

# FOREIGN LANGUAGE PERFORMANCE STANDARDS

## 8<sup>th</sup> Grade and First Year of High School Study

### **CONTENT STANDARD 1: Engage in conversations, provide information, express feelings and emotions and exchange opinions in the foreign language.**

#### **EXCEEDS STANDARD**

- Effectively talk and write about activities of daily life relying on memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary.
- Effectively give and follow simple oral and written instructions and commands on familiar topics, utilizing visual cues when appropriate.
- Effectively recognize commonly used verbs and phrases in discussions about past and future events.
- Independently make simple oral and written requests.
- Clearly tell and write a simple narrative about a personal experience or event in the present tense.
- Restate in the present tense what another person has said, with minimal assistance.
- Skillfully use the standard rules of usage and grammar.
- Demonstrate accuracy in the imitation of modeled words.
- Demonstrate creativity in language production.
- Appropriately ask and respond to basic questions.
- Consistently use appropriate expressions and gestures of courtesy.

<p style="text-align: center;"><b>MEETS STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Talk and write about activities of daily life relying on memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary.</li> <li>• Give and follow simple oral and written instructions and commands on familiar topics, utilizing visual cues when appropriate.</li> <li>• Recognize commonly used verbs and phrases in discussions about past and future events.</li> <li>• Participate in structured conversations on a variety of familiar topics, including state of being and feelings.</li> <li>• Make simple oral and written requests.</li> <li>• Tell and write a simple narrative about a personal experience or event in the present tense.</li> <li>• Restate in the present tense, with assistance, what another person has said.</li> <li>• Recognize the standard rules of usage and grammar.</li> <li>• Demonstrate accuracy in the imitation of modeled words.</li> <li>• Demonstrate occasional creativity in the production of language.</li> <li>• Ask and respond to basic questions.</li> <li>• Use appropriate expressions and gestures of courtesy.</li> </ul>
<p style="text-align: center;"><b>APPROACHES STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Talk and write about activities of daily life relying on memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary, with limited accuracy.</li> <li>• Give and follow simple oral and written instructions on familiar topics, utilizing limited cues.</li> <li>• Recognize few commonly used verbs and phrases in discussions about past and future events.</li> <li>• Sporadically participate in structured conversations on a variety of familiar topics, including state of being and feelings.</li> <li>• Seldom make simple oral and written requests.</li> <li>• Ineffectively tell and write a simple narrative about a personal experience or event in the present tense.</li> <li>• Attempt to restate in the present tense what another person has said, with assistance.</li> <li>• Occasionally use the standard rules of usage and grammar.</li> <li>• Demonstrate minimal accuracy in the imitation of modeled words.</li> <li>• Rarely demonstrate creativity in the production of language.</li> <li>• With errors ask and respond to basic questions.</li> <li>• Inconsistently use appropriate expressions and gestures of courtesy.</li> </ul>
<p style="text-align: center;"><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Rarely talk and write about activities of daily life relying on memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary, with limited accuracy.</li> <li>• Inconsistently give and follow simple oral and written instructions and commands on familiar topics, even when given cues.</li> <li>• Are unaware of even a few commonly used verbs and phrases in discussions about past and future events.</li> <li>• May participate in structured conversations on a variety of familiar topics, including state of being and feelings, but do so incoherently.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Unable to adequately communicate even simple oral and written requests.</b></li><li>• <b>Incoherently tell and write a simple narrative about a personal experience or event in the present tense.</b></li><li>• <b>Cannot paraphrase.</b></li><li>• <b>Rarely use the standard rules of usage and grammar.</b></li><li>• <b>Inaccurately imitate modeled words.</b></li><li>• <b>Lack creativity in the production of language.</b></li><li>• <b>Unable to ask and respond to questions.</b></li><li>• <b>Are unaware of appropriate expressions and gestures of courtesy.</b></li></ul>
--	--

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**8<sup>th</sup> Grade and First Year of High School Study**

