

6–12 World Language Framework

Part I: 6-12
June 2, 2014

Part II: Textbook/Instructional
Materials Selection
February 2, 2015

Addendum added June 2018



Millard Public Schools

Part I: June 2, 2014

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Keith W. Lutz, Ed.D., Superintendent

Part II: February 2, 2015

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Jim Sutfin, Ed.D., Superintendent

Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

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Millard Public Schools Mission and Beliefs

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Beliefs

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and engaged citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

World Language Philosophy

World languages are essential to a world class education. World language studies prepare all students to become culturally-sensitive citizens who can effectively communicate and connect with their community and an ever-changing global society.

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
 · FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
 · CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
 · COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; November 3, 2014

Millard Public Schools
Omaha, Nebraska

K-12 World Language Curriculum Planning Committee Members 2013-2014

Erin Beiriger	South High	Spanish Teacher
Sheila Bolmeier	Ron Witt Support Services Center	Technology MEP Facilitator
Kathy deBoer	Aldrich Elementary	Spanish Teacher
Erik Chaussee	Abbott Elementary	Administrator
Shannon Cooley-Lovett	South High	ELL Teacher
Bill Cunningham	North High	Japanese Teacher
Yvonne Engesser	Kiewit Middle	German Teacher
Kathie Garabrandt	Central Middle	Spanish Teacher
Alissa Goodding	Hitchcock Elementary	Fifth Grade Teacher
Cheryl Heimes	Andersen Middle	Administrator
Kara Hutton	Don Stroh Administration Center	Coordinator Special Programs
Candida Kraska	West High	Spanish Teacher
Gayle Jeffers	Beadle Middle	French Teacher
Theresa Jensen	North High	Spanish Teacher
Wendy Langer	West High	German Teacher
Natasha Ludwig-Page	West High School/Russell MS	French Teacher
Susan Marlatt	North High	Administrator
Susie Melliger	Aldrich Elementary	Administrator
Arturo Miranda	University of Nebraska- Omaha	Higher Education
Jason Pitt	North High	German Teacher
Lisa Rolfes	Horizon High	Spanish Teacher
Tim Seeger	South High	German Teacher
Courtney Wheat	South High	French Teacher
Sharon Williamson	Russell Middle	Special Education Teacher

Under the facilitation of Melanie Olson, Curriculum and Instruction MEP Facilitator. In consultation with Janet Larson, Ed.D., Curriculum and Instruction MEP Facilitator, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D, Director of Secondary Education.

World Language Community Focus Group

Nancy Bond	Parent	Omaha Public Schools
Joe Chapuran		Nebraska Department of Economic Development
Cecil Jones	Parent	Valmont
Cindy Jones	Parent	
Amy Kinkaid	Parent	Legacy Homes
Carolina Padilla		Intercultural Senior Center
Jody Siedelmann		Tenaska
Laura Wakefield	Parent	Mutual of Omaha
Barb Waller		Millard Public Schools

Under the facilitation of Melanie Olson, Curriculum and Instruction MEP Facilitator

K-12 World Language Instructional Materials Selection Committees

Ryan Foehlinger	North High	French
Linda Gjere	North Middle	French
Gayle Jeffers	Beadle Middle	French
Anne Johnson	West High	French
Natasha Ludwig-Page	West High	French
Courtney Wheat	South High	French
Terri Wright	South High	French
Malissie Boyer	Beadle Middle	German
Wendy Brennan	North High	German
Pia Devries	North Middle and High	German
Yvonne Engesser	Kiewit Middle	German
Sabine Fleshner	Central Middle	German
Kim Harpole	South High	German
Wendy Langer	West High	German
Tim Seeger	South High	German
Bill Cunningham	North High	Japanese
Julia Kolander	North High	Latin
Bradley Nord	North High	Latin
Therese Terschuren	West High	Latin
Juan Aguirre	West High	Spanish
Heather Baker	West High	Spanish
Kathy DeBoer	Aldrich Elementary	Spanish
Erin Beiriger	South High	Spanish
Shelly Gauthier	South High	Spanish
Jen Hall	Russell Middle	Spanish
Josh Hennagir	Central Middle	Spanish
Krista Jameson	Beadle Middle	Spanish
Theresa Jensen	North High	Spanish
Kristin John	North Middle	Spanish

**K-12 World Language Instructional Materials Selection Committees
(Continued)**

Larissa Knudson	North High	Spanish
Candi Kraska	West High	Spanish
Chuve Sloter	South High	Spanish
Tara Tapp	North High	Spanish
Sharon Williamson	Russell Middle	Spanish

Under the facilitation of Melanie Olson, Curriculum and Instruction MEP Facilitator. In consultation with Janet Cook, Ed.D., Curriculum and Instruction MEP Facilitator, Monica Hutfles, Curriculum and Instruction MEP Facilitator, Sheila Bolmeier, Technology MEP Facilitator, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D, Director of Secondary Education.

Timeline for Millard Education Program

September 2013	Curriculum Planning Committee: provided Phase I overview and orientation.
October 2013	Curriculum Planning Committee: met to determine research areas based on current data, education trends, and member expertise.
November/December 2013	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> • College and Career Readiness • World Language Concepts • World Language Best Practices
January 2014	Community Focus Group: provided input on issues in World Language education and trends in employment.
January 2014	Curriculum Planning Committee: shared completed research with Curriculum Planning Committee members.
January 2014	Curriculum Planning Committee: met to research and synthesize to identify comprehensive standards, and began work to specify indicators for a World Language matrix.
February 2014	Curriculum Planning Committee: finalized the World Language philosophy statement and continued work on the World Language standards matrix.
February 2014	Curriculum Planning Committee: researched additional course proposals and continued work on World Language standards matrix.
March 2014	Curriculum Planning Committee: continued to work on course descriptions, courses flow chart, proposed courses, and standards matrix.
March 2014	Vendor Fair with French, German, and Spanish teachers: participated viewing and analyzing updated World Language resources.
March 2014	Curriculum Planning Committee: met with Dr. Mark Feldhausen and Dr. Nancy Johnston to discuss World Language Framework proposal and course of study proposals. Finalized the standards matrix proposal.
June 2014	World Language Framework to the Board of Education
October 2014	Instructional Materials Committee Meetings: Reviewed materials and completed materials evaluation forms.
December 2014	Curriculum Planning Committee Reconvenes: Developed World Language Instructional Materials Proposal
December 2014	Community Materials Review Meetings: Two opportunities were held for the community to review primary resources.
January 2015	Instructional materials committee proposal submitted to Educational Services and the recommendation to the Board of Education for approval.
February- April 2015	Course guide and course assessment committees meet to develop district course guides and assessments for each course.
June- August 2015	Implement new curriculum, allocate new resources, and provide staff development related to new curriculum.

Introduction to 6-12 World Language Matrix

Introduction

The matrix displays the Millard World Language standards and indicators created by the World Language Curriculum Planning Committee. This standards document is based on the Nebraska K-12 Foreign Language Frameworks (1996), Standards for Foreign Language Learning in the 21st Century (2006), Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001), and American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines (2012). Additional information is provided, where appropriate, to show progression in concepts and skills.

Legend

- Cell without shading: State or Millard standard or indicator exists
- Cell with shading: No standard or indicator is taught at this level

The World Language standards within the framework are listed by levels of progression based on beginning, emerging, developing, advancing, and expanding language acquisition skills.

Nomenclature

The 6-12 World Language Standards and Indicators are sequenced in the following matrix. The nomenclature for the standards and indicators is as follows:

- WL World Language
- CCR College and Career Readiness

- S State Standard, shown in black
- M Millard Standard, shown in red

- 1-5 Comprehensive Standards
 - 1 – Communication
 - 2 – Cultures
 - 3 – Connections
 - 4 – Comparisons
 - 5 – Communities

Comprehensive Standard

Concepts

Communication

- 1 – Listening
- 2 – Reading
- 3 – Speaking
- 4 – Speaking, production and interaction
- 5 – Writing

Cultures

- 1 – Interpersonal Perspectives and Practices
- 2 – Cultural Perspectives and Contributions

Connections

- 1 – Connect with Other Disciplines
- 2 – Connect Information to Personal Experiences

Comparisons

- 1 – Patterns of Language
- 2 – Cultural Patterns

Communities

- 1 – Application of the Target Language
- 2 – International Community
- 3 – Local Community

Examples

WL M 4.2.2

World Language, Millard Standard, Level 4,
Comprehensive Standard 2, Standard 2

WL M 1.5.1.a

World Language, Millard Standard, Level 1,
Comprehensive Standard 5, Standard 1, Indicator a

WL S 3.1.1.b

World Language, State Standard, Level 3,
Comprehensive Standard 1, Standard 1, Indicator b

6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.

