

Preschool - Pre-Kindergarten

(Page 1 of 1)

Strand I: Religious Focus

The student will:

1. recite the Sign of the Cross in the target language

Strand II: Speaking

The student will:

1. be able to use common greetings: Hello, how are you?
2. be able to respond to simple questions: What is your name?
3. be able to express simple feelings: How are you?
4. Respond to how old are you?
5. Use appropriate greeting for the time of day i.e....Buenos Dias

Strand III: Listening - No objectives

Strand IV: Vocabulary

The student will:

1. use basic vocabulary of the target language to describe assorted objects
 - a) colors (basic 9: red, yellow, blue, green, orange, purple, brown, black, white)
 - b) numbers from 1 – 10
 - c) the immediate family
 - d) animals
 - e) shapes
2. use words associated with seasonal holidays

Strand V: Grammar - No objectives

Strand VI: Reading - No objectives

Strand VII: Writing - No objectives

Strand VIII: Cultural Awareness - No objectives

Kindergarten

(Page 1 of 2)

Strand I: Religious Focus

The student will:

1. recite prayers in target language: Sign of the Cross
2. listen to the Glory Be and Hail Mary
3. sing some simple songs in the target language that are appropriate for Mass

Strand II: Speaking

The student will:

1. extend a conversation to include simple questions and answers, such as: Where are you from? How old are you? etc.
2. sing some simple songs in the target language
3. use common greetings
4. use appropriate greeting according to the time of day

Strand III: Listening

The student will:

1. respond to simple commands
2. listen to songs and short stories in target language

Strand IV: Vocabulary

The student will:

1. use basic vocabulary of the target language to describe assorted objects, including the appropriate article:
 - a) colors (basic 9)
 - b) numbers from 1 -10
 - c) the immediate family
 - d) animals
 - e) shapes
 - f) body parts (i.e., head, shoulders, legs, knees, feet, mouth, eyes, nose, ears, etc.)
 - g) shirt, pants, shoes, dress, hat, etc.
 - h) recognize calendar words
2. use some words for food such as milk, fruits, vegetables, etc.
3. use words associated with seasonal holidays
4. express likes and dislikes with both nouns and verbs
5. express size comparisons: big, small, tall, short

Kindergarten

(Page 2 of 2)

Strand V: Grammar

The student will:

1. use some simple adjectives in the target language: pretty, beautiful, fat, smart, strong, brave, etc.

Strand VI: Reading - No objectives

Strand VII: Writing

The student will:

1. create a drawing and describe it using words from the target language

Strand VIII: Cultural Awareness

The student will:

1. experience a cultural event related to the target language

1st Grade

(Page 1 of 2)

Strand I: Religious Focus*The student will:*

1. recite prayers in target language: Sign of the Cross,
2. listen to the Glory Be and Hail Mary
3. sing some simple songs in the target language that are appropriate for Mass

Strand II: Speaking*The student will:*

1. extend a conversation to include simple greetings, express feelings and use age-appropriate questions and answers, such as: When is your birthday? What is your name?
2. express likes and dislikes with both nouns and verbs
3. express size comparisons: big, small, tall, short
4. recite his/her phone number in the target language

Strand III: Listening*The student will:*

1. respond to oral directions and simple commands
2. listen to a pattern book or story read in the target language and help repeat the pattern or discuss the plot
3. listen to songs

Strand IV: Vocabulary*The student will:*

1. use basic vocabulary of the target language to describe assorted objects
 - a) colors (basic 8, plus white, pink, grey, silver, gold)
 - b) numbers from 1 – 30
 - c) the extended family
 - d) animals
 - e) shapes
 - f) recite the days of the week
 - g) recognize the months of the year
 - h) recognize the seasons
 - i) seasonal holidays
 - j) answer simple questions about the calendar (What day is today? What is the weather today?)
 - k) body parts (e.g., head, shoulders, legs, knees, feet, mouth, eyes, nose, ears)
 - l) clothing
 - m) classroom objects (e.g., chair, book, desk, table, pencil, scissors, eraser, chalk board)
 - n) use some words for food related to breakfast and lunch, (e.g., cereal, eggs, toast, bread).
 - o) use calendar words