<b>CONTENT STANDARD 2: Understand and interpret written and spoken material in the foreign language on a variety of topics.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Systematically recognize a sound with its corresponding letter or symbol.</li> <li>• Consistently comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary.</li> <li>• Accurately read and comprehend phrases, short sentences, brief written directions, and simple narratives.</li> <li>• Correctly write numbers, dates, times, and other basic thematic vocabulary.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Recognize a sound with its corresponding letter or symbol.</li> <li>• Comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary.</li> <li>• Read and comprehend phrases, short sentences, brief written directions, and simple narratives.</li> <li>• Write numbers, dates, times, and other basic thematic vocabulary.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Inconsistently recognize a sound with its corresponding letter or symbol.</li> <li>• Sometimes lack comprehension in written and spoken numbers, dates, times, and other basic thematic vocabulary.</li> <li>• Read and comprehend phrases, short sentences, brief written directions, and simple narratives, with assistance.</li> <li>• Ineffectively write numbers, dates, times, and other basic thematic vocabulary.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Rarely recognize a sound with its corresponding letter or symbol.</li> <li>• Frequently lack comprehension in written and spoken numbers, dates, times, and other basic thematic vocabulary.</li> <li>• Show little success with reading and comprehending phrases, short sentences, brief written directions, and simple narratives, even with assistance.</li> <li>• Incorrectly write numbers, dates, times, and other basic thematic vocabulary.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**8<sup>th</sup> Grade and First Year of High School Study**

<b>CONTENT STANDARD 3: Present information, concepts and ideas in the foreign language to an audience.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Creatively perform skits, puppet shows and/or dialogues utilizing familiar thematic words and phrases.</li> <li>• Skillfully prepare presentations on familiar topics using available resources and technology.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Perform skits, puppet shows and/or dialogues.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Perform skits, puppet shows and/or dialogues.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Rarely attempt to perform skits, puppet shows and/or dialogues</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**8<sup>th</sup> Grade and First Year of High School Study**

**CONTENT STANDARD 4: Understand the relationship between the practices and perspectives of the foreign culture.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Correctly identify the manner in which important traditions, holidays, and events are celebrated.</li> <li>▪ Consistently recognize various forms of communications in the culture, including gestures, body language, dance, art, and music.</li> <li>▪ Accurately identify important persons, holidays, geography, and history of the culture.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Identify the manner in which important traditions, holidays, and events are celebrated in the culture.</li> <li>▪ Recognize various forms of communications in the culture, including gestures, body language, dance, art, and music.</li> <li>▪ Identify important persons, holidays, geography, and history of the culture.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Attempt to identify the manner in which important traditions, holidays, and events are celebrated.</li> <li>▪ Inconsistently recognize various forms of communications in the culture, including gestures, body language, dance, art, and music.</li> <li>▪ Occasionally identify important persons, holidays, geography, and history of the culture.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Inaccurately identify the manner in which important traditions, holidays, and events are celebrated.</li> <li>▪ Rarely recognize various forms of communications in the culture, including gestures, body language, dance, art, and music.</li> <li>▪ Seldom identify important persons, holidays, geography, and history.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**8<sup>th</sup> Grade and First Year of High School Study**

<b>CONTENT STANDARD 5: Understand the relationship between the products and perspectives of the foreign culture.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Identify numerous unique products of the foreign culture.</li> <li>▪ Consistently recognize the messages found in highly contextualized materials, including signs and posters.</li> <li>▪ Independently recognize certain artistic achievements and contributions of the foreign culture.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Recognize certain unique products of the foreign culture.</li> <li>▪ Recognize the messages found in highly contextualized materials, including signs and posters.</li> <li>▪ Recognize certain artistic achievements and contributions of the foreign culture.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Recognize few unique products of the foreign culture.</li> <li>▪ Has difficulty recognizing the messages found in highly contextualized materials, including signs and posters.</li> <li>▪ Recognize few artistic achievements and contributions of the foreign culture.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Need assistance to recognize unique products of the foreign culture.</li> <li>▪ Unable to recognize the messages found in highly contextualized materials, including signs and posters.</li> <li>▪ Only with assistance, recognize few artistic achievements and contributions of the foreign culture.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**8<sup>th</sup> Grade and First Year of High School Study**

