



Instructional Support Tools for Mandan Public Schools based on North Dakota State Standards for Foreign Languages

Foreign Languages (2015-16)

What is the purpose of this document?

This document is designed to help Mandan Public Schools (MPS) educators apply the North Dakota Foreign Language standards. The most recent North Dakota standards were adopted in 2001 and are adopted after review of the Standards for Foreign Language Learning. The contents of this document have been aligned to these standards and are also divided specifically by the languages taught in our district. They are designed to guide MPS instructors in their work with students. It is intended to facilitate student learning by ensuring educators, students, and parents understand specifically what the content standards mean. This is expressed in terms of “I Can” statements that reflect what it is the students must know, understand, and be able to do within each standard.

What is in the document?

Each grade level/ class is accompanied by a set of “I Can” statements that are organized based specific language and further divided by middle school and high school level classes. These standards are organized into five standard areas, with topics and standards contained within each strand. These standard areas are:

- Communication
- Cultures
- Connections
- Comparisons
- Communities

You can find more information on the North Dakota Foreign Language Standards at:
https://www.nd.gov/dpi/uploads/87/foreign_lang.pdf.

Middle School Spanish

Standard Area	I can' Statements		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
Communication	I can ask and answer simple questions about myself, including name, age, telephone number, where from and how I am.			
	I can sing basic songs in the target language.			
	I can spell words in Spanish.			
	I can responde to simple yes/ no questions.			
	I can participate in brief guided conversations incorporating greetings and farewells.			
	I can perform basic social conventions.			
	I can follow simple oral and written directions, commands, and requests.			
	I can identify words and phrases in a situational context.			
	I can recognize the sound system of the language and can say the alphabet.			
	I can demonstrate comprehensive pronunciation and intonation.			
	I can say and write the numbers from 0-100.			
	I can recognize the days of the week.			
	I can say and write my colors.			
	I can say the Spanish-speaking countries correctly in Spanish.			
	I can recognize animals and foods in Spanish.			
	I can describe basic vocabulary words using colors.			
	I can talk about my favorite colors, animals and foods.			
I can identify people in the school.				
I can identify school subjects and basic classroom items.				
Cultures	I can identify and discuss similarities and differences in cultural concepts and practices.			
	I can identify commonly held generalizations about the cultures studied.			
	I can identify the contributions made to our society and world by the target language and culture.			
	I can identify differences in boy and girl names.			
	I can make nicknames from given names using -ito/-ita.			
Connections	I can recognize and transfer vocabulary and concepts from other disciplines to the target language.			
	I can listen to and discuss material of the target culture, including holidays, foods, weekend activities, sports, and main cities of importance.			
	I can recognize differences between the alphabet of the target language and the native language.			

Standard Area	<h1>I can' Statements</h1>	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			

Comparisons	I can recognize cognates and borrowed words and how they enhance comprehension of the target language.		
	I can recognize that language cannot be translated word by word, but rather for overall meaning of context.		
	I can recognize similarities and differences in basic grammatical and structural patterns of the target language and native languages.		
	I can recognize proper word order placement in statements.		
	I can recognize differences in punctuation and sentence/ question structure.		
	I can compare holidays and celebrations, especially Day of the Dead and Christmas.		
	I can recognize and compare common areas of cultural stereotyping.		
	I can recognize and compare how religions influence the people and languages of the target cultures.		
	I can recognize differences in meaning between definite and indefinite articles.		
	I can recognize if a word is singular or plural.		
	I can demonstrate an awareness of formal and informal language using Tú and Ud.		
Communities	I can identify how the target language is relevant to my daily life.		
	I can identify professions that require proficiency in another language.		
	I can present information about the language and culture to others.		
	I can use the language to communicate with native speakers at my school or in my community.		

<h2>Spanish 1</h2>

Communication	I can tell someone my name	x	
	I can ask someone my age their name.	x	
	I can ask a stranger their name.	x	
	I can say hello and goodbye to someone my age or younger.	x	
	I can say hello and goodbye to an adult.	x	
	I can say hello and goodbye to a person I do not know.	x	
	I can recognize the sound of a few letters when they are spoken or spelled.	x	
	I can understand when people introduce themselves.	x	
	I can understand when someone asks for a name.	x	
	I can recognize numbers from 1 to 1,000,000.	x	x
	I can say the date and the day of the week.	x	

Standard Area	I can' Statements	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			
	I can say what I look like.	x	
	I can say what I am like.	x	
	I can say what someone looks like.	x	
	I can say what someone is like.	x	
	I can say which sports I like and don't like.	x	
	I can list my favorite free-time activities and those I don't like.	x	
	I can use <i>estar</i> to talk about different feelings.	x	
	I can use <i>estar</i> to tell where things are located.		x
Cultures	I can recite the Spanish alphabet.	x	
	I can name Spanish speaking countries on a map.	x	
	I can talk about the school day in Spanish speaking countries.		x
	I can identify holidays in Spanish speaking countries.	x	
	I can talk about family traditions in hispanic countries.		x
Connections	I can understand when people express thanks.	x	
	I can ask and tell time.	x	
	I can talk about my classes and tell what time they start and end.	x	
	I can recognize family terms and identify members on a family tree.		x
	I can use some common weather expressions.	x	
	I can use subject pronouns and the verb ser .	x	
	I can use the verb gustar with an infinitive.	x	
	I can use definite and indefinite articles.	x	
	I can use noun/adjective agreement.		x
	I can recognize the preposition de to tell where someone is from.	x	
	I can use the verb tener and tener que .		x
	I can use the irregular verb hay .		x
	I can use the present tense of regular verbs.		x
	I can use the present tense of stem change verbs.		x
	I can use the conjugated verb before the subject to ask a question.		x
	I can use the verb ir to tell what is going to happen.		x
	I can use the verb ir to tell where someone is going.		x
	I can use expressions of frequency.		x
	I can use the preposition de to show possession.		x
	I can use possessive adjectives.		x
I can use comparatives.		x	
I can identify and use direct object pronouns.		x	
Comparisons	I can use the verb estar to ask an adult how s/he is.	x	
	I can use the verb estar to ask a friend how s/he is.	x	
	I can use the verb estar to tell someone how I am.	x	
	I can list the months and seasons.	x	
	I can list my likes and dislikes such as favorite subjects, sports or hobbies.	x	