1st Grade

(Page 2 of 2)

Strand V: Grammar*The student will:*

1. use some simple adjectives in the target language: pretty, beautiful, fat, smart, strong, brave, etc.
2. introduce first person (“yo”)
3. begin to identify phrase idioms (such as tener)

Strand VI: Reading - No objectives**Strand VII: Writing***The student will:*

1. create a drawing and describe it using words from the target language

Strand VIII: Cultural Awareness*The student will:*

1. recognize and compare the celebration of a similar event in a target culture and the U.S. culture

2nd Grade

(Page 1 of 2)

Strand I: Religious Focus

The student will:

1. recite prayers in target language: Sign of the Cross, Glory Be
2. sing some simple songs in the target language that are appropriate for Mass
3. identify and tell about a saint from the target culture

Strand II: Speaking

The student will:

1. say or sing the sounds of vowels with an variety of initial consonants for basic pronunciation
2. extend a conversation, using complete sentences, to include more simple questions and answers, such as: What grade are you in? What is the name of your school? And calendar related topics
3. make routine requests (May I go to the bathroom? May I sharpen my pencil?)
4. recite phone number and address in target language

Strand III: Listening

The student will:

1. respond to oral directions (come here, stop, listen, stand up, sit down, be quiet,) and simple commands
2. listen to a story or songs and demonstrate understanding of the meaning of the text
3. listen to a pattern book or story read in the target language and help repeat the pattern
4. listen to poems, riddles and short selections

Strand IV: Vocabulary

The student will:

1. use basic vocabulary of the target language to describe assorted objects
 - a) colors (basic 9, plus pink, grey, silver, gold)
 - b) numbers from 1 – 50
 - c) recite the days of the week
 - d) recite the months of the year (with cues)
 - e) recite the seasons and tell some activity that is popular in that season or in what season events or holidays occur
 - f) body parts (e.g., head, shoulders, legs, knees, feet, mouth, eyes, nose, ears)
 - g) clothing including coat, socks, jacket, sweater, blouse, skirt, pants, shoes
 - h) classroom objects (e.g., chair, book, desk, table, pencil, scissors, eraser, chalk board,)
 - i) the extended family, (e.g., grandfather, grandmother, uncle, aunt)
 - j) animals
 - k) shapes

(Continued on page 45)

2nd Grade

(Page 2 of 2)

2. use words for weather conditions (e.g., hot, cold, chilly, sunny, windy, nice, bad)
3. use words related to supper and snack foods
4. use target language to make simple comparisons (e.g., tall / short)

Strand V: Grammar

The student will:

1. express likes and dislikes with both nouns and verbs
2. use some simple adjectives in the target language (e.g., pretty, beautiful, fat, smart, strong, brave)
3. will identify objects using definite articles that agree with gender and number (when appropriate to the target language)
4. introduce indefinite articles
5. begin to identify phrase idioms (such as tener)

Strand VI: Reading

The student will:

1. Read teacher produced sentences

Strand VII: Writing

The student will:

1. print simple words, phrases, or short sentences in the target language from a copy or a word bank
2. create a drawing and describe it using words from the target language

Strand VIII: Cultural Awareness

The student will:

1. recognize and compare the celebration of a similar event in a target culture with their own experience (e.g., Christmas, reception of sacraments)

3rd Grade

(Page 1 of 2)

Strand I: Religious Focus

The student will:

1. recite common prayers in the target language including the Hail Mary
2. sing some simple songs in the target language that are appropriate for Mass
3. describe some saints from the target culture

Strand II: Speaking

The student will:

1. recite phone number and address in a culturally appropriate way (e.g., combining digits in the last four numbers in Spanish)
2. recite the alphabet in the target language
3. make routine requests (May I go to the bathroom? May I sharpen my pencil?)
4. do simple addition, subtraction and multiplication problems
5. respond to questions related to weather

Strand III: Listening

The student will:

1. listen to a story being read from a book and demonstrate understanding of the content
2. listen to a pattern book or story read in the target language and help repeat the pattern

Strand IV: Vocabulary

The student will:

1. use basic vocabulary of the target language to describe assorted objects
 - a) colors (basic 8, plus pink, grey, silver, gold)
 - b) recite the days of the week
 - c) recite the months of the year (with cues)
 - d) use words about the seasons and weather
 - e) use words about time such as today, tomorrow, and yesterday
 - f) body parts (e.g., head, shoulders, legs, knees, feet, mouth, eyes, nose, ears)
 - g) clothing including (e.g., coat, pants, socks, shoes, dress)
 - h) classroom objects (e.g., chair, book, desk, table, pencil, scissors, eraser, chalk board)
 - i) the extended family: cousins, niece, nephews, grandchildren, grandmother, grandfather, aunt, uncle
 - j) animals
 - k) shapes
2. recognize words for house, rooms in the house, furnishings, etc.
3. say, read and write numbers from 1 – 50
4. use comparison words

3rd Grade

(Page 2 of 2)

Strand V: Grammar

The students will:

1. use the verb form (such as “hay”) appropriately in response to questions
2. use adjectives
3. identify the sounds of the vowels and the consonants
4. divide words into syllables
5. fill in the blank in simple sentences to describe simple biographical data
6. will identify objects using definite articles that agree with gender and number (when appropriate to the target language)
7. demonstrate the correct use of formal and informal addresses in targeted language (i.e....usted versus tu)
8. apply rules to pluralize nouns
9. introduce accent marks
10. introduce basic punctuation

Strand VI: Reading

The student will:

1. read stories of increasing difficulty
2. begin to identify phrase idioms (such as tener)

Strand VII: Writing

The student will:

1. write a short dialogue with words from the target language
2. create a drawing and describe it using words from the target language
3. label drawings from learned vocabulary

Strand VIII: Cultural Awareness

The student will:

1. select a cultural event from a target language and create an appropriate expression, artifact, or presentation

4th Grade

(Page 1 of 2)

Strand I: Religious Focus*The student will:*

1. recite common prayers including the Our Father
2. sing some simple songs in the target language that are appropriate for Mass
3. identify cultural ways of celebrating the seasons of the church year and holidays special to the target population
4. describe a saint from the target culture

Strand II: Speaking*The student will:*

1. demonstrate the ability to relate events in time
2. say the date in a culturally appropriate manner
3. use words for extended family: including great-grand parents, God parents, etc.
4. use weather terms in simple phrases
5. memorize some simple dialogues
6. use greetings, introductions and polite expressions
7. identify time to the hour
8. participate in short skits using targeted language

Strand III: Listening*The student will:*

1. listen to a story being read from a book and demonstrate understanding of the content by writing a short summary in English with guidance

Strand IV: Vocabulary*The student will:*

1. say, read, and write the numbers 1-100
2. use the first ten ordinal numbers in the target language
3. use words for places to go and things to do in appropriate phrases (mall, park, gym, pool, beach, movie, school, mountains, home, countryside, etc.)
4. read and do simple mathematical operations including greater than and less than
5. use words related to telling time to the hour
6. be exposed to cognates

4th Grade

(Page 2 of 2)

Strand V: Grammar*The student will:*

1. demonstrate the appropriate usage of the verb “to be” (such as ser and estar)
2. use some regular common present tense verbs in conversation (i.e. regular AR verbs in Spanish)
3. expose interrogatives and responses to them (when, where and how)
4. use rules forming common plurals
5. identify and use indefinite articles
6. use adjectives that are in agreement with the noun
7. use pairs of opposite adjectives
8. recognize and use subject pronouns

Strand VI: Reading*The student will:*

1. read short stories written in the target language
2. independently read shorts selections such as riddles or poems

Strand VII: Writing*The student will:*

1. write a short story using words from the target language
2. create a project that includes pictures and simple biographical data in the target language including, family, sports, likes and dislikes of food, animals, etc.