Concepts	Standards Progression							
	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
Listening	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 2.1.1 Students will understand speech in the target language.	WL M 3.1.1 Students will understand speech in the target language.	WL M 4.1.1 Students will understand speech in the target language.	WL M 5.1.1 Students will understand speech in the target language.	WL M 6.1.1 Students will understand speech in the target language.
Reading	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 2.1.2 Students will understand text in the target language.	WL M 3.1.2 Students will understand text in the target language.	WL M 4.1.2 Students will understand text in the target language.	WL M 5.1.2 Students will understand text in the target language.	WL M 6.1.2 Students will understand text in the target language.
Speaking, production and interaction	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 2.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 3.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 4.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 5.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 6.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 2.1.4 Students will produce comprehensible language.	WL M 3.1.4 Students will produce comprehensible language.	WL M 4.1.4 Students will demonstrate competence of the language.	WL M 5.1.4 Students will demonstrate competence of the language.	WL M 6.1.4 Students will demonstrate command of the language.
Writing	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 2.1.5 Students will write a series of basic phrases and sentences.	WL M 3.1.5 Students will write cohesive paragraphs on a range of familiar subjects.	WL M 4.1.5 Students will write clearly and with details on a variety of subjects.	WL M 5.1.5 Students will write clearly and with details on a variety of subjects.	WL M 6.1.5 Students will write clearly and with details on a variety of subjects, synthesizing and evaluating information and arguments from a number of sources.

**6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.**

Concepts	Standards Progression
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	Beginning			Emerging	Developing	Advancing	Expanding		
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB	
Listening	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 2.1.1 Students will understand speech in the target language.	WL M 3.1.1 Students will understand speech in the target language.	WL M 4.1.1 Students will understand speech in the target language.	WL M 5.1.1 Students will understand speech in the target language.	WL M 6.1.1 Students will understand speech in the target language.	
		WLM 1.1.1.a Recognize speech which is slow and carefully articulated	WLM 1.1.1.a Recognize speech which is slow and carefully articulated	WL M 2.1.1.a Comprehend concise, familiar phrases which are slowly and carefully articulated	WL M 3.1.1.a Comprehend speech which is slow and carefully articulated	WL M 4.1.1.a Understand articulated phrases and expressions to meet basic needs (e.g. directions, personal needs)	WL M 5.1.1.a Understand expressions and extended speech on a variety of topics	WL M 6.1.1.a Understand complex lines of argument	
		WL M 1.1.1.a Recognize familiar and important words	WL M 1.1.1.b Recognize familiar and important words	WL M 1.1.1.b Recognize familiar and important words	WL M 2.1.1.b Identify important words and key ideas	WL M 3.1.1.b Comprehend key ideas and identify supporting details	WL M 4.1.1.b Comprehend key ideas and supporting details	WL 5.1.1.b Interpret key ideas and supporting details	WL M 6.1.1.b Analyze key ideas and supporting details
		WL M 1.1.1.b Respond appropriately to basic instructions and commands given repeatedly	WL M 1.1.1.c Respond appropriately to basic instructions and commands given repeatedly	WL M 1.1.1.c Respond appropriately to basic instructions and commands given repeatedly	WL M 2.1.1.c Respond appropriately to instructions and commands	WL M 3.1.1.c Respond appropriately to instructions and commands	WL 4.1.1.c Respond appropriately to a series of instructions and commands	WL M 5.1.1.c Respond appropriately to a series of complex instructions and commands	WL M 6.1.1.c Respond appropriately to a series of complex instructions and commands intended for native speakers
				WL M 1.1.1.d Respond to speech of peers and familiar adults on a given topic	WL M 2.1.1.d Respond to speech of peers and familiar adults on familiar topics	WL M 3.1.1.d Respond to speech of peers and adults on familiar topics	WL M 4.1.1.d Respond to speech of persons sympathetic to language learners on a variety of topics	WL M 5.1.1.d Respond to speech of a variety of speakers on a variety of topics (e.g. teachers, peers, native speakers)	WL M 6.1.1.d Respond to speech of native speakers not used to communicating with language learners

Listening			WLM 1.1.1.e Make an identification based on basic oral descriptors	WLM 2.1.1.e Make an identification based on simple oral descriptor	WLM 3.1.1.e Distinguish between similar objects based on simple oral descriptors	WLM 4.1.1.e Respond appropriately to complex oral descriptors	WLM 5.1.1.e Interpret information based on complex oral descriptors	WLM 6.1.1.e Analyze information based on complex oral descriptors
			WLM 1.1.1.f Identify aural context clues (e.g. verb endings, adjective endings, sentence structure)	WLM 2.1.1.f Use aural context clues to derive meaning from basic material (e.g. verb endings, adjective endings, sentence structure)	WLM 3.1.1.f Use aural context clues to derive meaning from familiar material (e.g. verb endings, adjective endings, sentence structure)	WLM 4.1.1.f Apply diverse strategies to derive meaning and detail from familiar material	WLM 5.1.1.f Apply diverse strategies to derive meaning and detail from a combination of familiar material	WLM 6.1.1.f Apply diverse strategies to derive meaning and detail from unfamiliar material

**6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.**

Concepts	Standards Progression
-----------------	------------------------------

	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 2.1.2 Students will understand text in the target language.	WL M 3.1.2 Students will understand text in the target language.	WL M 4.1.2 Students will understand text in the target language.	WL M 5.1.2 Students will understand text in the target language.	WL M 6.1.2 Students will understand text in the target language.
Reading	WL M 1.1.2.a Recognize familiar names, words and basic phrases in text (e.g. notes, invitations, letters, stories)	WL M 1.1.2.a Recognize familiar names, words and basic phrases in text (e.g. notes, invitations, letters, stories)	WL M 1.1.2.a Recognize familiar names, words and basic phrases in text (e.g. notes, invitations, letters, stories)	WL M 2.1.2.a Comprehend short, basic texts, identifying familiar names, words, basic phrases, and main idea. (e.g. notes, invitations, letters, stories, charts)	WL M 3.1.2.a Comprehend texts of varying complexity using familiar vocabulary (e.g. business letters, official documents, newspapers, literatures, stories, charts)	WL M 4.1.2.a Analyze texts of varying lengths and complexity using familiar and unfamiliar vocabulary (e.g. business letters, official documents, newspapers, literatures, stories, charts)	WL M 5.1.2.a Analyze texts of varying lengths and complexity (e.g. business letters, official documents, newspapers, literatures, stories, charts)	WL M 6.1.2.a Evaluate and synthesize ideas, information, and opinions using authentic texts (e.g. business letters, official documents, newspapers, literatures, stories, charts)
		WL M 1.1.2.b Make an identification based on basic written descriptors	WL M 1.1.2.b Make an identification based on basic written descriptors	WL M 2.1.2.b Make an identification based on simple written descriptors	WL M 3.1.2.b Respond appropriately to detailed written descriptors	WL M 4.1.2.b Interpret information based on complex written descriptors	WL M 5.1.2.b Interpret information based on complex written descriptors	WL M 6.1.2.b Analyze information based on complex written descriptors.
		WL M 1.1.2.c Read developmentally appropriate material	WL M 1.1.2.c Read developmentally appropriate material	WL M 2.1.2.c Read and respond to select authentic texts rich in visual clues	WL M 3.1.2.c Derive meaning from reading selected authentic materials	WL M 4.1.2.c Explain the meaning of selected written authentic materials	WL M 5.1.2.c Interpret the meaning of selected written authentic materials	WL M 6.1.2.c Analyze authentic written materials

**6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.**

Concepts	Standards Progression
-----------------	------------------------------

	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
Speaking, production and interaction	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 2.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 3.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 4.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 5.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 6.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
		WL M 1.1.3.a State basic opinions on a variety of topics with preparation	WL M 1.1.3.a State basic opinions on a variety of topics with preparation	WL M 2.1.3.a Discuss a variety of familiar topics with preparation	WL M 3.1.3.a Compare and contrast a variety of topics with preparation	WL M 4.1.3.a Analyze a variety of topics with preparation	WL M 5.1.3.a Analyze a variety of topics with limited preparation	WL M 6.1.3.a Evaluate a variety of topics with spontaneity
			WL M 1.1.3.b State basic needs, desires, and questions using limited vocabulary and idioms in limited contexts with preparation	WL M 2.1.3.b Express basic needs, desires, and questions using limited vocabulary and idioms in limited contexts with preparation	WL M 3.1.3.b Express needs, desires, and questions using basic rhetorical devices, vocabulary and idioms in a variety of prepared contexts	WL M 4.1.3.b Explain needs, desires, and questions directly using rhetorical devices, vocabulary and idioms in a variety of contexts	WL M 5.1.3.b Explain needs, desires, and questions directly using rhetorical devices, a variety of vocabulary and idioms in a variety of contexts	WL M 6.1.3.b Explain needs, desires, and questions spontaneously directly and indirectly using rhetorical devices, precise vocabulary and idioms in a variety of contexts