Standard Area	I can' Statements	Semester 1 Semester 2	
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities		1	2
	I can recognize when I hear a date.	x	
Communities	I can ask an adult for a phone number.	x	
	I can ask a friend for a phone number.	x	
	I can introduce a friend to someone my own age.	x	
	I can introduce a friend to an adult.	x	
	I can introduce a friend to a group.	x	
Spanish 2			
Communication	I can use common greetings/salutations/courtesy expressions	X	
	I can provide and request clarification when asking and responding to factual questions.	X	
	I can participate in guided conversations with a level elaboration.		X
	I can say whom I am going to see.	X	
	I can identify and describe people.	X	
	I can discuss travel preparations.	X	
	I can talk about things I do at an airport.	X	
	I can ask how to get around town.	X	
	I can talk about buying gifts and souvenirs	X	
	I can ask information questions	X	
	I can talk about sporting events and athletes.		X
	I can discuss ways to stay healthy.		X
	I can point out specific people and things.		X
	I can answer questions about something I have learned.		X
	I can retell events from the past.		X
	I can express my likes and dislikes.	X	
	I can identify parts of the body.	X	X
	I can talk about clothing, shopping and personal needs.	X	X
	I can say for whom things are.	X	
	I can express my and others opinions.		
	I can write about what I like to wear		X
	I can describe past activities and events.		X
	I can express myself courteously.		X
	I can write about a shopping trip.		X
	I can describe continuing activities in the past.		X
	I can narrate past events and activities.		X
	I can describe people, places and things.	X	
	I can imitate circumlocution to expand communication.		X
I can determine meaning in brief texts using contextual cues.		X	
I can follow a series of oral and written directions, instructions and commands.	X		
I can imitate gestures, sound systems and intonation patterns	X		

Standard Area	I can' Statements	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			
	I can discuss my daily routine.		X
	I can clarify the sequence of events.		X
	I can say what I and others are doing right now and/or intend to do.		X
	I can talk about places I know.		X
	I can prepare and present brief written reports and short responses to given situations.		X
	I can ask and respond to simple questions about dates, times, places and events on schedules, posters and tickets.	X	
	I can demonstrate accuracy in pronunciation and intonation when presenting rehearsed	X	
	I can prepare and present brief written reports on topics studied		X
	I can use culturally appropriate vocabulary, idiomatic expressions, and nonverbal	X	X
Cultures	I have an awareness of athletes in Spanish-speaking countries.		X
	I have an awareness of popular sporting events in Spanish-speaking countries.		X
	I can make cultural connections to life in Costa Rica and their customs.	X	
	I can interpret similarities and differences in cultural concepts and practices.	X	X
	I can identify and discuss some commonly held generalizations about the cultures studied.		X
	I can explain the importance of the World Cup and its history.		X
	I can explore historical events and figures, institutions and geographical features.	X	X
	I can discuss and interpret tangible products and expressive products (art, dance, music, and literature) of the culture.	X	X
	I can evaluate the contributions made to our society and world by the target language and culture.		X
	I can present short reports in English, orally and/or in writing, on topics studied in other disciplines.	X	X
Connections	I can recognize and transfer basic vocabulary and concepts on familiar topics from other disciplines when presented in the target language.	X	
	I can discuss and apply information from authentic sources to various scenarios.		X
	I can identify 'backwards verbs' and can differentiate the usage of them.	X	

Standard Area	I can' Statements	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities		I can use authentic sources to gather information and perspectives from the target culture.	
	I can recognize differences between sound systems of the target language and the native language.	X	
Comparisons	I can effectively use the present tense in all regular and irregular forms.		X
	I can say where I went and what I did on vacation, effectively using the preterite tense.		X
	I can use direct and indirect object pronouns	X	
	I can use the personal 'a'.	X	
	I can use the preterite of regular -ar verbs.		X
	I can use the preterite of the verbs ir, ser, hacer, ver and dar.		X
	I can use interrogatives.	X	
	I can use adverbs with -mente		X
	I can use the preterite of -er and -ir verbs		X
	I can use demonstrative adjectives and pronouns	X	
	I can use reflexive verbs in the target language.	X	
	I can use present progressive in the target language.		X
	I can use Pensar+infinitive	X	
	I can use pronouns after prepositions.	X	
	I can use irregular YO verbs.	X	
	I can use irregular preterite verbs		X
	I can talk about the past using 'Hace+' expressions		X
	I can use past participles as adjectives.		X
	I can talk about the past using the imperfect tense.		X
	I can talk about the past using preterite and imperfect at the same time.		X
	I can recognize that cognates and borrowed words enhance comprehension of the target language.	X	
	I can recognize that language cannot be translated word for word, but rather for overall meaning in the context of the target language.	X	
	I can identify similarities and differences in basic grammatical and structural patterns of the target and native languages.	X	
	I can recognize differences in writing systems, mechanics and formats.	X	
	I can recognize the changing nature of language.	X	
	I can compare and evaluate holidays and celebrations.	X	X
	I can compare routines and activities of daily living patterns.		X
	I can recognize and compare common areas of cultural stereotyping.		X

Standard Area	I can' Statements	Semester 1 Semester 2	
1.Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities		1	2
	I can describe how religions influence the people and language(s) of the target cultures.		X
	I can imitate appropriate nonverbal communication.	X	
	I can imitate appropriate verbal and body language for formal and informal situations in both cultures.	X	
	I can Identify examples of the target language used in my daily life.	X	X
Communities	I can ask how to get around town.	X	
	I can ask for and talk about items at a marketplace.	X	
	I can identify professions that require proficiency in another language.		X
	I can present information about the language and culture to others.	X	X
	I can attend or view cultural events and social activities related to the target culture.		X
	I can investigate elements of pop culture.		X
	I can describe culture and gegography of Spanish-speaking countries.	X	X
Spanish 3			
Communication	I can talk about myself and my friends.	x	
	I can say what I know how to do.	x	
	I can talk about people and places I know	x	
	I can describe my daily routine.	x	
	I can make comparisons.	x	
	I can describe a camping trip.	x	
	I can talk about nature.	x	
	I can talk about about family vacations.	x	
	I can discuss activities, skills, and abilities.	x	
	I can describe a place and its climate.	x	
	I can describe volunteer activities.		x
	I can organize people to do a project.		x
	I can persuade or influence others.		x
	I can make requests and recommendations.		x
	I can express opinions.		x
	I can talk about media and the community.		x
	I can discuss the impact of technology.		x
	I can express environmental concerns and possibilities.		x
	I can make predictions and discuss causes and effects.		x
	I can discuss obligations and responsibilities.		x
I can present and support an opinion.		x	