Strand VIII: Cultural Awareness*The student will:*

1. identify countries where targeted language is spoken
2. explore how geographic elements of those countries impact dress and diet

5th Grade

(Page 1 of 2)

Strand I: Religious Focus*The student will:*

1. sing some simple songs in the target language that are appropriate for Mass
2. identify cultural ways of celebrating the seasons of the church year and holidays special to the target population
3. be introduced to mass responses in targeted language

Strand II: Speaking*The student will:*

1. demonstrate the ability to relate events in time
2. say the date in a culturally appropriate manner
3. use words for extended family: including great-grand parents, God parents, etc.
4. use weather terms in simple phrases
5. memorize some simple dialogues
6. use greetings, introductions and polite expressions
7. identify time to the hour
8. participate in short skits using targeted language
9. tell time in targeted language
10. express likes and dislikes

Strand III: Listening - No objectives**Strand IV: Vocabulary***The student will:*

1. express numbers up to the 1,000s by 100's in the target language
2. use ordinal numbers up to 12
3. tell time in the target language
4. introduce and name the parts of the body such as skeleton, bones, blood, throat, kidneys, liver, etc.
5. use vocabulary and etiquette of a restaurant
6. increase interrogative vocabulary to include how many, what, how old
7. identify and define the concept of cognate

5th Grade

(Page 2 of 2)

Strand V: Grammar*The student will:*

1. identify nouns in sentences
2. demonstrate use of singular/plural agreement of nouns, verbs and adjectives in more complex sentences
3. describe the position of adjectives in sentences
4. demonstrate gender agreement between nouns, adjectives, and articles
5. identify and use comparatives and superlatives
6. identify and use indefinite articles
7. use words for places to go and things to do in appropriate phrases (e.g., mall, park, gym, pool, beach, movie, school, mountains, home, countryside)
8. use adjectives that are in agreement with the noun
9. use pairs of opposite adjectives
10. read and do simple mathematical operations including greater than and less than.
11. use and describe how to form possessive pronouns
12. ask and respond appropriately to questions

Strand VI: Reading*The student will:*

1. independently read short selections in the target language

Strand VII: Writing*The student will:*

1. write a descriptive sentence based on an image in the target language

Strand VIII: Cultural Awareness*The student will:*

1. identify areas of the world where the target language is spoken including countries, capitals, and the national identity of the peoples
2. identify where the target language began and how it spread to other parts of the world
3. as a class, research a given country or area and report in a presentation or display
4. make a culturally appropriate menu
5. use recipes to make a meal representative of the culture

6th Grade

(Page 1 of 2)

Strand I: Religious Focus*The student will:*

1. sing some simple songs in the target language that are appropriate for Mass
2. identify Mass responses in the target language
3. recognize the impact of religion on the target culture
4. pray grace before meals
5. recite common prayers such as Sign of the Cross, Hail Mary, and the Our Father

Strand II: Speaking*The student will:*

1. practice conversation skills including introductions, use of courtesy
2. use demonstrative adjectives
3. use words that deal with marketing (buying, selling, bargaining, wearing clothing, etc.)
4. ask and answer questions about cost and payment

Strand III: Listening - No objectives**Strand IV: Vocabulary** - No objectives**Strand V: Grammar***The student will:*

1. conjugate stem-change and regular verbs (AR,IR and ER verbs in Spanish)
2. identify cognates
3. identify patterns and exceptions to the masculine and feminine articles
4. identify and use conjunctions and prepositions
5. identify and use adverbs appropriately

Strand VI: Reading*The student will:*

1. independently read short narrative texts on simple topics
2. identify and describe characters of stories

6th Grade

(Page 2 of 2)

Strand VII: Writing*The student will:*

1. as a group, use writing skills to write an original dialogue and then present it to the class
2. use the geographical vocabulary and map usage
3. ask and give directions from one point to another
4. describe different places in a city
5. demonstrate appropriate placement of punctuation and accents in targeted language

Strand VIII: Cultural Awareness*The student will:*

1. investigate a person from a target country and make a presentation on that person

7th Grade

(Page 1 of 2)

Strand I: Religious Focus*The student will:*

1. sing some simple songs in the target language that are appropriate for Mass
2. recite Mass responses in the target language
3. recite common prayers such as Sign of the Cross, Hail Mary, and the Our Father

Strand II: Speaking

1. use the geographical vocabulary and map usage
2. ask and give directions from one point to another
3. participate in dialogues both memorized and original