**CONTENT STANDARD 6: Reinforce and further the pupil's knowledge of other courses through the foreign language.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Skillfully use the foreign language to read, write, and talk about familiar topics studied in other courses.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>▪ Use the foreign language to read, write, and talk about familiar topics studied in other subject areas.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>▪ Demonstrate limited effectiveness in the use of the foreign language to read, write, and talk about familiar topics studied in other courses.</li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>▪ Demonstrate ineffective use of the foreign language to read, write, and talk about familiar topics studied in other courses.</li></ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**8<sup>th</sup> Grade and First Year of High School Study**

<b>CONTENT STANDARD 7: Understand the nature of language through comparisons of the foreign language with the pupil's language .</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Consistently recognize cognates, adopted words and expressions, and word families.</li> <li>▪ Skillfully compare and use language and grammatical patterns.</li> <li>▪ Skillfully use the sound distinctions that must be mastered in order to communicate meaning.</li> <li>▪ Competently analyze and apply the writing systems of both languages.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Recognize cognates, adopted words and expressions, and word families.</li> <li>▪ Compare and use language and grammatical patterns.</li> <li>▪ Recognize that languages have important sound distinctions that must be mastered in order to communicate meaning.</li> <li>▪ Analyze and compare the writing systems of both languages.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Occasionally recognize cognates, adopted words and expressions, and word families.</li> <li>▪ Compare and use language and grammatical patterns, with limited success.</li> <li>▪ Seldom distinguish sound distinctions that must be mastered in order to communicate meaning.</li> <li>▪ Attempt to analyze and compare the writing systems of both languages.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Seldom recognize cognates, adopted words and expressions, and word families.</li> <li>▪ Inaccurately compare and use language and grammatical patterns, with limited success.</li> <li>• Do not distinguish sound distinctions that must be mastered in order to communicate meaning.</li> <li>▪ Display inability to analyze and compare the writing systems of both languages.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**8<sup>th</sup> Grade and First Year of High School Study**

**CONTENT STANDARD 8: Understand cultural differences and similarities.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Insightfully demonstrate that there are culturally specific phrases and idioms that do not translate directly from one language to another.</b></li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Demonstrate that there are culturally specific phrases and idioms that do not translate directly from one language to another.</b></li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Attempt to demonstrate that there are culturally specific phrases and idioms that do not translate directly from one language to another.</b></li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>• <b>Lack ability to demonstrate that there are culturally specific phrases and idioms that do not translate directly from one language to another.</b></li></ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**8<sup>th</sup> Grade and First Year of High School Study**

<b>CONTENT STANDARD 9: Use the foreign language in and outside of school.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>▪ Frequently report about the use of the foreign language outside of classroom.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>▪ Report about the use of the foreign language outside of classroom.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>▪ Infrequently report about the use of the foreign language outside of classroom..</li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>▪ Make no attempt to use the foreign language outside of classroom.</li></ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**8<sup>th</sup> Grade and First Year of High School Study**

**CONTENT STANDARD 10: Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by planning real or imaginary travel to a country in which the foreign language is spoken.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Independently plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that language</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that language.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ With assistance, plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that language</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Even with assistance, does not plan a real or imaginary trip to a country in which the foreign language is spoken nor collect information concerning travel to that country and careers that require the use of that language.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

**CONTENT STANDARD 1: Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Appropriately ask and respond to a variety of questions concerning activities of daily life.</li><li>• Accurately give and follow oral and written directions, instructions, and commands .</li><li>• Correctly use a various verbs and phrases to discuss and write about past and future events.</li><li>• Frequently participate in conversations on various topics, by expressing opinions and emotions.</li><li>• Correctly make requests for goods and services in public places.</li><li>• Skillfully tell or write a narrative about a personal experience or event.</li><li>• Accurately restate an event or an account of an event in various tenses.</li><li>• Accurately apply standard rules of usage and grammar.</li><li>• Effectively speak in a manner comprehensible to foreign language speakers accustomed to interacting with language learners.</li><li>• Effectively demonstrate creativity in language production.</li></ul>
-----------------------------	--