Standard Area	I can' Statements	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			
	I can express a point of view and make recommendations.		x
	I can ask and respond to factual and interpretive questions.	x	
	I can discuss topics and events in non-guided conversations.	x	
	I can interact in basic life situations using appropriate forms of politeness and appropriate body language.	x	
	I can explain reasons for likes and dislikes.	x	
	I can use circumlocution to expand communication.	x	
	I can comprehend texts using contextual cues.	x	
	I can Respond appropriately to complex directions, commands, and requests.	x	
	I can Identify main ideas and details from texts and conversations.	x	
	I can Reproduce gestures, sound systems, and intonations patterns appropriately.	x	
	I can present oral or written reports about familiar topics.	x	
	I can demonstrate accuracy in pronunciation and intonation when presenting guided conversations.	x	
	I can Write an organized short composition on topics studied.	x	
Cultures	I can interact using culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors.		x
	I can interpret similarities and differences in cultural concepts and practices.		x
	I can discuss cultural similarities and differences.		x
	I can explore and interpret historical events and figures, geographical features of the target countries.	x	
	I can evaluate tangible products (realia) and expressive products (art, dance, music, and literature) of the culture.		x
	I can explain the contributions made to our society and world by the target language and culture.		x
Connections	I can discuss and interpret information from authentic sources to various scenarios.		x
	I can apply information from authentic sources in the target language.		x
	I can imitate appropriate phonetic intonation patterns.	x	
	I can use the present tense of regular verbs.	x	
	I can use verbs like gustar (backwards verbs)	x	
	I can use the present tense of irregular yo verbs.	x	
	I can use the present tense of irregular verbs.	x	
	I can use stem-changing verbs.	x	
	I can use conocer and saber in the appropriate contexts.	x	
	I can use ser and estar in the appropriate contexts.	x	

Standard Area	<h1>I can' Statements</h1>		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
Comparisons	I can use reflexive verbs.	x		
	I can use unequal and equal comparisons.	x		
	I can use all forms of preterite.	x		
	I can use the imperfect tense.	x		
	I can use preterite vs. imperfect.	x		
	I can use tú commands.		x	
	I can use usted (es), nosotros commands.		x	
	I can use polite requests.		x	
	I can use pronouns with commands.		x	
	I can use impersonal expressions + infinitives		x	
	I can use impersonal constructions with "se".		x	
	I can use future tense.		x	
	I can use prepositions por and para in the correct context.		x	
	I can use present subjunctive.		x	
	I can recognize and use cognates, false cognates, and word families.		x	
	I can analyze elements such as time and tense and comparable linguistic elements in English.		x	
	I can recognize changes in meaning due to grammatical and structural patterns, pitch, and intonation.	x		
	I can compare and demonstrate the mechanics and conventions of the written language.	x		
	I can identify evidence of the changing nature of languages.		x	
	I can compare and analyze holidays and celebrations and distinguish holidays unique to the target culture.		x	
I can compare and contrast daily living patterns.	x			
I can identify cultural differences and similarities in behavioral patterns.		x		
I can interpret how religious beliefs and practices influence the culture.		x		
I can demonstrate appropriate nonverbal communication.		x		
I can demonstrate appropriate verbal and body language for formal and informal situations in both cultures.		x		
Communities	I can participate in language/culture related activities that benefit the school or community.		x	
	I can write and illustrate skits to present to others.	x		
	I can attend or view cultural events and social activities related to the target culture.	x		
	I can interpret elements of pop culture.		x	

Standard Area	<h1>I can' Statements</h1>	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			

<h2>Spanish 4</h2>

Communications	I can ask and answer factual questions.	X	X
	I can imitate and briefly sustain conversations.	X	X
	I can talk about interests and hobbies.	X	X
	I can talk about my favorite music, movies, sports, etc.	X	
	I can give information about something I plan to do.	X	
	I can describe people and talk about personalities.	X	
	I can use superlatives to describe people.	X	
	I can talk about jobs and career plans.	X	X
	I can interact in basic life situations using appropriate forms of politeness and appropriate body language.	X	X
	I can elaborate and support preferences.	X	X
	I can use circumlocution to expand communication of unknown	X	X
	I can comprehend authentic texts.	X	X
	I can respond appropriately to complex directions, commands and requests.	X	X
	I can identify main ideas and details from texts and conversations.	X	X
	I can respond with appropriate gestures, sound systems, and intonation patterns.	X	X
	I can talk about daily activities.	X	X
	I can discuss work and school activities.	X	
	I can describe a childhood or past experience.	X	
	I can give a short presentation on a famous person, landmark or cultural event.	X	X
	I can describe the physical appearance and personality of a friend or family member.	X	
	I can write about a holiday, vacation or a typical celebration.	X	X
	I can talk about personal items and technology.		X
	I can express what does and doesn't exist.		X
	I can talk about what has happened.		X
	I can talk about an excursion.	X	X
	I can talk about places and activities in the neighborhood.		X
	I can write a short paragraph on a given topic.	X	X
	I can present a written dialogue in small groups.	X	X
	I can comprehend a voice mail message.	X	
	I can read and comprehend short stories, novel excerpts and poems.	X	X
I can write a brief summary of the plot of a movie, an episode of a TV show or a story.	X	X	

Standard Area	I can' Statements	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			
	I can present oral or written reports on researched topics.	X	X
	I have an understanding of differences in gestures among cultures.	X	
	I can demonstrate accurate pronunciation and intonation when presenting impromptu conversation.	X	X
	I can write an organized short composition on topics studied.	X	X
Cultures	I can interact and initiate exchanges using culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors.	X	X
	I can talk about historical events.	X	X
	I can talk about artists from other countries.	X	X
	I can analyze cultural similarities and differences and identify stereotypes.	X	X
	I can compare and contrast cultural practices among same language cultures.	X	X
	I can recognize elements of humor, irony, and satire.		X
	I can analyze historical events and figures, institutions, geographical features and political structures of the target countries.	X	X
	I can analyze realia, art, dance, music, and literature of the culture.	X	X
	I can explain the contributions made to our society and world by the target language and culture.	X	X
Connections	I can present short reports in the target language orally or in writing on topics studied in other disciplines.	X	X
	I can comprehend and discuss articles or short videos in the target language on topics studied in other disciplines.	X	X
	I can discuss and analyze information from authentic sources to various scenarios.	X	X
	I can analyze information from authentic sources in the target language.	X	X
	I can recognize and imitate appropriate language structures and intonation patterns in expressing ideas and opinions.	X	X
	I can identify suffixes used in Spanish.	X	
	I can identify areas of similarity, difference, and borrowing between native and target languages.	X	X
	I can analyze and employ elements such as time and tense and comparable linguistic elements in English.	X	
	I can demonstrate target language structural patterns, pitch and intonation.	X	
	I can compare, demonstrate and apply the appropriate mechanics and conventions of the written language.	X	X
	I can use the indicative tense with verbs of certainty.	X	

