

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

Middle School Level I

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 1, students will:

- 1 – 1 Use verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, and needs)
- 1 – 2 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, asks appropriate questions for clarification)

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

Benchmarks - By the end of level 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 common cognates and expressions in the target and native languages
- 2 – 5 Understand oral and written descriptions of people and objects in the environment
- 2 – 6 Understand spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g., favorite activities, school subjects)
- 2 – 7 Understand various phrase groupings and structures in spoken forms of the target 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 level 1, students will:

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

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- 3 – 2 Write in a variety of forms (e.g., short, informal notes or messages, lists, letters, e-mail) to describe or provide information about oneself, friends and family, or school activities
- 3 – 3 Use language conventions and style (e.g., phrases, structures, grammar, spelling, mechanics, commands, vocabulary, dialect, slang, idioms, humor, pronunciation, intonation, tone, stress) appropriate for different audiences (e.g., peers, adults) and settings (e.g., formal, informal, social, academic)
- 3 – 4 Present information in the target language on topics of shared personal interest in one's daily life at home or school (e.g., brief reports to the class)
- 3 – 5 Write in the target language in a variety of formats (e.g., notes, short letters, e-mail, descriptions, narrations, personal essays, dialogues)
- 3 – 6 Write to peers on topics of shared personal interest (e.g., everyday events, activities at home or in school)
- 3 – 7 Use repetition, rephrasing, and gestures effectively to assist in presenting oral reports or presentations

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 1, students will:

- 4 – 1 Know various age-appropriate cultural activities practiced in the target culture (e.g., games, songs, birthday celebrations, dramatizations, role playing)
- 4 – 2 Know familiar utilitarian forms of the target culture (e.g., dress, typical foods, and currency) and how they compare to those in one's native culture
- 4 – 3 Know cultural traditions and celebrations that exist in the target culture and how these traditions and celebrations compare with those of the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, recreational gatherings)
- 4 – 4 Know basic geographical aspects of countries where the target language is spoken (e.g., major cities, rivers, mountains, and climate)

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

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

- 5 – 1 Know words that have been borrowed from one language to another
- 5 – 2 Know basic elements of the sound and writing systems of the target 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 target language

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- 5 – 4 Draw conclusions about the relationship among languages (e.g., based on cognates and idioms)
- 5 – 5 Understand that languages have critical sound distinctions that convey meaning