<p style="text-align: center;"><b>MEETS STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Ask and respond to a variety of questions concerning activities of daily life.</li> <li>• Give and follow oral or written directions, instructions, and commands .</li> <li>• Use various verbs and phrases to discuss and write about past and future events.</li> <li>• Participate in conversations on a variety of topics, expressing opinions and emotions.</li> <li>• Make requests for goods and services in public places.</li> <li>• Effectively tell or write a narrative about a personal experience or event.</li> <li>• Restate an event or an account of an event in various tenses.</li> <li>• Apply standard rules of usage and grammar.</li> <li>• Speak in a manner comprehensible to foreign language speakers accustomed to interacting with language learners.</li> <li>• Demonstrate creativity in language production.</li> </ul>
<p style="text-align: center;"><b>APPROACHES STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Ask vague questions and give partial answers concerning activities of daily life.</li> <li>• Have difficulty giving and following oral and written directions, instructions, and commands .</li> <li>• Use limited number of verbs and phrases to discuss and write about past and future events.</li> <li>• Rarely participate in conversations on various topics, by expressing opinions and emotions.</li> <li>• Make inaccurate requests for goods and services in public places.</li> <li>• Have difficulty in telling or writing a narrative about a personal experience or event.</li> <li>• Restate an event or an account of an event using few tenses with many errors .</li> <li>• Apply standard rules of usage and grammar with some errors that do not impede understanding.</li> <li>• Occasionally speak in a manner comprehensible to foreign language speakers accustomed to interacting with language learners.</li> </ul>
<p style="text-align: center;"><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Unable to respond to or ask questions concerning activities of daily life, without visual cues.</li> <li>• Fail to follow oral and written directions, instructions, and commands.</li> <li>• Cannot talk or write about past and future events.</li> <li>• Are unable to participate in conversations on various topics, by expressing opinions and emotions.</li> <li>• Cannot make requests for goods and services in public places.</li> <li>• Are unable to tell or write a narrative about a personal experience or event.</li> <li>• Cannot restate an event or an account of an event using few tenses without many errors.</li> <li>• Do not apply standard rules of usage and grammar.</li> <li>• Cannot speak in a manner comprehensible even to foreign language speakers accustomed to interacting with language learners.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

<b>CONTENT STANDARD 2: Understand and interpret written and spoken material in the foreign language on a variety of topics.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Read selected materials with high degree of fluency, accuracy, intonation, and expression.</li> <li>• Independently use background knowledge to comprehend narratives, personal correspondence, and other contextualized print.</li> <li>• Insightfully paraphrase or express main ideas of written and spoken material.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Read selected materials with a certain degree of fluency, accuracy, intonation, and expression.</li> <li>• Use background knowledge to comprehend narratives, personal correspondence, and other contextualized print.</li> <li>• Paraphrase or express main ideas of written and spoken material.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Read selected materials with limited fluency, accuracy, intonation, and expression.</li> <li>• Inadequately use background knowledge to comprehend narratives, personal correspondence, and other contextualized print.</li> <li>• Have difficulty paraphrasing or expressing main ideas of written and spoken material.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Cannot read selected materials.</li> <li>• Are unable to use background knowledge to comprehend narratives, personal correspondence, and other contextualized print.</li> <li>• Cannot paraphrase or express main ideas of written and spoken material.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

<b>CONTENT STANDARD 3: Present information, concepts, and ideas in the foreign language to an audience.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Successfully create and present stories or brief written reports on a variety of topics.</li> <li>• Skillfully recite selected forms of literature or perform songs.</li> <li>• Effectively engage in debate on various topics.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Create and present stories or brief written reports on various topics.</li> <li>• Recite selected forms of literature or sing songs.</li> <li>• Engage in debate on various topics.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Have limited success in creating and presenting stories or brief written reports on various topics.</li> <li>• Recite, with errors, selected forms of literature or perform songs.</li> <li>• Are seldom able to engage in debate on various topics.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Rarely able to create and present stories or brief written reports on various topics.</li> <li>• Incoherently recite selected forms of literature or sing songs.</li> <li>• Are unable to engage in debate on various topics.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