Standard Area	I can' Statements	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities		Comparisons	X
I can use the subjunctive with impersonal expressions.	X		
I can use the subjunctive with verbs of influence, doubt, and emotion.	X		
I can compare and contrast the preterit and imperfect to talk about past events.	X		
I have mastered verb conjugation in the present, past and future verb tenses.	X		
I can understand differences between using the subjunctive or the indicative with conjunctions.	X		X
I can talk about things using reported speech.			X
I can use expressions with "sea".			X
I can use the present perfect tense.			X
I can use the past perfect tense.			X
I can use the future perfect tense to express what will have happened.			X
I can understand how to use the present and past subjunctive of perfect tenses.			X
I can use past participles as adjectives.			X
I can use the conditional test to express "woulds" and "shoulds".			X
I can use the subjunctive with the unknown.			X
I can use the imperfect subjunctive.			X
I can compare and contrast the use of qué and cuál.			X
I understand the sequence of tenses.			X
I can compare and contrast the usage of por and para.			X
I can use sí clauses.			X
I can express wishes and desires.			X
I can compare and contrast negative and affirmative words and differences in grammatical use.	X		
I can use the future tense to talk about upcoming plans.	X		
I can elaborate on, compare and analyze holidays and celebrations and distinguish holidays unique to the target culture.	X		X
I can compare and contrast daily living patterns in various cultures, within literature and media.	X		X
I can compare and contrast behavioral patterns between target culture and students' own culture.	X		X
I can analyze how religious beliefs and practices influence the culture.	X		X
I can demonstrate appropriate nonverbal communication.	X		X
I can demonstrate appropriate verbal and body language for formal and informal situations in both cultures.	X		

Standard Area	I can' Statements	Semester	
		1	2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			
Communities	I can participate in language/ culture related activities that benefit the school or community.	X	X
	I can write, illustrate and present stories, songs, poems or lessons to others.		X
	I can analyze elements of pop culture.	X	X

Middle School French

Communication	I can recite the French Alphabet.	
	I can use greetings in short conversations including: how are you, what is your name, how old are you and responding to each questions.	
	I can say/know the numbers 0-30.	
	I can say/know various animals.	
	I can say/know parts of the body.	
	I can say/know various kinds of food.	
Cultures	I can say what continents French is spoken on.	
	I can say how French has influenced various professional areas including sports, science, economics, international relations, international business, music and art.	
	I can list various reasons why French is important in today's world.	
Connections	I can tell the difference between tu and vous and use them correctly.	
	I can see how French influences other areas of study.	
	I can spell and say my vocabulary correctly.	
	I can apply my vocabulary to short conversations.	
Comparisons	I can compare my school routine with those of the target language.	
	I can compare the influences of French and English.	
Communities	I can identify how French has influenced North Dakota.	
	I can identify French products I use in every day life.	
	I can identify how France and french speaking countries have influenced our culture.	

French 1

Communication	I can ask and answer simple questions.	Concerning: greetings, classroom objects, likes and dislikes	Concerning: family, descriptive vocabulary, school subjects, calander
	I can participate in brief guided conversations		
	I can perform basic social conventions.		
	I can express likes and dislikes.		
	I can comprehend short narrative texts on simple topics.		
	I can follow simple oral and written directions.		

Standard Area	I can' Statements		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
	I can identify words and phrases in a situational context. I can recognize the sound system of the language. I can use short phrases in oral and written presentations. I can write and present simple guided texts on familiar topics.	and dislikes, numbers, places in town	calendar vocabulary, leisure activities, weather	
Cultures	I can imitate culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors. I can identify and discuss similarities and differences in cultural concepts and practices. I can identify commonly held generalizations about the cultures studied. I can recognize historical, geographical, political, and social structures. I can identify tangible products and expressive products (art, dance, music, and literature) of the culture. I can identify the contributions made to our society and world by the target language and culture.	Concerning: places, food and art prevalent in the Île de la Cité, the French Revolution, cultural greetings, leisure activities	Concerning: places, food and art prevalent in French speaking Canada, family traditions, Canadian festivals, school schedules, school requirements.	
Connections	I can connect and compare the American Revolution to the French Revolution. I can compare and contrast France's school system to the American school system. I can comprehend in target language and discuss in English articles or videos in the target language on various cultural, historical, and pop cultural topics. I can read, listen to, and discuss material of the target culture in reference to school or family activities/events.	X X X	X X X	
Comparisons	I can recognize, identify and understand the various accent marks. I can recognize that cognates and borrowed words enhance comprehension of the target and native language. I can recognize that language cannot be translated word for word, but rather for overall meaning in the context of the target language. I can conjugate regular -er, -ir and -re verbs. I can properly use indefinite and definite articles I can conjugate avoir. I can use à contractions correctly. I can form simple yes or no questions. I can use regular and irregular adjective properly. I can conjugate être, faire and aller. I can use possessive adjectives.	X X X X X X X X X X	X X X X X X	

Standard Area	<h1>I can' Statements</h1>		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
	I can use de contractions.			X
	I can form more complex questions using specific question words.			X
	I can utilize the futur proche and the passé récent.			X
Communities	I can identify professions that require proficiency in another language.	X	X	
	I can present information about the language and culture to others.	X	X	
	I can explore elements of pop culture.	X	X	
	I can attend or view cultural events and social activities related to the target culture.	X	X	
<h2>French 2</h2>				
Communication	I can provide and request clarification when asking and responding to factual questions.	Concerning: Holidays, Gifts, Party vocab, Food, kitchen measurements, places to buy food	Concerning: Daily and nightly routines, Vocabulary concerning life in the city vs. life in the country,	
	I can participate in guided confersations with elaboration.			
	I can qualify likes and dislikes.			
	I can utilize circumlocution to expand communication.			
	I can determine the meaning in brief texts using contextual cues.			
	I can follow a series of oral and written directions, instructions			
	I can identify main ideas from texts and conversations.			
	I can prepare and present brief written reports and short responses to given situations. I can demonstrate accuracy in pronunciation and intonation when presenting rehearsed topics.			
Culture	I can use culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors.	Concerning: Holiday traditions, Paris sights and activities, Quebec sights and activities, the metric system, cultural foods, differences in shopping for groceries	Concerning: Rennes sights and activities, differences in daily life, life in the city vs. life in the country	
	I can interpret similarities and differences in cultural concepts and practices.			
	I can Identify and discuss some commonly held generalizations about the cultures studied.			
	I can explore historical events and figures, institutions and geographical features.			
	I can discuss and interpret tangible products and espressive products (art, dance, music, and literature) of the culture.			
	I can evaluate the contributions made to our society and world by the target language and culture.			