Speaking, production and interaction	WL M 1.1.3.a Recite rehearsed situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 1.1.3.b Recite rehearsed situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 1.1.3.c Recite rehearsed situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 2.1.3.c Interact in simulated situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 3.1.3.c Interact in simulated situations with preparation (e.g. narrating, present, past, future events)	WL M 4.1.3.c Interact in simulated situations. (e.g. narrating, present, past, future events)	WL M 5.1.3.c Interact in simulated situations with limited preparation (e.g. narrating, present, past, future events)	WL M 6.1.3.c Interact spontaneously in a variety of situations
	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 2.1.4 Students will produce comprehensible language.	WL M 3.1.4 Students will produce comprehensible language.	WL M 4.1.4 Students will demonstrate competence of the language.	WL M 5.1.4 Students will demonstrate competence of the language	WL M 6.1.4 Students will demonstrate command of the language.
			WL M 1.1.4.a Express a limited range of structures and vocabulary in spoken interactions (e.g. make statements, ask questions)	WL M 2.1.4.a Utilize a range of structures and appropriate vocabulary in spoken interactions (e.g. narrating, present, past, future events.)	WL M 3.1.4.a Apply a variety of structures and appropriate vocabulary to spoken interactions	WL M 4.1.4.a Demonstrate control of a variety of basic structures and idioms, using appropriate vocabulary in spoken interactions	WL M 5.1.4.a Demonstrate control of a variety of structures and idioms, using appropriate vocabulary in spoken interactions	WL M 6.1.4.a Demonstrate control of a variety of structures and idioms, with rich, precise, idiomatic vocabulary with an ease of expression in spoken interactions
	WL M 1.1.4.a Identify and imitate correct pronunciation and intonation	WL M 1.1.4.a Identify and imitate correct pronunciation and intonation	WL M 1.1.4.b Identify and imitate correct pronunciation and intonation	WL M 2.1.4.b Imitate and produce correct pronunciation and intonation in basic statements	WL M 3.1.4.b Produce correct pronunciation and intonation	WL M 4.1.4.b Utilize correct pronunciation and intonation	WL M 5.1.4.b Demonstrate correct pronunciation and intonation	WL M 6.1.4.b Dialogue using correct pronunciation and intonation

6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.

Concepts	Standards Progression
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	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 2.1.5 Students will write a series of basic phrases and sentences.	WL M 3.1.5 Students will write cohesive paragraphs on a range of familiar subjects.	WL M 4.1.5 Students will write clearly and with details on a variety of subjects.	WL M 5.1.5 Students will write clearly and with details on a variety of subjects.	WL M 6.1.5 Students will write clearly and with details on a variety of subjects, synthesizing and evaluating information and arguments from a number of sources.
Writing		WL M 1.1.5 a Write basic phrases and sentences (e.g. descriptions about themselves, where they live, what they do)	WL M 1.1.5 a Write basic phrases and sentences (e.g. descriptions about themselves, where they live, what they do)	WL M 2.1.5 a Generate basic sentences linked with conjunctions (e.g. descriptions about their actual lives and fictitious situations)	WL M 3.1.5 a Generate cohesive paragraphs about everyday aspects of his/her environment (e.g. descriptions of events, past activities and personal experience)	WL M 4.1.5. a Generate cohesive paragraphs on a variety of subjects (e.g. review of a film, book, play)	WL M 5.1.5. a Compose a detailed writing on a variety of subjects (e.g. review of a film, book, play)	WL M 6.1.5 a Compose a detailed, imaginative and well-structured writing (e.g. convey mood, implied meaning, abstract ideas)
		WL M 1.1.5 b Convey factual information using basic sentences	WL M 1.1.5 b Convey factual information using basic sentences	WL M 2.1.5 b Construct a written document using basic phrases and sentences which contain factual information	WL M 3.1.5 b Summarize factual information on familiar subjects	WL M 4.1.5 b Summarize in detail on familiar and unfamiliar subjects	WL M 5.1.5. b Develop an argument, giving reasons in support of or against a particular point of view	WL M 6.1.5 b Synthesize and evaluate information and arguments from a number of sources in order to expand and support points of view

Writing			WL M 1.1.5.c Respond to simple personal written communication (e.g. notes, invitations, letters)	WL M 2.1.5.c Respond to personal written communication on a variety of topics (e.g. notes, invitations, letters)	WL M 3.1.5.c Produce informal written communication on a variety of topics (e.g. notes, invitations, letters)	WL M 4.1.5.c Respond to formal written communication (e.g. business letters, official documents, newspapers, literature)	WL M 5.1.5.c Produce formal written communication (e.g. business letters, official documents, newspapers, literature)	WL M 6.1.5.c Construct an analysis of formal written communication from a variety of authentic sources (e.g. business letters, official documents, newspapers, literature)
		WL M 1.1.5.c Identify and list vocabulary related to a task	WL M 1.1.5.d Identify and list vocabulary related to a task (e.g. vocabulary in simple sentences)	WL M 2.1.5.d Apply vocabulary in simple sentences	WL M 3.1.5.d Apply vocabulary in more complex sentence structures and paragraphs	WL M 4.1.5.d Employ highly descriptive vocabulary in cohesive paragraphs	WL M 5.1.5.d Utilize highly descriptive vocabulary in a variety of written formats	WL M 6.1.5.d Utilize sophisticated and nuanced vocabulary in a variety of written formats
			WL M 1.1.5.e Recognize correct mechanics of the language (e.g. spelling, grammar)	WL M 2.1.5.e Demonstrate control of basic mechanics in simple sentences (e.g. spelling, grammar)	WL M 3.1.5.e Demonstrate control of increasingly complex mechanics in paragraphs (e.g. spelling, grammar)	WL M 4.1.5.e Demonstrate control of complex mechanics in a variety of written formats (e.g. spelling, grammar)	WL M 5.1.5.e Demonstrate control of complex mechanics in a variety of written formats in authentic contexts (e.g. spelling, grammar)	WL M 6.1.5.e Demonstrate control of complex mechanics in a variety of written formats in authentic contexts (e.g. spelling, grammar)

**6-12 Comprehensive Cultures Standard:
Students will gain knowledge about other cultures.**

Concepts	Standards Progression							
Interpersonal Perspectives and Practices	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	<p>WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.</p>	<p>WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.</p>	<p>WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.</p>	<p>WL M 2.2.1 Students will respond appropriately to scripted and rehearsed social interactions.</p>	<p>WL M 3.2.1 Students will respond appropriately to rehearsed social interactions.</p>	<p>WL M 4.2.1 Students will respond appropriately to authentic cultural situations.</p>	<p>WL M 5.2.1 Students will respond appropriately to authentic cultural situations.</p>	<p>WL M 6.2.1 Students will respond appropriately to authentic spontaneous cultural situations.</p>
<p>WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.</p>	<p>WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.</p>	<p>WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.</p>	<p>WL M 2.2.2 The student will investigate cultural perspectives and practices in the cultures studied.</p>	<p>WL M 3.2.2 The student will describe cultural perspectives and practices in everyday life in the cultures studied.</p>	<p>WL M 4.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language.</p>	<p>WL M 5.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language.</p>	<p>WL M 6.2.2 The student will analyze the development of different cultural perspectives and practices in the target language.</p>	
Cultural Perspectives and Contributions	<p>WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.</p>	<p>WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.</p>	<p>WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.</p>	<p>WL S 2.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.</p>	<p>WL S 3.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.</p>	<p>WL S 4.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.</p>	<p>WL S 5.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.</p>	<p>WL M 6.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.</p>