<b>CONTENT STANDARD 4: Understand the relationship between the practices and perspectives of the foreign culture.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Clearly explain the routines of daily life and the value systems.</li> <li>▪ Accurately identify important geographical features, historical events, and political structures of the culture.</li> <li>▪ Consistently use appropriate verbal and non-verbal behavior in various situations.</li> <li>▪ Independently experience entertainment of the foreign culture.</li> <li>▪ Correctly identify important persons in the arts and entertainment fields of the foreign culture.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Explain the routines of daily life and the value systems.</li> <li>▪ Identify important geographical features, historical events, and political structures of the culture.</li> <li>▪ Use appropriate verbal and non-verbal behavior in various situations.</li> <li>▪ Experience entertainment of the foreign culture.</li> <li>▪ Identify important persons in the arts and entertainment fields.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Have difficulty explaining the routines of daily life and the value systems.</li> <li>▪ Inaccurately identify important geographical features, historical events, and political structures.</li> <li>▪ Inconsistently use appropriate verbal and non-verbal behavior in various situations.</li> <li>▪ Express limited interest in experiencing entertainment of the foreign culture.</li> <li>▪ Have difficulty identifying important persons in the arts and entertainment fields.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Cannot explain the routines of daily life and the value systems.</li> <li>▪ Unable to identify important geographical features, historical events, and political structures.</li> <li>▪ Rarely use appropriate verbal and non-verbal behavior in various situations.</li> <li>▪ Express no interest in experiencing entertainment from the foreign culture.</li> <li>▪ Cannot identify important persons in the arts and entertainment fields.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

<b>CONTENT STANDARD 5: Understand the relationship between the products and perspectives of the foreign culture.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Discuss the artistic contributions of the culture in detail.</li> <li>▪ Describe numerous unique products of the culture .</li> <li>▪ Accurately identify the perspectives of the foreign culture that are manifested in its commercial advertisements.</li> <li>▪ Correctly understand messages conveyed in the media.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Discuss the artistic contributions of the culture.</li> <li>▪ Describe certain unique products of the culture.</li> <li>▪ Identify the perspectives of the foreign culture that are manifested in its commercial advertisements.</li> <li>• Understand messages conveyed in the media.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Seldom participate in discussions about artistic contributions of the culture.</li> <li>▪ Describe few unique products of the culture.</li> <li>▪ Inaccurately identify the perspectives of the foreign culture embedded in advertising.</li> <li>• Occasionally understand messages conveyed in the media.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Are unable to participate in discussions about artistic contributions of the culture.</li> <li>▪ Can identify only with assistance a few unique products of the culture.</li> <li>▪ Require assistance to identify the perspectives of the foreign culture embedded in advertising.</li> <li>• Are unable to understand messages conveyed in the media without assistance.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

<b>CONTENT STANDARD 6: Reinforce and further the pupil's knowledge of other courses through the foreign language.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Consistently comprehend short articles, news broadcasts, , commercial advertisements, and videos in the foreign language on topics being studied in other courses.</li> <li>▪ Skillfully present oral and written reports in the foreign language on topics being studied in other courses.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Comprehend short articles, news broadcasts, commercial advertisements, and videos in the foreign language on topics being studied in other courses.</li> <li>▪ Present oral and written reports in the foreign language on topics being studied in other courses.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate limited comprehension of short articles, news broadcasts, , commercial advertisements, and videos in the foreign language on topics being studied in other courses.</li> <li>▪ Require assistance to present oral and written reports in the foreign language on topics being studied in other courses.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Cannot comprehend short articles, news broadcasts, , commercial advertisements, and videos in the foreign language on topics being studied in other courses.</li> <li>▪ Are unable to present oral and written reports in the foreign language on topics being studied in other courses, even with assistance.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

<b>CONTENT STANDARD 7: Understand the nature of language through comparisons of the foreign language with the pupil's language.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Accurately recognize the equivalent meaning of idiomatic expressions and other linguistic concepts.</li> <li>▪ Correctly use sound distinctions that must be mastered in order to communicate meaning.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts.</li> <li>▪ Demonstrate that languages have important sound distinctions that must be mastered in order to communicate meaning.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Recognize the equivalent meaning of some idiomatic expressions and other linguistic concepts.</li> <li>▪ Have difficulty demonstrating that languages have important sound distinctions that must be mastered in order to communicate meaning.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Rarely can Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts.</li> <li>▪ Cannot make the important sound distinctions that must be mastered in order to communicate meaning.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