Standard Area	I can' Statements		
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities		Semester 1	Semester 2
Connections	I can present short reports in French, orally and/or in writing, on topics studied in other disciplines.	X	X
	I can discuss and apply information from authentic sources to various scenarios.	X	X
	I can recognize and transfer basic vocabulary and concepts on familiar topics from other disciplines when presented in the target language.	X	X
	I can comprehend in target language and discuss in English articles or videos in the target language on various cultural, historical, and pop cultural topics.	X	X
	I can identify direct and indirect objects and replace them to avoid repetition.	X	
	I can conjugate verbs into the passe compose using both avoir and etre.	X	
	I can use the partitive.	X	
	I can use the object pronouns y and en.		X
	I can replace multiple object pronouns in one sentence.		X
	I can conjugate and use reflexive verbs.		X
	I can conjugate and use reflexive verbs in the passe compose.		X
	I can use the comparative.		X
	I can use the superlative.		X
Comparisons	I can recognize the differences between sound systems of the target language and the native language.	X	X
	I can recognize that cognates and borrowed words enhance comprehension of the target language.	X	X
	I can recognize that language cannot be translated word for word, but rather for overall meaning in the context of the target language.	X	X
	I can recognize the differences in writing systems, mechanics and formats.	X	X
	I can compare and evaluate holidays and celebrations.	X	
	I can compare routines and activities of daily living patterns.		X
	I can recognize and compare common areas of cultural stereotyping.	X	X
	I can describe how religions influence the people and language of the target cultures.	X	X
	I can imitate appropriate verbal and body language for formal and informal situations in both cultures.	X	X
	I can identify the target language in the my daily life.	X	X

Standard Area	<h1>I can' Statements</h1>		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
Communities	I can identify professions that require proficiency in another language.	X	X	
	I can present information about the language and culture to others.	X	X	
	I can investigate modern culture in the target area.	X	X	
	I can attend or view cultural events and social activities related to the target culture.	X	X	
<h2>French 3</h2>				
Communication	I can ask and respond to factual and interpretive questions.	Concerning: Childhood, professions, ask about future plans, make polite requests, fairy tale vocabulary, setting the scene for a story	Concerning: Relationship vocabulary, ask for and give advice, share good/bad news, renew old acquaintances, animals, expressions of fear and astonishment, expressions to forbid/warn, general directions, expressions to complain and offer encouragement.	
	I can discuss topics and events in non-guided conversations.			
	I can interact in basic life situations using appropriate forms of politeness and appropriate body language.			
	I can explain reasons for likes and dislikes.			
	I can comprehend texts using contextual clues.			
	I can respond appropriately to complex directions, commands and requests.			
	I can identify main ideas and details from texts and conversations.			
	I can reproduce gestures, sound systems, and intonation patterns appropriately.			
	I can present oral or written reports about familiar topics.			
	I can demonstrate accuracy in pronunciation and intonation when presenting guided conversations.			
I can write and organized short composition on topics studied.				
	I can interact using culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors.	Concerning: Major events in France's history, cultural differences/simil	Concerning: cultural differences/simil arities in relationships (especially African), French	
	I can interpret similarities and differences in cultural concepts and practices.			
	I can discuss cultural similarities and differences.			

Standard Area	I can' Statements		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
Cultures	I can explore and interpret historical events and figures, geographical features of the the target countries.	arities in the professional world, French speaking African culture/history	speaking African family tradiions, French speaking North American culture and history, ecological differences.	
	I can evaluate tangible products (realia) and expressive products (art, dance, music and literature) of the culture.			
	I can explain the contributions made to our society and world by the target language and culture.			
Connections	I can present short reports in the target language orally and/or in writing, on topics studied in other disciplines.	X	X	
	I can comprehend and discuss articles or short videos in the target language on topics studies in other disciplines.	X	X	
	I can discuss and interpret information from authentic sources to various scenarios.	X	X	
	I can apply information from authentic sources in the target language.	X	X	
	I can use the passe compose and the imparfait tenses correctly.	X		
	I can use the future tense.	X		
	I can use the feminin form of professions.	X		
	I can use the conditional tense.	X		
	I can use the passe simple.	X		
	I can use and understand relative pronouns with and without ce.	X		
	I can use the past perfect.		X	
	I can use reciprocal verbs in the present and past tenses.		X	
	I can use the past conditional.		X	
	I can use the subjunctive with necessity, desire and emotions		X	
I can use the subjunctive with expressions of fear.		X		
I can use the imperative.		X		
Comparissons	I can imitate appropriate phonetic intonation patterns.	X	X	
	I can recognize changes in meaning due to grammatical and structural patterns, pitch, and intonation	X	X	
	I can recognize and use congates, false cognates, and word families.	X	X	
	I can analyze elements such as time and tense and comparable linguistic elements in English.	X	X	
	I can compare and demonstrate the mechanics and conventions of the written language.	X	X	
	I can identify evidence of the changing nature of languages.	X	X	
	I can compare and analyze holidays and celebrations and distinguish holidays unique to the target culture.	X	X	

Standard Area	<h1>I can' Statements</h1>		
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities		Semester 1	Semester 2

	I can compare and contrast daily living patterns.	X	X
	I can identify cultural differences and similarities in behavioral patterns.	X	X
	I can interpret how religious beliefs and practices influence the culture.	X	X
	I can demonstrate appropriate nonverbal communication.	X	X
	I can demonstrate appropriate verbal and body language for formal and informal situations in both cultures.	X	X
Communities	I can participate in language/culture related activities that benefit the school or community.	X	X
	I can exchange information with others about how the language is used in the various fields of work.	X	X
	I can write and illustrate skits to present to others.	X	X
	I can attend or view cultural events and social activities related to the target culture.	X	X
	I can interpret elements of pop culture.	X	X

<h2>French 4</h2>			
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Communication	I can ask and respond to factual and interpretive questions.	Concerning: childhood activities, extreme outdoor activities, encouragement, complaining,	Concerning: Expressing certainty and possibility, expressing doubt and disbelief, parts of the newspaper, various forms of media, natural disasters, applying all topics to a reading of a novel during the last 9 weeks (ex. Les Miserables, Les Trois Mousquetaires, Le Petit Prince, etc.)
	I can imitate and briefly sustain conversations.		
	I can interact in basic life situations using appropriate forms of politeness and appropriate body language.		
	I can elaborate and support preferences.		
	I can use circumlocution to expand communication.		
	I can comprehend authentic texts.		
	I can respond with appropriate gestures, sound systems, and intonation patterns.		
	I can respond appropriately to complex directions, commands, and requests.		
	I can identify main ideas and details from texts and conversations.		
	I can present oral or written reports on researched topics.		
	I can demonstrate accuracy in pronunciation and intonation when presenting impromptu conversations.		
I can write an organized short composition on topics studied.			