**6-12 Comprehensive Cultures Standard:
Students will gain knowledge about other cultures.**

Concepts	Standards Progression
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	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
Interpersonal Perspectives and Practices	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 2.2.1 Students will respond appropriately to scripted and rehearsed social interactions.	WL M 3.2.1 Students will respond appropriately to rehearsed social interactions.	WL M 4.2.1 Students will respond appropriately to authentic cultural situations.	WL M 5.2.1 Students will respond appropriately to authentic cultural situations.	WL M 6.2.1 Students will respond appropriately to authentic spontaneous cultural situations.
	WL M 1.2.1.a Recognize and interpret language and behaviors that are appropriate to the target culture	WL M 1.2.1.a Recognize and interpret language and behaviors that are appropriate to the target culture	WL M 1.2.1.a Recognize and interpret language and behaviors that are appropriate to the target culture (e.g. begin rote language demonstration)	WL M 2.2.1.a Demonstrate rote language and behaviors that are appropriate to the target culture	WL M 3.2.1.a Produce language and behaviors that are appropriate to the target culture	WL M 4.2.1.a Produce language and behaviors that are appropriate to the target culture	WL M 5.2.1.a Apply language and behaviors that are appropriate to the target culture in an authentic situation (e.g. model social functions, writing letters, using digital tools)	WL M 6.2.1.a Apply language and behaviors that are appropriate to the target culture with spontaneity in authentic situations (e.g. model social functions, writing letters, using digital tools)
		WL M 1.2.1.b Identify common words, phrases, and idioms that reflect the culture (e.g. I am hungry. vs. I have hunger.)	WL M 1.2.1.b Identify common words, phrases, and idioms that reflect the culture (e.g. I am hungry. vs. I have hunger.)	WL M 2.2.1.b Understand common words, phrases, and idioms that reflect the culture	WL M 3.2.1.b Demonstrate use of common words, phrases, and idioms, and understand the cultural connotations	WL M 4.2.1.b Identify abstract idiomatic phrases	WL M 5.2.1.b Comprehend abstract idiomatic phrases	WL M 6.2.1.b Integrate culturally embedded words, phrases, and idioms into everyday communication
	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 2.2.2 The student will investigate cultural perspectives and practices in the cultures studied.	WL M 3.2.2 The student will describe cultural perspectives and practices in everyday life in the cultures studied.	WL M 4.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language.	WL M 5.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language	WL M 6.2.2 The student will analyze the development of different cultural perspectives and practices in the target language.

Interpersonal Perspectives and Practices	WL M 1.2.2.a Explore commonly held generalizations about the target culture	WL M 1.2.2.a Explore commonly held generalizations about the target culture	WL M 1.2.2.a Explore commonly held generalizations about the target culture	WL M 2.2.2.a Explore commonly held generalizations about the target culture	WL M 3.2.2.a Describe commonly held generalizations about the target culture	WL M 4.2.2.a Compare and contrast commonly held generalizations about the culture studied	WL M 5.2.2.a Compare and contrast commonly held generalizations about the culture studied	WL M 6.2.2.a Evaluate commonly held generalizations about the target culture in the target language
			WL M 1.2.2.b Identify social and geographic factors that affect cultural practices	WL M 2.2.2.b Explain social and geographic factors that affect cultural practices	WL M 3.2.2.b Discuss social and geographic factors that affect cultural practices	WL M 4.2.2.b Compare and contrast geographic factors that affect cultural practices	WL M 5.2.2.b Compare and contrast geographic factors that affect cultural practices	WL M 6.2.2.b Analyze social and geographic factors that affect cultural practices

**6-12 Comprehensive Cultures Standard:
Students will gain knowledge about other cultures.**

Concepts	Standards Progression
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	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	Cultural Perspectives and Contributions	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 2.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 3.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 4.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 5.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.
WL M 1.2.3.a Identify the perspectives, practices, products, and contributions of the culture studied		WL M 1.2.3.a Identify the perspectives, practices, products, and contributions of the culture studied	WL M 1.2.3.a Identify the perspectives, practices, products, and contributions of the culture studied	WL M 2.2.3.a Investigate the perspectives, practices, products, and contributions of the culture studied	WL M 3.2.3.a Explain the perspectives, practices, products, and contributions of the culture studied	WL M 4.2.3.a Explain the perspectives, practices, products, and contributions of the culture using the target language	WL M 5.2.3.a Compare and contrast the perspectives, practices, products, and contributions of the culture using the target language	WL M 6.2.3.a Evaluate the perspectives, practices, products, and contributions of the culture using the target language
			WL M 1.2.3.b Identify the relationship between the cultural perspectives and products/ contributions as represented in expressive forms of the culture studied (e.g. art, music, literature, dance)	WL M 2.2.3.b Investigate the relationship between the cultural perspectives and products/ contributions as represented in expressive forms of the culture studied (e.g. art, music, literature, dance)	WL M 3.2.3.b Describe the relationship between the cultural perspectives and products/ contributions as represented in expressive forms of the culture studied (e.g. art, music, literature, dance)	WL M 4.2.3.b Examine the culture through its visual arts, architecture, literature, and music using the target language	WL M 5.2.3.b Examine the culture through its visual arts, architecture, literature, and music using the target language	WL M 6.2.3.b Describe the culture through its visual arts, architecture, literature, and music using the target language

Cultural Perspectives and Contributions	WL M 1.2.3.b Explore objects, images, and symbols of the target culture	WL M 1.2.3.b Explore objects, images, and symbols of the target culture	WL M 1.2.3.c Explore objects, images, and symbols of the target culture	WL M 2.2.3.c Investigate objects, images, and symbols of the target culture	WL M 3.2.3.c Explain objects, images, and symbols of the target culture	WL M 4.2.3.c Describe the cultural significance of objects, images, and symbols of the target culture	WL M 5.2.3.c Examine the cultural significance of objects, images, and symbols of the target culture	WL M 6.2.3.c Analyze the cultural significance of objects, images, and symbols of the target culture
		WL M 1.2.3.c Identify how the needs, behaviors, and beliefs of the culture are reflected in the products/ contributions of the culture	WL M 1.2.3.d Identify how the needs, behaviors, and beliefs of the culture are reflected in the products/ contributions of the culture	WL M 2.2.3.d Explain how the needs, behaviors, and beliefs of the culture are reflected in the products/ contributions of the culture	WL M 3.2.d Discuss the external factors which affect products and contributions	WL M 4.2.3.d Discuss the external factors which affect products and contributions	WL M 5.2.3.d Analyze the external factors which affect products and contributions	WL M 6.2.3.d Analyze contributions of diverse groups within the target culture
		WL M 1.2.3.d Identify the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 1.2.3.e Identify the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 2.2.3.e Explain the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 3.2.3.e Discuss the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 4.2.3.e Discuss the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 5.2.3.e Analyze the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 6.2.3.e Evaluate the expressive forms of the target culture (e.g. art, literature, music, dance)

**6-12 Comprehensive Connections Standard:
Students will connect with other disciplines and acquire information that connects to their own experiences.**

Concepts	Standards Progression
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	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
Connect with Other Disciplines	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 2.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 3.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 4.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 5.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 6.3.1 Students will reinforce and further knowledge of other disciplines through world languages.
Connect Information to Personal Experiences			WL M 1.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 2.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 3.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 4.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 5.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 6.3.2 Students will evaluate information and the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.

**6-12 Comprehensive Connections Standard:
Students will connect with other disciplines and acquire information that connects to their own experiences.**

Concepts	Standards Progression
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	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	Connect with Other Disciplines	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 2.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 3.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 4.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 5.3.1 Students will reinforce and further knowledge of other disciplines through world languages.
WL M 1.3.1.a Discuss topics from other school subjects (e.g. art, music, language arts, history, mathematics)		WL M 1.3.1.a Discuss topics from other school subjects (e.g. art, music, language arts, history, mathematics)	WL M 1.3.1.a Discuss topics from other school subjects (e.g. art, music, language arts, history, mathematics)	WL M 2.3.1.a Discuss topics from other school subjects, incorporating the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 3.3.1.a Discuss topics from other school subjects, incorporating the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 4.3.1.a Discuss topics from other school subjects in the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 5.3.1.a Develop opinions related to other school subjects in the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 6.3.1.a Defend opinions on topics in other subjects in the target language (e.g. political and historical concepts, worldwide health issues, environmental concepts)
			WL M 1.3.1.b Identify information from single sources in the target language about a topic being studied in other school subjects (e.g. maps, metric system, advertisement, product information)	WL M 2.3.1.b Identify information from a variety of sources in the target language about a topic being studied in other school subjects (e.g. maps, metric system, advertisement, product information)	WL M 3.3.1.b Comprehend information from a single source in the target language about a topic being studied in other school subjects	WL M 4.3.1.b Comprehend information from a variety of sources in the target language about a topic being studied in other school subjects	WL M 5.3.1.b Summarize information from a variety of sources in the target language about a topic being studied in other school subjects	WL M 6.3.1.b Analyze information from a variety of sources in the target language about a topic being studied in other school subjects