**CONTENT STANDARD 8: Understand cultural differences and similarities.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Develop an insightful awareness of cultural diversity and the contributions of the culture studied made to American culture.</b></li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Develop an awareness of cultural diversity and the contributions of the culture studied made to American culture.</b></li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Have limited awareness of cultural diversity and the contributions of the culture studied made to American culture.</b></li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Cannot recognize cultural diversity and the contributions of the culture studied made to American culture.</b></li></ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

<b>CONTENT STANDARD 9: Use the foreign language in and outside of school.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Independently correspond in the foreign language.</b></li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>• <b>Correspond in the foreign language.</b></li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Require assistance to correspond in the foreign language.</b></li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>▪ <b>Cannot correspond in the foreign language by any means, even with assistance.</b></li></ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**2<sup>ND</sup> Year of High School Study**

<b>CONTENT STANDARD 10: Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Using a variety of sources, research and present concerning traveling to and studying in a country where the foreign language is spoken.</li> <li>▪ Thoroughly explore careers that require interaction in the foreign language.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Research and present information concerning traveling to and studying in a country where the foreign language is spoken.</li> <li>▪ Participate in a project to explore careers that require interaction in the foreign language.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Require assistance to research and information concerning traveling to and studying in a country where the foreign language is spoken.</li> <li>▪ Can minimally participate in a project explore careers that require interaction in the foreign language.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Make no attempt to research and present information concerning traveling to and studying in a country where the foreign language is spoken.</li> <li>▪ Do not participate in a project to explore careers that require interaction in the foreign language.</li> </ul>

## FOREIGN LANGUAGE PERFORMANCE STANDARDS

### 4<sup>th</sup> Year of High School Study

**CONTENT STANDARD 1: Engage in conversations, provide information, express feelings and emotions and exchange opinions in the foreign language.**

**EXCEEDS  
STANDARD**

- Respond in detail to factual and interpretive questions.
- Accurately use increasingly complex verb forms and tenses.
- Interact appropriately in increasingly complex situations.
- Skillfully analyze and discuss personal reactions to selected materials.
- Frequently apply familiar idiomatic and nonverbal expressions and appropriate vocabulary.
- Automatically apply strategies for questions, paraphrasing, circumlocution, and self-correction.
- Clearly demonstrate patterns of pronunciation and intonation understood by foreign language speakers.
- Appropriately express opinions and emotions.
- Consistently determine meaning by using contextual clues.
- Demonstrate creativity in the production of language .

<p style="text-align: center;"><b>MEETS STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Effectively respond to factual and interpretive questions.</li> <li>• Use increasingly complex verb forms and tenses.</li> <li>• Interact in increasingly complex situations.</li> <li>• Competently analyze and discuss personal reactions to selected materials.</li> <li>• Use familiar idiomatic and nonverbal expressions and appropriate vocabulary.</li> <li>• Effectively apply strategies for questions, paraphrasing, circumlocution, and self-correction.</li> <li>• Adequately demonstrate patterns of pronunciation and intonation understood by foreign language speakers.</li> <li>• Appropriately express opinions and emotions.</li> <li>• Determine meaning by using contextual clues.</li> <li>• Demonstrate creativity in the production of language.</li> </ul>
<p style="text-align: center;"><b>APPROACHES STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Respond to factual and interpretive questions with some difficulty.</li> <li>• Attempt to use complex verb forms and tenses with some success.</li> <li>• Seldom interact in increasingly complex situations.</li> <li>• Inconsistently analyze and discuss personal reactions to selected materials.</li> <li>• Use few familiar idiomatic and nonverbal expressions and appropriate vocabulary.</li> <li>• Occasionally apply strategies for questions, paraphrasing, circumlocution, and self-correction.</li> <li>• Sporadically demonstrate pronunciation and intonation patterns understood by foreign language speakers.</li> <li>• Have difficulty expressing opinions and emotions.</li> <li>• Have difficulty determining meaning by using contextual clues.</li> <li>▪ Demonstrate little creativity in the production of language.</li> </ul>
<p style="text-align: center;"><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Ineffectively respond to factual and interpretive questions.</li> <li>• Fail to use complex verb forms and tenses.</li> <li>• Rarely interact in increasingly complex situations.</li> <li>• Do not contribute to discussions.</li> <li>• Lack awareness of familiar idiomatic and nonverbal expressions and appropriate vocabulary.</li> <li>• Do not apply strategies for questions, paraphrasing, circumlocution, and self-correction.</li> <li>• Fail to use pronunciation and intonation patterns understood by foreign language speakers.</li> <li>• Fail to express opinions and emotions.</li> <li>• Unable to determine meaning.</li> <li>• Do not demonstrate creativity in the production of language.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