Standard Area	I can' Statements		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
Cultures	I can interact and initiate exchanges using culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors.	Concerning: French speaking North America, differences/similarities of conservation regulations, Cajun influences, outdoor activities in French speaking North America	Concerning: Journalism, different types of press, difference between Quebec and French journalism, historical facts/events related to the novel during the last 9 weeks.	
	I can create and/or perform cultural activities, being aware of differences in cultural concepts and practices.			
	I can analyze cultural similarities and differences and identify flaws in stereotypes.			
	I can compare and contrast cultural practices among same language cultures.			
	I can recognize elements of humor, irony, and satire.			
	I can analyze historical events and figures, institutions, geographical features, and political structures of the target countries.			
	I can analyze tangible products (realia) and expressive products (arts, dance, music and literature) of the culture.			
	I can explain contributions made to our society and world by the target language and culture.			
Connections	I can present short reports in the target language orally or in writing, on topics studied in other disciplines.	X	X	
	I can comprehend and discuss articles or short videos in the target language on topics studied in other disciplines.	X	X	
	I can discuss and analyze information from authentic sources in the target language.	X	X	
	I can differentiate between the verbs apporter, amener, emporter and emmener.	X		
	I can use the prepositions a and de after verbs correctly.	X		
	I can use the subjunctive with doubt, disbelief and uncertainty.	X		
	I can use a variety of negative expressions.	X	X	
	I can use qui est-ce qui, qui est-ce que, qu'est-ce qui and qu'est-ce que.		X	
	I can identify and use all the verb tenses I have learned throughout my French studies in order to be able to understand and read a novel.		X	
	I can recognize and imitate appropriate target language structures and intonation patterns in expressing ideas and opinions.	X	X	

Standard Area	I can' Statements	Semester Semester 1 2	
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			
Comparisons	I can identify areas of similarity, difference, and borrowing between native and target languages.	X	X
	I can analyze and employ elements such as time and tense and comparable linguistic elements in English.	X	X
	I can demonstrate target language structural patterns, pitch, and intonation.	X	X
	I can compare, demonstrate and apply the appropriate mechanics and conventions of the written language.	X	X
	I can explain the changing nature of languages.	X	X
	I can elaborate on compare and analyze holidays and celebrations and distinguish holidays unique to the target culture.	X	X
	I can compare and contrast daily living patterns in various cultures, within literature and media.	X	X
	I can compare and contrast behavioral patterns between target culture and my own.	X	X
	I can analyze how religious beliefs and practices influence the culture.	X	X
	I can demonstrate appropriate nonverbal communication.	X	X
	I can demonstrate appropriate verbal and body language for formal and informal situations in both cultures.	X	X
Communities	I can participate in language/culture related to activities that benefit the school or community.	X	X
	I can exchange information with others about how the language is used in the various fields of work.	X	X
	I can write, illustrate and present stories, songs, poems or lessons to others.	X	X
	I can attend or view cultural events and social activities related to the target culture.	X	X
	I can analyze elements of pop culture.	X	X
	I can carry over music, art, and food traditions into other areas.	X	X
Middle School Latin			
	I can say basic conversational sentences, i.e. hello, goodbye, how are you, good, bad, etc.		
	I can understand and respond to basic classroom commands.		
	I can ask and answer simple questions.		
	I can count to ten in Latin.		

Standard Area	<h1>I can' Statements</h1>		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
Communication	I can distinguish among Latin sounds when spoken.			
	I can participate in basic guided conversations in the target language with studied vocabulary.			
	I can compose simple sentences expressing likes and dislikes.			
	I can read and comprehend short narrative texts.			
	I can learn and comprehend new vocabulary.			
Cultures	I can demonstrate an understanding of the mythological history of the founding of the Roman people involving the Trojan War and Aeneas' travelling.			
	I can demonstrate an understanding of the mythology of Ancient Rome, especially the Olympian Gods and the travels of Aeneas.			
	I can discuss and demonstrate understanding of the major moments in early Roman history: the founding of Rome, the actions of the Horatii and Mucius Scaevola, the invasion of the Gauls, and the 2nd Punic War.			
	I can demonstrate an understanding of the influence and the actions that took and currently take place in the Colosseum in Rome.			
Connections	I can explain from where English month and day names originate based on their Latin knowledge.			
	I can identify Roman numerals and convert Roman numerals to Hindu-Arabic numerals and vice versa.			
	I can recognize and transfer vocabulary and concepts from other disciplines to Latin			
	I can recognize essential Latin roots which forms the basis of modern English words			
	I can demonstrate an understanding of the history of Latin as the foundation of Romance languages and in immense contribution to the foundation of modern English.			
Comparisons	I can recognize the sound system of the language.			
	I can add plural endings to 1st and 2nd declension nouns and identify singular and plurals.			
	I can match accurately masculine and feminine nouns to adjectives.			
Communities	I can identify professions that utilize and are benefited from a proficiency with a foreign language.			
	I can identify the target language in the my daily life.			

Standard Area	<h1>I can' Statements</h1>		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
	I can attend or view cultural events, cultural products, and social activities related to the target culture.			
Latin 1				
Communication	I can ask and answer simple questions.	X		
	I can understand and respond to simple classroom commands in the imperative mood.		X	
	I can participate in brief guided conversations with basic vocabulary.		X	
	I can perform basic social conventions, such as greetings and farewells.	X		
	I can count to ten in Latin.	X		
	I can comprehend short narrative texts.	X		
	I can correctly write Latin sentences based off the text.	X		
	I can correctly translate basic original sentences into Latin using ordinary Latin syntax.		X	
	I can correctly use Latin synonyms and cognates to write simple sentences.		X	
	I can identify words and phrases in a situational context.	X		
	I can recognize the sound system of the language.	X		
	I can distinguish among Latin sounds when spoken.	X		
	I can write and present simple guided texts.		X	
Cultures	I can identify and discuss similarities and differences in cultural concepts and practices.	X		
	I can identify commonly held generalizations about the culture studied.		X	
	I can demonstrate an understanding of the government during the monarchy.		X	
	I can recognize historical, geographical, political, and social structures.		X	
	I can demonstrate a basic understanding of Roman holidays, family, slavery, clothing, travel and road systems, politics, and houses.		X	
	I can identify tangible products (realia) and expressive products (art, dance, music, and literature) of the culture.	X		
	I can demonstrate a basic understanding of Roman mythology, including the travels of Aeneas and the Olympian Gods.	X		
	I can recognize and compare common areas of cultural stereotyping between Rome and today.		X	