<p align="center">Connect with Other Disciplines</p>			<p>WL M 1.3.1.c Identify information from another content area to combine with information available in the world language classroom</p>	<p>WL M 2.3.1.c Connect information from other content areas with information available in the target language (e.g. health, currency, food, fine arts)</p>	<p>WL M 3.3.1.c Connect information from other content areas with information available in the target language (e.g. health, currency, food, fine arts)</p>	<p>WL M 4.3.1.c Obtain information from other content areas to combine with information available in the target language (e.g. music, government, environment)</p>	<p>WL M 5.3.1.c Generate information from other content areas to combine with information available in the target language (e.g. music, government, environment)</p>	<p>WL M 6.3.1.c Synthesize information from other content areas with information available in the target language (e.g. current events, economics)</p>
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**6-12 Comprehensive Connections Standard:
Students will connect with other disciplines and acquire information that connects to their own experiences.**

Concepts	Standards Progression
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	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	Connect Information to Personal Experiences			WL M 1.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 2.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 3.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 4.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 5.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.
			WL M 1.3.2.a Explore a variety of authentic materials intended for native speakers of the target language (e.g. menus, maps, advertisements, comics, videos)	WL M 2.3.2.a Identify similarities in a variety of authentic materials and English language materials of the same type (e.g. menus, maps, literature)	WL M 3.3.2.a Compare a variety of authentic materials and English language materials of the same type (e.g. menus, maps, literature)	WL M 4.3.2.a Compare and contrast a variety of authentic materials and English language materials of the same type (e.g. news articles, magazines, brochures, menus, maps, literature)	WL M 5.3.2.a Compare and contrast a variety of authentic materials intended for same-age speakers and English language materials of the same type (e.g. news articles, magazines, brochures, menus, maps, literature)	WL M 6.3.2.a Analyze a variety of authentic materials intended for same-age speakers and English language materials of the same type (e.g. news articles, magazines, brochures, menus, maps, literature)

**6-12 Comprehensive Comparisons Standard:
Students will develop insight into the nature of the target language and culture.**

Concepts	Standards Progression
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	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
Patterns of Language	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 2.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 3.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 4.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 5.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 6.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
Cultural Patterns	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 2.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 3.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 4.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 5.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 6.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.

**6-12 Comprehensive Comparisons Standard:
Students will develop insight into the nature of the target language and culture.**

Concepts	Standards Progression
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	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
Patterns of Language	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 2.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 3.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 4.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 5.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 6.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
	WL M 1.4.1.a Recognize and imitate the sound patterns of the target language and compare them to the student's own language (e.g. alphabet, special characters, accents)	WL M 1.4.1.a Recognize and imitate the sound patterns of the target language and compare them to the student's own language (e.g. alphabet, special characters, accents)	WL M 1.4.1.a Recognize and imitate the sound patterns of the target language and compare them to the student's own language (e.g. alphabet, special characters, accents)	WL M 2.4.1.a Identify and produce independently the sound patterns of the target language, and compare them to the student's own language (e.g. silent letters, phonemes)	WL M 3.4.1.a Apply the sound patterns of the target language in context and compare to the student's own language (e.g. use letter combinations to figure out sounds of new words, examples sch = [sh] (German), oi = [wa] (French), ll= [y] (Spanish))	WL M 4.4.1.a Integrate the sound patterns of the target language in a variety of contexts and compare to the students own language (e.g. use sound patterns to pronounce new words)	WL M 5.4.1.a Integrate the sound patterns of the target language in a variety of contexts and compare to the students own language (e.g. use sound patterns to pronounce new words)	WL M 6.4.1.a Synthesize the sound pattern of the target language in a variety of contexts (e.g. apply spelling rules to auditory input)
		WL M 1.4.1.b Recognize the structural patterns of the target language and compare them to the student's own language (e.g. parts of speech, word function, word placement)	WL M 1.4.1.b Recognize the structural patterns of the target language and compare them to the student's own language (e.g. parts of speech, word function, word placement.)	WL M 2.4.1.b Identify and produce independently the structural patterns of the target language, and compare them to the student's own language (e.g. parts of speech)	WL M 3.4.1.b Understand and produce independently the structural patterns of the target language (e.g. word order and accuracy of simple sentences)	WL M 4.4.1.b Integrate the structural patterns of the target language in a variety of contexts (e.g. word order and accuracy of complex sentences)	WL M 5.4.1.b Integrate the structural patterns of the target language in a variety of contexts (e.g. word order and accuracy of complex sentences)	WL M 6.4.1.b Synthesize knowledge of structural patterns in both the target language and the student's own language to communicate effectively (e.g. complexity, self-correct, tense agreement)

Patterns of Language		WL M 1.4.1.c Recognize the idiomatic expressions of the target language	WL M 1.4.1.c Recognize the idiomatic expressions of the target language	WL M 2.4.1.c Identify the idiomatic expressions of the target language	WL M 3.4.1.c Compare and contrast idiomatic expressions of the target language and the student's own language	WL M 4.4.1.c Comprehend the meaning of idiomatic expressions of the target language in the correct context	WL M 5.4.1.c Demonstrate use of idiomatic expressions of the target language in the correct context	WL M 6.4.1.c Integrate idiomatic expressions of the target language in the correct context
	WL M 1.4.1.b Recognize connections among languages (e.g. cognates)	WL M 1.4.1.d Recognize connections among languages (e.g. cognates)	WL M 1.4.1.d Recognize connections among languages (e.g. cognates)	WL M 2.4.1.d List examples of connections among languages	WL M 3.4.1.d Identify connections among languages	WL M 4.4.1.d Illustrate the connections among languages	WL M 5.4.1.d Explain the connections among languages	WL M 6.4.1.d Analyze how languages influence each other

**6-12 Comprehensive Comparisons Standard:
Students will develop insight into the nature of the target language and culture.**

Concepts	Standards Progression
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Cultural Patterns	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	<p>WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.</p>	<p>WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.</p>	<p>WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.</p>	<p>WL S 2.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.</p>	<p>WL S 3.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.</p>	<p>WL S 4.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.</p>	<p>WL S 5.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.</p>	<p>WL S 6.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.</p>
<p>WL M 1.4.2.a Explore the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources</p>	<p>WL M 1.4.2.a Explore the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources</p>	<p>WL M 1.4.2.a Explore the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources</p>	<p>WL M 2.4.2.a Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources</p>	<p>WL M 3.4.2.a Examine the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources</p>	<p>WL M 4.4.2.a Compare and contrast the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources</p>	<p>WL M 5.4.2.a Analyze the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources</p>	<p>WL M 6.4.2.a Summarize the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources</p>	
<p>WL M 1.4.2.b Explore similar and different behavioral patterns between the target culture(s) and the student's own culture</p>	<p>WL M 1.4.2.b Explore similar and different behavioral patterns between the target culture(s) and the student's own culture</p>	<p>WL M 1.4.2.b Explore similar and different behavioral patterns between the target culture(s) and the student's own culture</p>	<p>WL M 2.4.2.b Identify similar and different behavioral patterns between the target culture(s) and the student's own culture</p>	<p>WL M 3.4.2.b Explain similar and different behavioral patterns between the target culture(s) and the student's own culture</p>	<p>WL M 4.4.2.b Compare and contrast knowledge of similar and different behavioral patterns to interact effectively in limited social contexts in the target culture(s)</p>	<p>WL M 5.4.2.b Analyze behavioral patterns to interact effectively in limited social contexts in the target culture(s)</p>	<p>WL M 6.4.2.b Utilize knowledge of similar and different behavioral patterns to interact effectively in social contexts in the target culture(s)</p>	

Cultural Patterns		WL M 1.4.2.c Explore the contributions of the target culture(s) to the student's own culture	WL M 1.4.2.c Explore the contributions of the target culture(s) to the student's own culture	WL M 2.4.2.c Identify the contributions of the target culture(s) to the student's own culture	WL M 3.4.2.c Identify the impact of the target culture on the student's own culture	WL M 4.4.2.c Identify the impact of the target culture on the student's own culture	WL M 5.4.2.c Analyze the impact of the target culture(s) on the student's own culture and identify the ways in which various cultures interact within the student's own community	WL M 6.4.2.c Summarize the impact of the target culture(s) on the student's own culture and identify the ways in which various cultures interact within the student's own community
	WL M 1.4.2.c Explore expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 1.4.2.d Explore expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 1.4.2.d Explore expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 2.4.2.d Identify expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 3.4.2.d Explain expressive and utilitarian forms of the target culture(s)	WL M 4.4.2.d Compare and contrast expressive and utilitarian forms of the target culture(s) and the student's own culture	WL M 5.4.2.d Critique expressive and utilitarian forms of the target culture(s) and the student's own culture	WL M 6.4.2.d Utilize utilitarian forms of the target culture and the student's culture and begin to analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture

6-12 Comprehensive Communities Standard:
Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.