**CONTENT STANDARD 2: Understand and interpret written and spoken material in the foreign language on a variety of topics.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Advance from a literal and interpretive comprehension of the language to an increasingly more critical appreciation of reading and listening skills.</li> <li>▪ Comprehend more sophisticated vocabulary.</li> <li>▪ Demonstrate insightful connections using background knowledge and contextual clues.</li> <li>▪ Accurately paraphrase increasingly complex spoken and written material.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Advance from a literal and interpretive comprehension of the language to a more critical appreciation of reading and listening skills.</li> <li>• Comprehend increasingly complex vocabulary.</li> <li>• Obtain and analyze information from original materials by using background knowledge and contextual clues.</li> <li>• Understand and paraphrase increasingly complex spoken and written material.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Demonstrate some literal and interpretive comprehension skills.</li> <li>• Comprehend a limited vocabulary in both concrete and abstract contexts.</li> <li>• Need assistance to obtain and analyze information from original materials using background knowledge and contextual clues.</li> <li>• Inconsistently understand and paraphrase increasingly complex spoken and written material.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Demonstrate minimal literal and interpretive comprehension skills.</li> <li>• Comprehend only rudimentary vocabulary in only concrete contexts.</li> <li>• Demonstrate little or no understanding of information from authentic materials</li> <li>• Incoherently paraphrase spoken and written material.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

**CONTENT STANDARD 3: Present information, concepts and ideas in the foreign language to an audience.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compose and present a detailed original report on a topic of interest.</li> <li>• Creatively play roles in various situations.</li> <li>• Give effective presentations on current events and cultural topics using appropriate language control, including proper expression, fluency, and intonation.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Compose and present an original report on a topic of interest.</li> <li>▪ Play roles in various situations.</li> <li>▪ Give presentations on current events and cultural topics using appropriate language control, including proper expressions and intonation.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Compose and present an original report on a topic of interest with insufficient idea development.</li> <li>▪ Have difficulty participating in role playing.</li> <li>▪ Give presentations on current events and cultural topics using limited language control, expressions, fluency, and intonation.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Compose and present an original report on a topic of interest without idea development.</li> <li>▪ Rarely participate in role playing.</li> <li>▪ Give presentations on current events and cultural topics without language control, expressions, fluency, and intonation.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

<b>CONTENT STANDARD 4: Understand the relationship between the practices and perspectives of the foreign culture.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Instinctively adjust communication to the situation and audience.</li> <li>▪ Analyze with insight the manner in which history influences and shapes the present.</li> <li>▪ Reflect an in-depth understanding of important persons in the arts and entertainment fields of the foreign culture, and analyze their achievements and contributions to the foreign culture.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Adjust communication to the situation and audience.</li> <li>▪ Analyze the manner in which history influences the present.</li> <li>▪ Identify important persons in the arts and entertainment fields of the foreign culture, and analyze their achievements and contributions.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Ineffectively adjust communication to the situation and audience.</li> <li>▪ Analyze with limited insight the manner in which history influences and shapes the present.</li> <li>▪ Occasionally identify important persons in the arts and entertainment fields of the foreign culture, and analyze in a limited way their achievements and contributions to the foreign culture.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Display inability to adjust communication to the situation and audience.</li> <li>▪ Unable to analyze the manner in which history influences and shapes the present.</li> <li>▪ Unable to identify important persons in the arts and entertainment fields of the foreign culture.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

**CONTENT STANDARD 5: Understand the relationship between the products and perspectives of the foreign culture.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ <b>Reveal an insightful understanding of the important contributions of the foreign culture.</b></li> <li>▪ <b>Skillfully correlate major historical events, literary works, and other art forms to cultural practices.</b></li> <li>▪</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ <b>Analyze the important contributions of the foreign culture.</b></li> <li>▪ <b>Correlate major historical events, literary works, and other art forms to cultural practices.</b></li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ <b>Summarize but may not evaluate the important contributions of the foreign culture.</b></li> <li>▪ <b>Require assistance to correlate major historical events, literary works, and other art forms to cultural practices.</b></li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ <b>Summarize but not evaluate the important contributions of the foreign culture.</b></li> <li>▪ <b>Unable to correlate major historical events, literary works, and other art forms to cultural practices.</b></li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