Standard Area 1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities	I can' Statements	Semester Semester 1 2	
Connections		I can identify the contributions made to our society and world by the Latin language and Roman culture.	X
	I can recognize and transfer vocabulary and concepts from other disciplines to Latin.	X	
	I can use common Latin abbreviations and phrases found in modern English.	X	
	I can identify locations on an ancient map and where they are today, with consideration of the influence the Roman map has on our map today.		X
	I can recognize basic Latin suffixes and prefixes found in English vocabulary.		X
	I can use a dictionary to ascertain etymology, or word origins, of English words.	X	
	I can recognize essential Latin roots which forms the basis of modern English words.	X	
	I can demonstrate an understanding of the history of Latin as the foundation of Romance languages and in immense contribution to the foundation of modern English.	X	
Comparisons	I can recognize differences between sound systems of the target language and the native language.	X	
	I can recognize, to some degree, the flexibility of Latin syntax.	X	
	I can recognize that cognates and borrowed words enhance comprehension.	X	
	I can recognize basic sentence structures in Latin.		X
	I can recognize that language cannot be translated word for word, but rather for overall meaning in the context of the target language.	X	
	I can identify similarities and differences in basic grammatical and structural patterns of the target and native languages.	X	
	I can identify infinitives and conjugations of different verbs.		X
	I can identify and translate the indicative mood, active voice, in present, imperfect, and perfect tenses.		X
	I can correctly use six of the eight irregular verbs.		X
	I can identify, by using the nominative and genitive forms, the declension of various nouns.		X

Standard Area	I can' Statements	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities		<p>I can recognize the case forms of nouns in the first three declensions.</p> <p>I can recognize the case forms of adjectives in all declensions.</p> <p>I can identify and explain the basic uses of all cases.</p> <p>I can parse a sentence in Latin, identifying the various parts of speech.</p> <p>I can transfer basic Roman numerals into Hindu-Arabic numerals.</p> <p>I can recognize the conceptual difference between imperfect and perfect syntax.</p> <p>I can recognize the changing nature of language over time.</p> <p>I can recognize and compare how religions influence the people and language(s) of the target cultures.</p>	<p></p> <p></p> <p></p> <p></p> <p>X</p> <p></p> <p>X</p> <p></p> <p></p>
Communities	<p>I can identify the target language in the my daily life.</p> <p>I can identify professions that utilize and are benefited from a proficiency in the target language.</p> <p>I can present information about the language and culture to others.</p> <p>I can attend or view cultural events, cultural products, and social activities related to the target culture.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p></p> <p></p> <p></p> <p></p>
Latin 2			
Communication	<p>I can provide and request clarification when asking and responding to factual questions.</p> <p>I can understand and respond to classroom commands.</p> <p>I can produce all Latin sounds.</p> <p>I can answer questions based on the text.</p> <p>I can ask simple questions.</p> <p>I can carry on simple conversations with basic vocabulary.</p> <p>I can correctly translate compound sentences into Latin using ordinary Latin syntax.</p> <p>I can understand simple questions and answers.</p> <p>I can understand new vocabulary.</p> <p>I can qualify likes and dislikes.</p> <p>I can determine meaning in brief texts using contextual cues.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p></p> <p>X</p> <p></p> <p></p> <p></p> <p>X</p> <p></p> <p></p>

Standard Area	I can' Statements		
1.Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities		Semester 1	Semester 2
Communication	I can follow a series of oral and written directions, instructions and/or commands.	X	
	I can identify main ideas from texts and conversations	X	
	I can Imitate gestures, sound systems, and intonations patterns appropriately.	X	
	I can prepare and present short oral responses to given situations	X	
	I can demonstrate accuracy in pronunciation and intonation when presenting rehearsed topics.	X	
	I can prepare and present written sentences as they concern each chapter.	X	X
	I can prepare and present written original answers to questions using Latin syntax.	X	
	I can write a personal letter in Latin.		X
	I can use various recourses to identify contemporary Latin words, and use them in sentences.		X
Cultures	I can use culturally appropriate vocabulary, idiomatic expressions,	X	
	I can interpret similarities and differences in cultural concepts and practices.	X	
	I can identify and discuss some commonly held generalizations about the cultures studied.	X	
	I can explore historical events and figures, institutions and	X	
	I can demonstrate an accurate undertanding of government and major events during the Roman republic and the major events relating to the Republic's conversion to an Empire.		X
	I can demonstrate an understanding of the following Roman institutions: aquaducts, food, dining, education, city planning, and holidays	X	X
	I can discuss and interpret tangible products (realia) and expressive products (art, dance, music, and literature) of the culture.	X	
	I can compare routines and activities of daily living patterns.		X
	I can evaluate the contributions made to our society and world by the target language and culture.	X	
	I can recognize basic Latin suffixes and prefixes found in English vocabulary.	X	X
	I can recognize the connections between Latin prefixes and suffixes and English derivatives.	X	
	I can recognize essential Latin roots which forms the basis of modern English words.	X	X
	I can recognize the relations between adjectives, nouns, and verbs from the same base word.	X	X

Standard Area	<h1>I can' Statements</h1>		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
Connections	I can demonstrate an understanding of the history of Latin as the foundation of Romance languages and in immense contribution to the foundation of modern English.	X	X	
	I can recognize and transfer basic vocabulary and concepts on familiar topics from other disciplines when presented in the target language.		X	
	I can use and understand common Latin legal terminology and symbols still in use in today's law field.		X	
	I can use and understand common Latin medical terminology and symbols still in use in today's medical field.	X		
	I can discuss and apply information from authentic sources to various scenarios.	X		
	I can recognize that cognates and borrowed words enhance comprehension of the target language.	X	X	
Comparisons	I can identify and translate the indicative mood, active voice, in present, perfect, imperfect, future, future perfect, and pluperfect.		X	
	I can identify and translate the passive indicative in all tenses.		X	
	I can decline and translate correctly the four demonstratives.	X		
	I can count to twenty with the cardinal numbers and the ordinal numbers.		X	
	I can utilize and decline the relative pronouns and demonstrate how they enhance a sentence.	X		
	I can identify all Roman numerals and convert all Roman numerals into Hindu-Arabic and vice versa.		X	
	I can translate the perfect passive participle in a variety of ways.		X	
	I can identify, correctly translate, and demonstrate the grammatical elements of deponent verbs.		X	
	I can correctly match adjectives to nouns in sentences.	X		
	I can effectively incorporate dependent clauses in understanding and sentence creation.		X	
	I can decline and use in questions the relative pronoun quis, quis, quid.	X		
I can identify and use the three degrees of adjectives and adverbs.		X		
I can recognize differences between sound systems of the target language and the native language.	X			
Communities	I can identify the target language in the students' daily lives.	X	X	
	I can present information about the language and culture to others.	X	X	
	I can attend or view cultural events and social activities related to the target culture.	X	X	