Concepts	Standards Progression
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	Beginning		Emerging	Developing	Advancing	Expanding		
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
Application of the Target Language		WL M 1.5.1 Students will identify the target language.	WL M 1.5.1 Students will identify the target language.	WL M 2.5.1 Students will identify the target language.	WL M 3.5.1 Students will develop the use of the target language.	WL M 4.5.1 Students will develop the use of the target language.	WL M 5.5.1 Students will develop the use of the target language.	WL M 6.5.1 Students will integrate the use of the target language in their daily lives.
International Community Connections		WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 2.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 3.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 4.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 5.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 6.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.
Local Community Connections		WL M 1.5.3 Students will connect with the local target culture	WL M 1.5.3 Students will connect with the local target culture	WL M 2.5.3 Students will connect with the local target culture.	WL M 3.5.3 Students will connect with the local target culture.	WL M 4.5.3 Students will connect with the local target culture.	WL M 5.5.3 Students will connect with the local target culture.	WL M 6.5.3 Students will connect with the local target culture.

**6-12 Comprehensive Communities Standard:
Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.**

Concepts	Standards Progression							
Application of the Target Language	Beginning		Emerging		Developing		Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.1 Students will identify the target language.	WL M 1.5.1 Students will identify the target language.	WL M 2.5.1 Students will identify the target language.	WL M 3.5.1 Students will develop the use of the target language.	WL M 4.5.1 Students will develop the use of the target language.	WL M 5.5.1 Students will develop the use of the target language.	WL M 6.5.1 Students will integrate the use of the target language in their daily lives.
	WL M 1.5.1.a Explore the target language in the student's daily life and share that knowledge with others	WL M 1.5.1.a Explore the target language in the student's daily life and share that knowledge with others	WL M 2.5.1.a Recognize the target language in the student's daily life and share that knowledge with others	WL M 3.5.1.a Develop the use of the target language in daily life	WL M 4.5.1.a Demonstrate the use of the target language in real life situations (e.g. order from an authentic menu, ask or give directions)	WL M 5.5.1.a Demonstrate the use of the target language in real life situations (e.g. order from an authentic menu, ask or give directions)	WL M 6.5.1.a Integrate the target language in real life situations (e.g. phone conversation, websites, models, informational signs, brochures)	

**6-12 Comprehensive Communities Standard:
Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.**

Concepts	Standards Progression
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	Beginning		Emerging	Developing	Advancing	Expanding		
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
International Community Connections		WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 2.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 3.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 4.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 5.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 6.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.
		WL M 1.5.2.a Locate connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 1.5.2.a Locate connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 2.5.2.a Identify connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 3.5.2.a Describe connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 4.5.2.a Establish connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 5.5.2.a Develop connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 6.5.2.a Evaluate and cultivate connections with the target culture through the use of technology, media, authentic sources, and experiences
			WL M 1.5.3.b Explore the idea of differing world views (e.g. education systems, social activities, political system, transportation)	WL M 2.5.3.b List an example of a differing world view (e.g. education systems, social activities, political system, transportation)	WL M 3.5.3.b Explain the idea of differing world views and give an example (e.g. education systems, social activities, political system, transportation)	WL M 4.5.3.b Compare and contrast differing world views (e.g. education systems, social activities, political system, transportation)	WL M 5.5.3.b Explain the impact of differing world views on global relationships using authentic sources (e.g. education systems, social activities, political system, transportation)	WL M 6.5.3.b Analyze the interdependence that exists among the world's communities and the differing views of one another, using authentic sources (e.g. education systems, social activities, political system, transportation)

**6-12 Comprehensive Communities Standard:
Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.**

Concepts	Standards Progression							
Local Community Connections	Beginning		Emerging		Developing		Advancing	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.3 Students will connect with the local target culture	WL M 1.5.3 Students will connect with the local target culture	WL M 2.5.3 Students will connect with the local target culture.	WL M 3.5.3 Students will connect with the local target culture.	WL M 4.5.3 Students will connect with the local target culture.	WL M 5.5.3 Students will connect with the local target culture.	WL M 6.5.3 Students will connect with the local target culture.
	WL M 1.5.3.a Identify the resources of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 1.5.3.a Identify the resources of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 2.5.3.a Investigate resources of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 3.5.3.a Interact with the target culture in the local community (e.g. guest speaker, interactive field trip, virtual tour, online menu)	WL M 4.5.3.a Utilize resources and interact with the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 5.5.3.a Analyze the contributions and needs of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 6.5.3.a Collaborate with the target culture in the local community (e.g. electronically exchanging letters, pen pals, guest speakers, video conferencing)	
Courses	(Language) 6	Level I Spanish IA (Language) 7	Level I Spanish IB (Language) 8	Level II Honors Level II	<u>Level III</u> <u>Honors Level III</u>	Level IV	Honors IV/Level V	AP courses IB courses
Materials	French: Exploring French, 3 rd Edition (EMC Publishing, 2008) German: Der Gruene Max (Klett- Langenscheidt, 2012)	French: T'es Branche Level I (EMC Publishing, 2014) German: Genial Klick I (Klett- Langenscheidt, 2011)	French: T'es Branche Level I (EMC Publishing, 2014) German: Genial Klick I (Klett- Langenscheidt, 2011)	French: T'es Branche Level II (EMC Publishing, 2014) German: Mosaik Level I (Vista Higher Learning, 2014)	French: T'es Branche Level III (EMC Publishing, 2014) German: Mosaik Level II (Vista Higher Learning, 2014)	French: T'es Branche Level III (EMC Publishing, 2014) German: Mosaik Level II (Vista Higher Learning, 2014)	French: T'es Branche Level IV (EMC Publishing, 2014) German: Mosaik Level III (Vista Higher Learning, 2014)	French: Face-a-Face (Vista Higher Learning, 2011) German: Denk Mal 2e (Vista Higher Learning, 2014)

		<p>Japanese: Adventures in Japanese I (Cheng-Tsui, 2015)</p> <p>Latin: Ecce Romani I: A Latin Reading Program 4th Edition (Pearson, 2009)</p> <p>Spanish: Avancemos Level I, (HMH, 2013)</p>	<p>Japanese: Adventures in Japanese I (Cheng-Tsui, 2015)</p> <p>Latin: Ecce Romani I: A Latin Reading Program 4th Edition (Pearson, 2009)</p> <p>Spanish: Avancemos Level I, (HMH, 2013)</p>	<p>Japanese: Adventures in Japanese II (Cheng-Tsui) Released Summer 2015</p> <p>Latin: Ecce Romani II: A Latin Reading Program 4th Edition (Pearson, 2009)</p> <p>Spanish: Avancemos Level II, (HMH, 2013)</p>	<p>Japanese: Adventures in Japanese III (Cheng-Tsui) Released Summer 2016</p> <p>Latin: Ecce Romani III: A Latin Reading Program 4th Edition (Pearson, 2009)</p> <p>Vergils Aeneid, Books I-VI (Bolchazy-Carducci Publishers Inc, 1998)</p> <p>Spanish: Avancemos, Level III, (HMH, 2013)</p>			<p>Japanese: Adventures in Japanese IV (Cheng-Tsui, 2004)</p> <p>Latin: Vergils Aeneid, Books I-VI (Bolchazy-Carducci Publishers Inc, 1998)</p> <p>Caesar, The Conquest of Gaul, (Penguin Books, 1983)</p> <p>A Call to Conquest: Readings from Caesar's Gallic Wars, (Pearson, 2013)</p> <p>Vergil's Aeneid Hero: War. Humanity (Bolchazy-Carducci, 2005)</p> <p>Spanish: Temas (Vista Higher Learning, 2013)</p>
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K-5 Spanish
Aldrich Elementary School offers K-5 Spanish as part of the International Baccalaureate Primary Years Programme.