Strand III: Listening*The student will:*

1. practice listening skills by watching movies or listening to native speakers

Strand IV: Vocabulary - No objectives**Strand V: Grammar***The student will:*

1. conjugate stem-change and regular verbs (such as AR,IR and ER verbs in Spanish)
2. identify cognates
3. identify patterns and exceptions to the masculine and feminine articles
4. identify past tense form of regular verbs
5. identify irregular verbs

Strand VI: Reading*The student will:*

1. read and report in English on an article in a magazine written in the target language
2. use a targeted language dictionary

Strand VII: Writing*The student will:*

1. write on topics of personal interests
2. write short biographical paragraph
3. as a group, use writing skills to write an original dialogue and then present it to the class
4. describe different parts of a city
5. continue to extend vocabulary in varied topics

7th Grade

(Page 2 of 2)

Strand VIII: Cultural Awareness*The student will:*

1. describe the ways political holidays are celebrated– independence day, etc.
2. compare various cultural and political celebrations of the target cultural with similar celebrations in the United States
3. write the biography of a person(s) characteristic of a target country

8th Grade

(Page 1 of 2)

Strand I: Religious Focus

The student will:

1. sing some simple songs in the target language that are appropriate for Mass
2. recite Mass responses in the target language
3. compare customs about sacraments in the target country and the United States
4. dramatize a scripture or Bible story in the target language (e.g., Las Posadas)
5. recite common prayers such as Sign of the Cross, Hail Mary, and the Our Father

Strand II: Speaking

The student will:

1. ask and give directions from one point to another
2. describe different places in a city
3. practice conversations to obtain and provide information in the target language

Strand III: Listening - No objectives

Strand IV: Vocabulary - No objectives

Strand V: Grammar

The student will:

1. demonstrate understanding of comparative and superlative adjectives
2. identify direct and indirect objects
3. conjugate irregular verbs (present tense)
4. identify and use various idioms
5. identify possessives
6. identify and use commands
7. identify, differentiate, and conjugate verbs in the regular past tense

More advanced students will:

1. recognize reflexive verbs
2. identify and conjugate imperfect tense
3. identify and conjugate preterit tense
4. identify gerunds and participles
5. express simple apology, gratitude, accept an invitation
6. use target language to express one's point of view, personal feelings, and ideas
7. respond to questions spontaneously and appropriately in the target language

8th Grade

(Page 2 of 2)

Strand VI: Reading - No objectives

Strand VII: Writing

The student will:

1. write on topics of personal interests
2. write short biographical paragraph
3. as a group, use writing skills to write an original dialogue and then present it to the class
4. use the geographical vocabulary and map usage
5. continue to extend vocabulary in varied topics

Strand VIII: Cultural Awareness

The student will:

1. research a country or area of the target language and report on the following topics:
 - a) religious influence
 - b) natural environment
 - c) resources / industries
 - d) currency
 - e) education
 - f) other languages spoken
 - g) indigenous peoples
 - h) government
 - i) customs and cultural traditions

Level I

(Page 1 of 3)

Strand I: Religious Focus*The student will:*

1. recite common prayers such as the Sign of the Cross, Hail Mary, and Our Father in the target language
2. sing religious songs in the target language
3. present information in English about a given saint from the target culture
4. recognize and demonstrate the significance of religion in the culture

Strand II: Speaking*The student will:*

1. use and respond to common greetings
2. respond to commands in the target language
3. respond to question words / interrogatives
4. introduce self and others
5. describe self and others in the target language
6. use appropriate pronunciation and intonation
7. express simple apology, gratitude, accept an invitation
8. use target language to express one's point of view, personal feelings, and ideas
9. respond to questions spontaneously and appropriately in the target language
10. discuss the weather in time relational terms
11. engage in conversations to obtain and provide information
12. recognize formal versus informal language

Strand III: Listening*The student will:*

1. respond to simple commands in the target language
2. attend to peer presentations and derive meaning from the context and situations presented in class
3. understand speakers from a variety of sources

Strand IV: Vocabulary*The student will:*

1. use a basic, high frequency vocabulary including:
 - a) colors
 - b) numbers
 - c) days of the week
 - d) months of the year

(Continued on page 59)

Level I

(Page 2 of 3)