Standard Area	<h1>I can' Statements</h1>		Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities				
<h2>Latin 3</h2>				
Communication	I can ask and respond to factual and interpretive questions.	X		
	I can apply information from authentic sources in the target language.	X		
	I can comprehend texts using contextual cues.	X		
	I can correctly employ several circumlocutions of give words and phrases.	X		
	I can correctly translate sentences into Latin	X		
	I can discuss and interpret information from authentic sources to various scenarios.	X		
	I can explain reasons for likes and dislikes.	X		
	I can identify main ideas and details from texts and conversations.	X		
	I can imitate appropriate phonetic intonation patterns.	X		
	I can present oral or written reports about familiar topics.	X		
	I can present short reports in the target language orally and/or in writing, on topics studied in other disciplines.		X	
	I can reproduce classical pronunciation and intonation when reading	X		
	I can reproduce gestures, sound systems, and intonations patterns appropriately.	X		
	I can reproduce memorized material, with emphasis on Cicero's oratory and the epic style.		X	
	I can respond appropriately to complex directions, commands, and requests.	X		
I can write an organized short composition on topics studied, such as a summary of a mythological story.		X		
Cultures	I can compare and analyze holidays and celebrations and distinguish holidays unique to the target culture.	X		
	I can demonstrate an understanding of the Fall of Rome.		X	
	I can demonstrate an understanding of the following Roman institutions: betrothals, weddings, funerals, coming-of-age ceremonies, warfare, courts,		X	
	I can demonstrate understanding of government during the Roman Empire.	X		
	I can discuss the accomplishments of Augustus, Trajan, Hadrian, and	X		
	I can evaluate tangible products (realia) and expressive products (art, dance, music, and literature) of the culture.	X		
	I can explore and interpret historical events and figures, geographical features of the target countries	X		

Standard Area	I can' Statements	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			
	I can identify cultural differences and similarities in behavioral patterns.	X	
	I can interpret how religious beliefs and practices influence the		X
Connections	I can compare and contrast daily living patterns.		X
	I can demonstrate an understanding of Latin roots, suffixes, and prefixes found in English.	X	
	I can discuss cultural similarities and differences.	X	
	I can explain the contributions made to our society and world by the target language and culture.	X	
	I can identify evidence of the changing nature of languages.	X	X
	I can interpret similarities and differences in cultural concepts and practices.	X	
	I can recognize and use cognates, false cognates, and word families	X	
	I can recognize some Latin diminutive suffixes and English derivatives.	X	
	Comparisons	I can recognize changes in meaning due to grammatical and structural patterns, pitch, and intonation.	X
I can analyze elements such as time and tense and comparable linguistic			X
I can compare and demonstrate the mechanics and conventions of the written language.		X	
I can distinguish among the more common meters used in Latin verse			X
I can identify and conjugate semi-deponent verbs.		X	
I can identify and explain the sequence of subjunctive tenses.			X
I can identify and generate Ablative absolute and indirect statements.		X	
I can identify and generate all tenses of infinitives.			X
I can identify and generate all tenses of participles.		X	
I can identify and generate future active indicative periphrastic conjugations.			X
I can identify and generate Subjunctive forms and uses.			X
I can orally scan the more common meters used in Latin.			X
I can recognize most case forms, tenses, moods, and sentence patterns.		X	
Communities	I can discuss cultural events and social activities related to the target culture.	X	
	I can exchange information with others about how the language is used in the various fields of work.	X	
	I can identify the target language in the students' daily lives	X	

Standard Area	I can' Statements	Semester 1	Semester 2
1. Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities			
	I can present information about the language and culture to others.	X	
Latin 4			
Communication	I can respond to classroom commands.	X	X
	I can understand new vocabulary	X	X
	I can increase ability and understanding of scansion of Latin poetry.		X
	I can increase fluidity of reading Latin poetry.		X
	I can read selections from these Latin authors: Vergil, Catullus, Ovid, Martial, Cicero, Julius Caesar, and Asconius.	X	X
	I can translate sections in Ecclesiastical Latin.		X
	I can reproduce both classical pronunciation and Ecclesiastical pronunciation depending on the period of material studied.		X
	I can reproduce memorized material.	X	X
	I can review Latin sentence structure by composing original sentences or translating English sentences into Latin.	X	
Cultures	I can read and translate Roman mythology.		X
	I can demonstrate an understanding of the epic history of Rome an appreciation of almost 2000 years of literature written almost entirely in Latin.		X
	I can distinguish and scan among the more common meters used in Latin verse.	X	
	I can demonstrate an understanding of the following Roman institutions: warfare, human relationships, politics, and the judicial system.	X	
Connections	I can distinguish Ecclesiastical pronunciations form Classical Latin.		X
	I can recognize classical figures of speech.	X	
	I can recognize legal terminology found in English.	X	
	I can recognize rhetorical terminology found and used in English.	X	
Comparisons	I can orally scan the more common meters used in Latin.		X
	I can recognize most case forms, tenses, moods, and sentence patterns.	X	
	I can identify, translate, and generate conditional sentences	X	
	I can identify and generate gerunds, gerundives, and future passive periphrastic conjugations.	X	
	I can identify and translate indefinite pronouns and adjectives	X	
	I can identify and translate clauses of fearing.	X	
	I can translate and conjugate certain defective verbs.		X
	I can identify, translate, and generate sentences using the independent subjunctive.		X

Standard Area	I can' Statements	Semester Semester	
1.Communication 2. Cultures 3. Connections 4. Comparisons 5. Communities		1	2
Communities	I can develop an appreciation for the aesthetic qualities of Latin prose pronunciation.	X	
	I can develop an appreciation for the aesthetic qualities of Latin poetry and metrical poetry as a whole.		X