Standards	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communication	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Greetings/Courtesies Numbers Colors Classroom Directions Calendar Shapes Sizes School Objects Family Weather Transportation Animals Body Parts Clothing Foods Mexico</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Greetings Birthday /Age Numbers Classroom Directions Calendar Weather School Locations Community Locations Family Sizes/Shapes Animals Body Parts Clothing Foods Spain</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Introductions Birthdays Numbers to 100 Colors Classroom Directions Weather Calendar Telling Time School Subjects Family Prepositions Animals Body Parts Clothing Foods Latin American Foods Market/Money Likes and Dislikes</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Birthdays/Calendar Numbers to 100 Alphabet-spelling Family and Friends Introductions Adjectives Professions Prepositions Directs/Locations Body Parts Clothing Seasons Travel Central America</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Birthdays/Calendar Numbers Alphabet-spelling Activities Telling Time Professions Employment Family Members Geography Landforms Animals Foods Celebrations Holidays Restaurants Needs and Requests</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Greetings Self-Introductions Birthdays/Calendar Classroom Directions Numbers to 1000 Ordinal Numbers Computers/Technology Pronouns: -ar verbs Sports IB Attitudes Verbs: -estar -er and -ir Foods/Meals Home Interrogatives</p>
Cultures	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Artifacts Songs Music Musical Instruments Dances Chants Stories Poetry Art Food</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Artifacts Songs Music Musical Instruments Dances Chants Stories Poetry Art Food</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Artifacts Songs Music Musical Instruments Dances Chants Stories Poetry Art Food</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Halloween and Day of the Dead Time of Day Cultural Traditions Central American Foods</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Greetings Introductions Polite Expressions Flags Schools Geographic Features Food</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Friendships School Sports Meals Housing</p>

<p style="text-align: center;">Connections</p>	<p>Students will connect with other disciplines.</p> <p>Math: Number Sense Geometric Shapes</p> <p>Social Studies: School Geography Traditions</p> <p>Physical Education: Movement</p> <p>Science: Weather</p> <p>Language Arts: Animal Poems Songs Stories</p>	<p>Students will connect with other disciplines.</p> <p>Math: Number Sense Geometric Shapes</p> <p>Social Studies: School Helpers Community Traditions</p> <p>Physical Education: Movement</p> <p>Science: Weather</p> <p>Language Arts: Animal Poems Songs Stories</p>	<p>Students will connect with other disciplines.</p> <p>Math: Number Sense Telling Time</p> <p>Social Studies: Family Members Traditions</p> <p>Science: Animal Habitats Weather</p>	<p>Students will connect with other disciplines.</p> <p>Math: Graphing</p> <p>Social Studies: Employment/Working Geography</p> <p>Science: Parts of the Body</p> <p>Language Arts: Family Members</p>	<p>Students will connect with other disciplines.</p> <p>Math: Charting Graphing</p> <p>Social Studies: Leisure Time</p> <p>Employments/Working Geography Celebrations</p> <p>Language Arts: Capitalization of Names</p>	<p>Students will connect with other disciplines.</p> <p>Math: Numbers Addition Subtraction Multiplication Division</p> <p>Technology: Computer Terms</p> <p>Grammar: Pronoun Usage Verb Conjugation Questioning</p> <p>Physical Education: World Sports</p>
<p style="text-align: center;">Comparisons</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Greetings Names for Shapes Family Customs/Celebrations Weather Animal Sounds Culture</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Greetings Capitalization of Months and Days Customs/Celebrations Weather Animal Sounds Culture</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Birthday Songs Capitalization of Months and Days Family Customs Landforms Foods Bartering</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Family Living Situations Adjectives Word Placement Cognates Food Geography</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Calendars Telling Time World Language Study Cognates for Map Terms Eating customs</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Greetings Introductions Polite Expressions Schools Conjugating Verbs Eating Customs Housing</p>
<p style="text-align: center;">Communities</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school Celebrations</p>

**PreK-12 Comprehensive Standard 1:
Students in Millard Public Schools will demonstrate critical thinking and problem-solving skills.**

Concepts	Standards Progression	
Ability to reason, solve problems, and make complex decisions	6-8	9-12
	CCR M 8.1.E Students will demonstrate the ability to focus, prioritize, organize, and handle unfamiliar situations. <ul style="list-style-type: none"> • Ask questions by identifying needed information • Determine the appropriate sequence of events • Use an organizational tool 	CCR M 12.1.E Students will exhibit the ability to focus, prioritize, organize, and handle ambiguity. <ul style="list-style-type: none"> • Demonstrate on-task behaviors • Utilize time management skills • Understand shades of meaning or various interpretations

**PreK-12 Comprehensive Standard 4:
Students in Millard Public Schools will demonstrate citizenship and personal responsibility.**

Concepts	Standards Progression	
Ability to achieve success for people and systems through personal actions	6-8	9-12
	CCR M 8.4.C Students will respect diversity. <ul style="list-style-type: none"> • Participate in multicultural activities • Acknowledge and appreciate the diversity of others • Avoid negative or derogatory action and/or responses toward others • Communicate positivity with people of different cultural, racial, and ethnic backgrounds 	CCR M 12.4.C Students will respect diversity. <ul style="list-style-type: none"> • Acknowledge and appreciate differences in people. • Seek opportunities to interact with diverse groups • Advocate for fair treatment of all • Engage appropriately in class discussions and interactions

APPENDIX

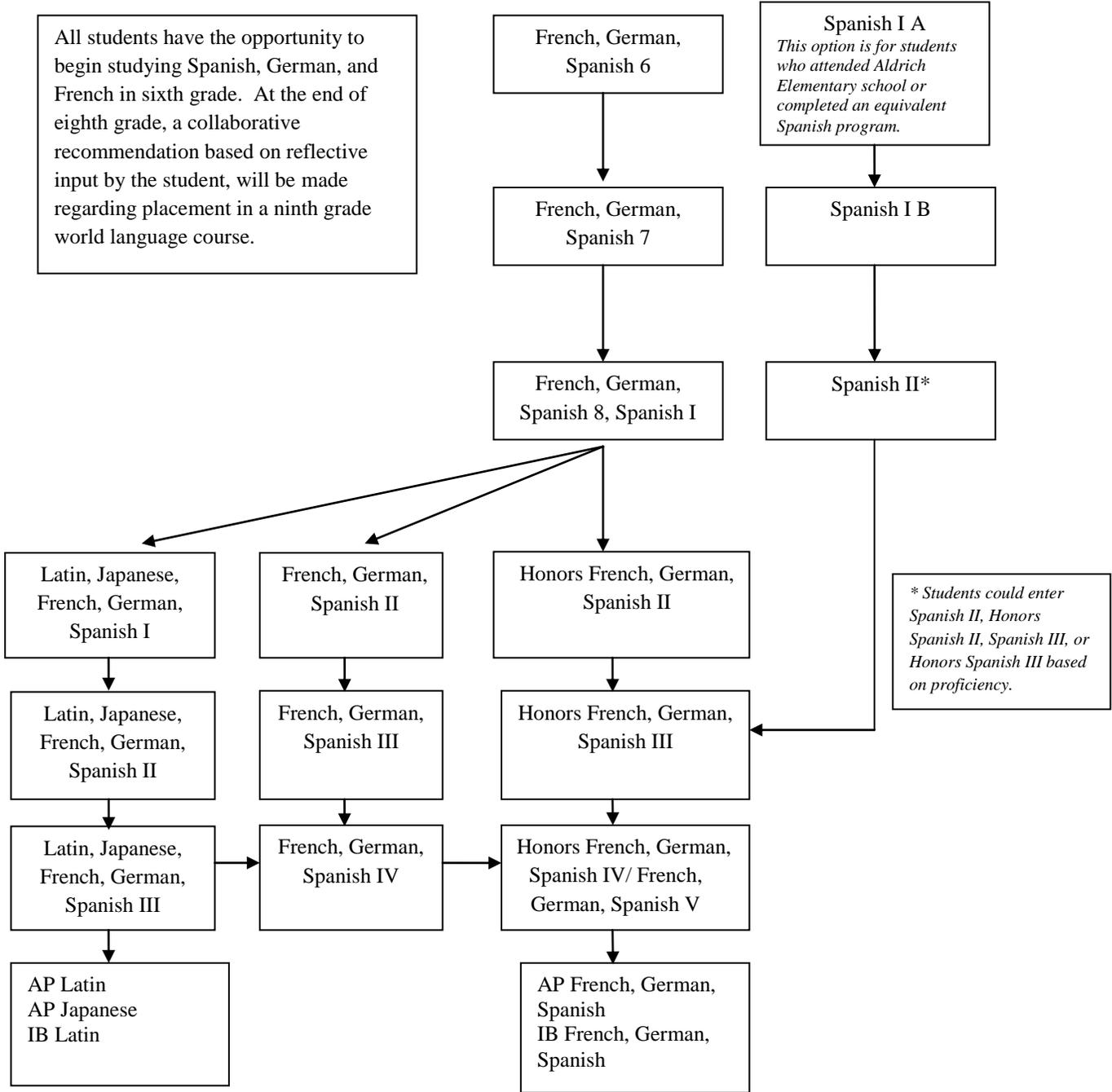
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9-12 Renamed Course Rationale

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Honors Level IV	Honors (Language) IV/ (Language) V	<ul style="list-style-type: none">• Provide students an opportunity to take a Level V course after completing (Language) IV.• Provide an opportunity to further develop an understanding of the language and language fluency.

