams, text features, and graphics) to decode unfamiliar words and phrases in complex messages or texts
- 2 – 4 Understand the main ideas, themes, principal characters, and significant details of ability-appropriate authentic literature (e.g. narratives, shorts stories, poems, and plays)

Standard 3 - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Benchmarks - By the end of AP French, students will:

- 3 – 1 Summarize orally or in writing the content of various texts (authentic articles from magazine or newspaper, literary excerpts from classical works, audio and video documents, and visual works)
- 3 – 2 Use a dictionary or thesaurus written entirely in the French language to select appropriate words for use in preparing written and oral reports
- 3 – 3 Use language, content, style of speech, e.g. advanced grammatical structures; specialized vocabulary (political, historical, environmental; humor; sarcasm; irony; idiomatic speech)

ISPS Modern Languages K–12

Standards and Benchmarks

Standard 4 - Understand traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the French culture.

Benchmarks - By the end of AP French, students will:

- 4 – 1 Draw conclusions about the relationship and mutual influence between perspectives and practices in the French and native cultures
- 4 – 2 Know careers option that require knowledge of the French culture and proficiency in the French language
- 4 – 3 Know significant political, military, intellectual, and cultural figures and how they shaped historical events and the French culture's traditions
- 4 – 4 Know graphic and statistical information about the French and native cultures (e.g., population, income, etc.)

Standard 5 - Understand that different languages use different patterns to communicate and apply this knowledge to the French language and their native language.

Benchmarks - By the end of AP French, students will:

- 5 – 1 Understand that an idea may be expressed in multiple ways in the French language
- 5 – 2 Understand that the ability to comprehend a language surpasses the ability to produce it