- e) family members
 - f) seasons of the year
 - g) relation time words
 - h) animals
 - i) activities / sports
 - j) body parts
 - k) clothing
 - l) food
 - m) titles and their abbreviations
 - n) technology
 - o) directions and geographic information
 - p) school topics / supplies
 - q) cognates / false cognates
2. tell time, ask what time it is and respond to questions related to time
 3. demonstrate familiarity with high frequency phrases and structures (i.e. common spoken usage prior to formal grammar instruction)
 4. identify words and phrases in the target language from listening to movies, music, etc.
 5. use appropriate vocabulary to exchange opinions about materials read in class
 6. use appropriate vocabulary to acquire goods and services

Strand V: Grammar*The student will:*

1. recognize differences in grammatical structure including word order
2. identify and use superlatives
3. begin to conjugate regular and high-frequency irregular verbs
4. begin to use number and gender agreement among nouns, adjectives, articles, basic prepositions and verbs
5. use subject pronouns
6. identify possessive pronouns
7. be introduced to reflexive verbs

Strand VI: Reading*The student will:*

1. read story books for meaning in target language
2. read simple chapter books (300 words, 75% comprehension) as a class group and paraphrase in English
3. explore various reading material in target language including, lyrics, non-fiction and environmental reading

Level I

(Page 3 of 3)

Strand VII: Writing*The student will:*

1. write using target language for a variety of audiences and purposes
2. write biographical paragraph
3. fill in the blank with the appropriate word when given a sentence

Strand VIII: Cultural Awareness*The student will:*

1. use culturally appropriate gestures and oral expressions for common or familiar classroom interactions
2. identify cultural feasts and their characteristics
3. compare and contrast characteristics of the culture of a target country and the United States
4. explore various professions available to speakers of a foreign language
5. identify elements of culture
6. demonstrate an awareness of major current events in a target culture
7. dispel generalizations and stereotypes across cultures
8. identify geographic information about target language countries

Strand IX: Technology*The student will:*

1. use computer resources to word-process in the target language (process of including accents etc.)
2. discuss the pros and cons of computer translations
3. access resources in the target language
4. compare and contrast the usefulness of various websites
5. use various forms of technology to learn and practice targeted language

Level II

(Page 1 of 3)

Strand I: Religious Focus

The student will:

1. recite common prayers including the Sign of the Cross, Hail Mary, and Our Father, Glory Be, Grace Before Meals in the target language
2. sing religious songs
3. write personal prayers
4. identify saints from the target culture
5. present information in English about a given saint from the target culture
6. recognize and demonstrate the significance of religion in the culture

Strand II: Speaking

The student will:

1. initiate and sustain conversations of increasing difficulty, on an increasing variety of topics
2. respond to commands in the target language
3. respond to question words / interrogatives with complete sentences or thoughts
4. use and respond to common greetings and identify some colloquial greetings and appropriate situations for use
5. demonstrate ability to use appropriate greetings and other interactions in a variety of social situations
6. express apology, gratitude, and acceptance of an invitation
7. use target language to express orally and/or in written form one's point of view
8. refine pronunciation and intonation patterns through the use of songs and poetry recitation

Strand III: Listening

The student will:

1. begin to derive meaning from context, intonation, and situations from listening to sources including conversations, videos, films, and recordings
2. attend to peer presentations and derive meaning from the context and situations presented in class
3. understand speakers from a variety of sources

Strand IV: Vocabulary

The student will:

1. expand learned vocabulary (by about 450 words) and fluency
2. identify cognates and their meanings as a pre-reading exercise
3. use basic vocabulary regarding the elements of a story: setting, plot, character, climax, etc.
4. use and understand idioms

Level II

(Page 2 of 3)

Strand V: Grammar

The student will:

1. use correctly conjugated regular and high-frequency irregular verbs in a variety of verb tenses, moods, and voice
2. identify and use appropriately irregular verbs
3. use number and gender agreement among nouns, adjectives, and verbs
4. identify and use direct and indirect object pronouns
5. use prepositions and conjunctions
6. contrast word order of target language with word order of English
7. use gerunds and participles

Strand VI: Reading

The student will:

1. read chapter books, selected by the teacher, as a class group, in the target language with controlled vocabulary (600-800 words) and paraphrase the content in English and answer questions in the target language
2. read self-selected materials (from samples provided by or approved by the teacher) including books, magazines, appropriate internet sites and newspapers
3. comprehend situation and issue from the author's point of view given teacher guidance and contexting

Strand VII: Writing

The student will:

1. write creatively for a variety of purposes (i.e. dialogues between friends about likes and dislikes)
2. write and illustrate advertisements
3. compose simple written communications (i.e. notes, invitations, and personal letters)
4. write a polite request to the teacher (i.e. requesting change of seat, after school tutoring, or questioning current grade)
5. write a well-organized paragraph that includes a topic sentence, a body, and a conclusion
6. write in the target language in a variety of forms and to a variety of audiences, focusing on informal versus formal
7. consistently use proper spelling and punctuation

Level II
(Page 3 of 3)**Strand VIII: Cultural Awareness**

The student will:

1. report on various professions / careers available to speakers of a foreign language
2. research in what ways a target culture varies from the United States culture
3. demonstrate an awareness of major current events in the target culture
4. identify significant historical events of the target culture
5. identify one or more cultural feasts and its characteristics
6. identify simple themes, ideas, emotions, and perspectives of the culture evidenced through multiple forms of artistic expression (i.e. songs, drama, visual art, folk tales, etc.)
7. dispel generalizations and stereotypes across cultures

Strand IX: Technology

The student will:

1. use computer resources to word-process in the target language (process of including accents etc.)
2. discuss the pros and cons of computer translations
3. access resources in the target language
4. compare and contrast the usefulness of various websites
5. use various forms of technology to learn and practice targeted language

Level III
(Page 1 of 3)**Strand I: Religious Focus**

The student will:

1. compose prayers in the target language (i.e. Prayers of the Faithful for use at Mass)
2. recognize and demonstrate the significance of religion in the culture, and compare these customs to United States culture

Strand II: Speaking

The student will:

1. engage in a conversation on a topic of his/her choosing or an impromptu topic, including a variety of structures such as:
 - a) more complex verb forms
 - b) complex subject matter
2. read aloud in the target language demonstrating the appropriate intonation and pronunciation (i.e. proverbs, short anecdotes, or poetry)

Strand III: Listening

The student will:

1. comprehend and respond to main ideas in language spoken by a native speaker on familiar and simple topics (directions, use of the phone, ATM, technology, etc.)
2. summarize a speech or address regarding a current event given by a native speaker or celebrity via video or radio

Strand IV: Vocabulary

The student will:

1. expand learned vocabulary (by about 450 words)
2. demonstrate understanding of different meanings for the same word in different situations and contexts
3. explain cultural nuances of word meanings as they arise
4. use vocabulary about the elements of a story (i.e., setting, plot, character, climax, etc.)

Strand V: Grammar

The student will:

1. compare and contrast grammatical structure of the target language and of English
2. contrast word order of target language with word order of English
3. use complex / compound verb tenses correctly
4. use subjunctive mode

Level III
(Page 2 of 3)**Strand VI: Reading**

The student will:

1. read and comprehend a variety of works written by native authors
2. express a personal reaction to readings in the target language
3. read self-selected materials including books, magazines, appropriate internet sites and newspapers
4. identify examples of how grammar structures are used to influence meaning
5. interpret cultural elements found in readings
6. read and compare two different authors on the same topics and express his/her personal opinions and / or conclusions
7. perform scenes from plays, recite poetry, and read aloud excerpts from short stories

Strand VII: Writing

The student will:

1. write a simple business letter
2. write in the target language in a variety of forms and to a variety of audiences
3. consistently use proper spelling and punctuation
4. write narrations and descriptions and to express and justify opinions
5. engage in the writing process from rough draft to edited final version
6. write and accept or decline invitations
7. obtain and report factual information
8. write an original essay on a given topic
9. analyze and draw conclusions in writing about a given topic or piece of written work
10. write and produce a commercial for a popular product

Strand VIII: Cultural Awareness

The student will:

1. dispel generalizations and stereotypes across cultures
2. present information on cultural topics orally and in writing
3. identify differences in cultural practices among same-language cultures
4. discuss social, religious, and geographic factors that affect cultural practices, especially noting the connection between religion and state

Level III
(Page 3 of 3)**Strand IX: Technology**

The student will:

1. use computer resources to word-process in the target language (process of including accents etc.)
2. discuss the pros and cons of computer translations
3. access resources in the target language
4. compare and contrast the usefulness of various websites
5. use various forms of technology to learn and practice targeted language

Level IV
(Page 1 of 3)**Strand I: Religious Focus**

The student will:

1. participate in Mass in the target language
2. compose prayers in the target language (i.e. Prayers of the Faithful for use at Mass)
3. recognize and demonstrate the significance of religion in the culture, and compare these customs to United States culture

Strand II: Speaking - Conversation

The student will:

1. engage in an extended conversation on a topic of his/her choosing or an impromptu topic, including a variety of structures such as:
 - a) more complex verb forms
 - b) complex subject matter
 - c) expressing opinions
 - d) exchanging information
 - e) giving directions
2. read aloud in the target language demonstrating the appropriate intonation and pronunciation (i.e. proverbs, short anecdotes, short stories, or poetry)
3. paraphrase what has been said in another context
4. role play a conversation in a complex social situation (i.e. discussing sports, family, etc.)
5. identify cultural nuances in spoken language
6. use appropriate verbal strategies and cues (rephrasing, circumlocution, summarization) with increasing fluency to communicate a message in the target language in impromptu situations
7. comprehend and respond to main ideas and significant details in language spoken by a native speaker on familiar and simple topics (directions, use of the phone, ATM, technology etc.)
8. summarize information from movie presented in the target language
9. summarize a speech or address regarding a current event given by a native speaker or celebrity via video or radio
10. integrate listening skills by interaction with native speakers in the community

Strand III: Listening

See "Conversation" under Strand 2: Speaking – Level IV

Strand IV: Vocabulary

The student will:

1. expand learned vocabulary (by about 450 words)
2. extend vocabulary and use specialized vocabulary

Level IV
(Page 2 of 3)**Strand V: Grammar**

The student will:

1. review topics in grammar from previous courses and continue to use more complex structures
2. identify examples of how grammar structures are used to influence meaning
3. use formal and informal grammar structures
4. develop a deeper understanding of his/her own language and the nature of the target language through comparative study
5. use more advanced grammatical structures (i.e. compound verb tenses)

Strand VI: Reading

The student will:

1. recognize cultural nuances (word choice, idioms, intonation, inflection, formal and informal language) when reading in the target language
2. read more advanced literature and will demonstrate comprehension with target language discussion
3. use a dictionary or thesaurus written entirely in the target language to select appropriate words
4. perform scenes from plays, recite poetry, and read aloud excerpts from short stories
5. begin to recognize humor, sarcasm, irony, and idiomatic speech in the target language

Strand VII: Writing

The student will:

1. write personal letters using culturally appropriate format and style, i.e. write a letter to an advice column explaining a personal problem and requesting help in solving it
2. write short, well-organized compositions on given topics
3. engage in the writing process from rough draft to edited final version
4. summarize or paraphrase in writing the content of various texts and literary topics
5. write in the target language to a variety of audiences
6. use a variety of sources in the target language to obtain and organize information

Strand VIII: Cultural Awareness

The student will:

1. present information on cultural topics orally and in writing
2. identify differences in cultural practices among same-language cultures
3. know areas in the United States and the world where the target language is commonly spoken
4. interpret the cultural connotations of common words, phrases, and idioms
5. compare and explore institutions and political systems of various communities where the target language is spoken

(Continued on page 69)

Level IV

(Page 3 of 3)

6. discuss social, religious, and geographic factors that affect cultural practices, especially noting the connection between religion and state
7. dispel generalizations and stereotypes across cultures

Strand IX: Technology*The student will:*

1. use computer resources to word-process in the target language (process of including accents etc.)
2. discuss the pros and cons of computer translations
3. access resources in the target language
4. compare and contrast the usefulness of various websites
5. use various forms of technology to learn and practice targeted language