6-12 World Language Flow Chart

All students have the opportunity to begin studying Spanish, German, and French in sixth grade. At the end of eighth grade, a collaborative recommendation based on reflective input by the student, will be made regarding placement in a ninth grade world language course.



Students are advised to take consecutive years of the same language. University of Nebraska System admissions requirements include two years of the same language and some programs may require more. Students are highly encouraged to extend their language study throughout their high school years.

Although students normally follow one of the above paths, based on a student's proficiency, a student may take a different path.

6-8 World Language Course Descriptions (Language) refers to French, German, or Spanish courses

xxxx (Language) 6

6th grade

Course Description: Students will explore basic vocabulary, geography and cultural aspects of the target language. Students will participate in activities related to the language and customs of the target culture(s). This class consists of three 12-week segments (French, German, Spanish) meeting on alternate days.

xxxx Spanish IA

6th grade

Course Description: This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course begins in sixth grade, meets on alternate days, and will continue with Spanish IB in seventh grade, meeting on alternate days. Spanish IA and Spanish IB constitute a two-year course equivalent to Spanish I taught in high school. Spanish II is taught in eighth grade and is equivalent to Spanish II taught at the high school.

xxxx (Language) 7

7th grade

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). (Language) 7 is the first year of a two-year course to be completed in 8th grade. The course meets on alternate days in 7th grade and every day in eighth grade. (Language) 7 and (Language) 8 make up a two year course sequence equivalent to the (Language) I course at the high school.

xxxx Spanish IB

7th grade

Course Description: This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course meets on alternate days and is a continuation of Spanish IA taught in sixth grade. Spanish IA and Spanish IB constitute a two-year course equivalent to Spanish I taught in high school. Spanish II is taught in eighth grade and is equivalent to Spanish II taught at the high school.

xxxx (Language) 8**8th grade**

Course Description: Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). (Language) 8 meets every day and is the second year of a two-year course that begins in 7th grade. (Language) 7 and (Language) 8 make up a two year course sequence equivalent to the (Language) I course at the high school.

xxxx Spanish I**8th grade**

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). The standards for this course are the same as the two-year Spanish 7 and Spanish 8 course that begins in 7th grade; however, because this eighth grade course is taught in just one school year, some content may be condensed. This course is designed for students joining Millard Public Schools late in the seventh grade year or those new to eighth grade. Students not successful in Spanish 7 may take this course in eighth grade with administrator approval.

xxxx Spanish II**8th grade**

Course Description: This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets every day and is a continuation of the Spanish IA and Spanish IB course sequence beginning in sixth grade. Spanish II is equivalent to Spanish II taught at the high school.

9-12 World Language Course Descriptions (Language) refers to French, German, or Spanish courses

xxxx (Language) I **9-12** **10 Credits**
Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s).
Prerequisites: None

xxxx (Language) II **9-12** **10 Credits**
Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language.
Prerequisites: (Language) 8 or (Language) I

xxxx Honors (Language) II **9-12** **10 Credits**
Course Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the (target) language. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate.
Prerequisites: (Language) 8 or (Language) I

xxxx (Language) III **9-12** **10 Credits**
Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the target culture(s). Students will learn an expanded vocabulary and complex mechanics to develop skills utilizing authentic sources. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.
Prerequisites: (Language) II

xxxx Honors (Language) III **9-12** **10 Credits**
Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the target culture(s). Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in the target language. Honors Level III is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate courses.
Prerequisites: (Language) II or Honors (Language) II

xxxx (Language) IV **10-12** **10 Credits**
Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the target culture(s). Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in the target language.
Prerequisites: (Language) III

xxxx Honors (Language) IV/(Language) V **10-12** **10 Credits**
Course Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in the target language. Honors Level IV is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate courses.
Prerequisites: (Language) IV or Honors (Language) III

xxxx Japanese I **9-12** **10 Credits**
Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will master reading and writing in Hiragana and Katakana. Students will learn about and experience cultural practices relating to Japanese culture.
Prerequisites: None

xxxx Japanese II **10-12** **10 Credits**
Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will learn to read and write 100 kanji. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the Japanese language.
Prerequisites: Japanese I

xxxx Japanese III **11-12** **10 Credits**
Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in (the target) culture(s). Students will learn to read and write 200 kanji. Students will learn an expanded vocabulary and develop skills utilizing authentic sources. Students will use complex mechanics of the language. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.
Prerequisites: Japanese II

xxxx Latin I**9-12****10 Credits**

Course Description: Students will experience an introduction to the Latin language with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills, and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry in translation. Roman history and culture, as well as Greco-Roman mythology, will provide an understanding of the historical and contemporary influences of the Ancient Roman world.

Prerequisites: None

xxxx Latin II**10-12****10 Credits**

Course Description: Students will learn new grammar concepts to advance comprehension of Latin manuscripts and further their communication skills using Latin. Students will continue their literary studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.

Prerequisites: Latin I

xxxx Latin III**11-12****10 Credits**

Course Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present.

Prerequisites: Latin II

xxxx Advanced Placement[®] French Language and Culture 11-12**10 Credits**

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in French, and students are expected to speak French at all times. Completion of this course will prepare all students to take the Advanced Placement[®] French Language and Culture exam.

Prerequisites: Honors (Language) IV/(Language) V

xxxx Advanced Placement[®] German Language and Culture 11-12**10 Credits**

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in German, and students are expected to speak German at all times. Completion of this course will prepare students to take the Advanced Placement[®] German Language and Culture exam.

Prerequisites: Honors (Language) IV/(Language) V

xxxx Advanced Placement® Japanese Language and Culture 12 10 Credits

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in Japanese culture(s). Students will learn to read and write 400 kanji. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in Japanese. Completion of this course will prepare all students to take the Advanced Placement® Japanese Language and Culture exam.

Prerequisites: Japanese III

xxxx Advanced Placement® Latin 12 10 Credits

Course Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present. Completion of this course will prepare all students to take the Advanced Placement® Latin exam.

Prerequisites: Latin III

xxxx Advanced Placement® Spanish Language and Culture 11-12 10 Credits

Course Description: Students will gain advanced knowledge of the Spanish language through the use of authentic print and audio materials. Listening, reading, writing, and speaking skills are emphasized. Cultural knowledge will be taught throughout the course and grammatical concepts reviewed. The course will be conducted in Spanish, and students are expected to speak Spanish at all times. Completion of this course will prepare students to take the Advanced Placement® Spanish Language and Culture exam.

Prerequisites: Honors (Language) IV/(Language) V

Revisions to Approved Frameworks to Support the Middle Level Schedule Change for 2018-2019 and Beyond

This an addendum to each of the related frameworks.

Previous	Revised
Art	
Art 6, 7; required	elective
Business and Information Technology	
Computer Applications 6, 7; required Computational Thinking	Elective Computational Thinking and Coding
Family and Consumer Science	
Childcare, Foods & Nutrition, 6 or 7; required	elective
Integrated Learning Lab 6 or 7; required	elective
Industrial Technology	
Industrial Technology 6, 7; required	elective
Music	
General Music 6, 7; required	elective
Language Arts	
Reading 6, 7, 8; required	Young Adult Literature 6, 7, 8; elective
New	Creative Writing 6, 7, 8; elective
Social Studies	
New	Law and Public Service 6, 7, 8; elective
World Language	
Spanish 6	Spanish A; elective
Spanish 7	Spanish B; elective
Language 8	Spanish C; elective
Spanish I	Spanish II-A; elective
	Spanish II-B; elective

New or revised course descriptions

2652/2752/2852 Young Adult Literature (6, 7, 8)

1 Year

This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each hexter will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole class texts and within smaller literature circles. Emphasis will be placed on independent, active reading and responding to both fiction and nonfiction text.

2656/2756/2856 Creative Writing (6, 7, 8)

1 Hexter

This course is an introduction to creative writing for middle school students who enjoy writing and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will experiment with a variety of genre and will share their writing in small groups and potentially with the class.

4602/4702/4802 Law and Public Service (6, 7, 8)

1 Hexter

Students will learn about law and public service. This six week course explores the importance of Civic Responsibility, Legal Services, Law Enforcement Services, Correction Services, Security and Protective Services and Emergency and Fire Management Services within our government.

1618 Spanish A**1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish A is the first year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1718 Spanish B**1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish B is the second year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1818 Spanish C**1 Year**

Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish C is the third year of a three year course sequence. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1620 Spanish I-A (KMS/NMS for Aldrich students only)**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course begins in sixth grade, meets on alternate days, and will continue with Spanish II-A in seventh grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1722 Spanish II-A**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days, and will continue with Spanish II-B in eighth grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1826 Spanish II-B**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.