<b>CONTENT STANDARD 6: Reinforce and further the pupil's knowledge of other courses through the foreign language.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Discuss in detail brief articles, news broadcasts, commercial advertisements in the foreign language on topics being studied other courses.</li> <li>▪ Present in-depth oral and written reports in the foreign language on topics from other courses.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Present increasingly complex oral and written reports in the foreign language on topics from other courses.</li> <li>▪ Discuss brief articles, news broadcasts, commercial advertisements, and videos in the foreign language on topics being studied in other courses.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Present only simple oral and written reports in the foreign language on topics from other courses.</li> <li>▪ Discuss with little detail brief articles, news broadcasts, commercial advertisements in the foreign language on topics being studied in other courses.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Can identify topics from other courses but unable to present oral and written reports.</li> <li>▪ Cannot discuss even brief articles, news broadcasts, commercial advertisements in the foreign language on topics being studied in other courses.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

**CONTENT STANDARD 7: Acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain and interpret the cultural differences and their distinctive viewpoints.</li> <li>• Prepare extensive reports using various sources in the foreign language.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the cultural differences and their distinctive viewpoints.</li> <li>• Prepare reports using various sources in the foreign language.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Recognize some cultural differences and their distinctive viewpoints.</li> <li>• Prepare incomplete reports using some sources in the foreign language.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Have difficulty recognizing cultural differences and their distinctive viewpoints.</li> <li>• Unable to prepare reports using sources in the foreign language.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

<b>CONTENT STANDARD 8: Understand the nature of language through comparisons of language structures.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Effectively use complex idiomatic expressions and language structures.</li> <li>▪ Independently distinguish dialects different contexts, regions, and cultures.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Use complex idiomatic expressions and language structures.</li> <li>▪ Identify dialects from different contexts, regions, and cultures.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Use some idiomatic expressions and language structures.</li> <li>▪ May identify some language dialects from different contexts, regions, and cultures.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Use few idiomatic expressions and language structures.</li> <li>▪ Rarely able to identify language dialects.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

**CONTENT STANDARD 9: Understand cultural differences and similarities.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>▪ Skillfully analyze the perspectives of the culture studied as they are reflected in art and literature.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>▪ Analyze the perspectives of the culture studied as they are reflected in art and literature.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>▪ May recognize but do not make inferences about the perspectives of the culture studied as they are reflected in art and literature.</li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>▪ Demonstrate simplistic perspectives of the culture studied as they are reflected in art and literature.</li></ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

<b>CONTENT STANDARD 10: Use the foreign language in and outside of school.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Initiate and sustain a conversation with members of the pupil's community on various topics using the foreign language.</li> <li>• Develop and participate in a program to make a transition from school to work which requires proficiency in the foreign language and knowledge of the culture.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Interact with members of the pupil's community on various topics using the foreign language.</li> <li>• Participate in a program to make a transition from school to work which requires proficiency in the foreign language and knowledge of the culture.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Can only interact minimally with members of the pupil's community on various topics using the foreign language.</li> <li>• Can only explore a program to make a transition from school to work which requires proficiency in the foreign language and knowledge of the culture.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Can only respond to simple questions in the foreign language on very familiar topics.</li> <li>• Show little interest in a program to make a transition from school to work which requires proficiency in the foreign language and knowledge of the culture.</li> </ul>

**FOREIGN LANGUAGE PERFORMANCE STANDARDS**  
**4<sup>th</sup> Year of High School Study**

**CONTENT STANDARD 11: Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.**

<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Create an extensive project using various media concerning travel to and studying in a country where the foreign language is spoken.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Prepare a project using various media concerning travel to and studying in a country where the foreign language is spoken.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Need assistance in creating a simple project using various media concerning travel to and studying in a country where the foreign language is spoken.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to create a simple a project using various media concerning travel to and studying in a country where the foreign language is spoken.</li> </ul>