



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

FOREIGN LANGUAGE

K-12 CURRICULUM MAP

AUGUST 2022

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Acknowledgements

Special thanks go to the members of the **Foreign Language Subject Area Committee** for their hard work in creating this curriculum:

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Also acknowledged are the members of the **Community Curriculum Council**:

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Sweetwater County School District #1 Vision Statement

As an innovative district, united with our community, we empower and inspire ALL students to academic excellence in pursuit of their interests and passions.

Sweetwater County School District #1 Mission Statement

To provide a quality education for ALL students. The district will accomplish this by:

- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

Foreign Language Mission Statement

Sweetwater County School District #1 Modern Language program fosters global citizens that communicate proficiently in the target language.

Sweetwater County School District No. 1 Curriculum Terms

Curriculum Term	Definition
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Proficiency Scale	a tool to show learning goals and the progression of learning for students.
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

How to Read the Foreign Language Curriculum Map

Purpose Statement identifies the purpose of a class and what is new or different at this level.

Purpose Statement:	Students will communicate in the target language to ask and answer questions using simple sentences. Students will focus on self, family and friends using verbs and descriptive words. Students will begin to explore the different parts of culture and compare and contrast it with their own.
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Benchmark overall outcome for a unit

Benchmarks:

FL.L1.1	Students will produce common phrases to socialize and to exchange basic information when greeting, introducing themselves and bidding farewell. Students will recite correct pronunciations of the alphabet.	Standard Reference
FL.L1.1.1	Identify and pronounce appropriate greetings and farewells utilizing target language.	FL1.1, FL1.2 FL1.3
FL.L1.1.2	Write and have conversations using greetings and farewells.	FL2.1, FL2.2 FL3.1, FL3.2
FL.L1.1.3	Identify and pronounce target language alphabet.	FL1.1, FL1.2, FL1.3
FL.L1.1.4	Spell words orally and in writing.	FL2.1, FL2.2
FL.L1.1.5	Identify and pronounce numbers from 0-99 in target language.	FL1.1, FL1.2, FL1.3
FL.L1.1.6	Use numbers to ask and respond to questions in the target language.	FL2.1, FL2.2

Learning Target Code

FL.L1.1.4 = Subject area
(Foreign Language)
FL.L1.1.4 = Grade/course level
FL.L1.1.4 = Benchmark
FL.L1.1.4 = Learning target

Learning Targets are individual skills that lead up to achieving the benchmark.

Standard Reference

FL2.1 = Content area
FL2.1 = Standard
FL2.1 = Substandard

Foreign Language Curriculum at a Glance

Grade Level or Course	Purpose Statement
Kindergarten Foreign Language	Students will identify and repeat basic vocabulary in the target language, apply the same vocabulary through simple responses to question prompts and greetings, demonstrate the spoken language through songs, and compare cultures within their own classroom community.
1st Grade Foreign Language	Students will identify and define basic vocabulary in the target language, create and use simple sentences to ask and answer questions, repeat greetings and simple words, demonstrate the spoken language through songs and simple written responses, compare cultures and world events, and plan an informal event to celebrate the targeted language.
2nd Grade Foreign Language	Students will identify and define basic vocabulary in the target language, formulate sentences through two-way conversations, demonstrate the spoken language through songs and more complex written phrases, compare cultures and world events, and host a small event.
Spanish Culture	Students will investigate Spanish speaking cultures. Students will discuss geographical locations, governmental influences, culturally specific traditions, and cultural products. Students will use practical phrases in the language of the target culture. Students will use technology to access authentic culture-based research.
Foreign Language Level I	Students will communicate in the target language to ask and answer questions using simple sentences. Students will focus on self, family and friends using verbs and descriptive words. Students will begin to explore the different parts of culture and compare and contrast it with their own.
Foreign Language Level II	Students will communicate both orally and written in the target language asking and answering questions about a variety of real life situations, individual daily routines, and home and community life in both present and past verb forms. Students will compare and contrast cultures while exploring regional differences in the studied topics.
Foreign Language Level III	Students will communicate in the target language on a variety of topics with an intermediate-high level of proficiency. Students will focus on creating connected sentences and small paragraphs with complicated verb forms and vocabulary. Students will compare and contrast cultures.

Foreign Language Level IV	Students will communicate in the target language on a variety of topics with an advanced level of proficiency. Students will focus on creating paragraphs and full pages of text with advanced verb forms and vocabulary. Students will compare and contrast cultures.
Spanish for Heritage Speakers	Students will communicate in Spanish to ask and answer questions. Students will focus on self, family and friends using academic verbs and descriptive words. Students will communicate about a variety of real life situations, individual daily routines, and home, community life in both present and past verb tenses.
World Cultures	Students will investigate Spanish, German, and French speaking cultures. Students will discuss geographical locations, governmental influences, culturally specific traditions, and cultural products. Students will use practical phrases in the language of the target culture. Students will use technology to access authentic culture-based research.

Kindergarten Foreign Language

Purpose Statement:	Students will identify and repeat basic vocabulary in the target language, apply the same vocabulary through simple responses to question prompts and greetings, demonstrate the spoken language through songs, and compare cultures within their own classroom community.
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Benchmarks:

FL.K.1		Students will repeat basic vocabulary and produce appropriate gestures and oral expressions in the target language.	Standard Reference
	FL.K.1.1	Orally engage in interactive simple conversation in target language by responding to oral prompts including appropriate vocabulary, gestures, and oral expressions for greetings and farewells (<i>e.g., exchanging names and saying hello & goodbye</i>).	FL1.1, FL1.2 FL1.3
	FL.K.1.2	Orally repeat numbers 1-10 in target language.	FL1.1, FL1.2 FL1.3
	FL.K.1.3	Orally repeat the basic colors (<i>e.g., red, yellow, blue, green, orange, black, white, brown, and pink, etc.</i>) in target language.	FL1.1, FL1.2 FL1.3
	FL.K.1.4	Orally repeat the months of the year in order in target language.	FL1.1, FL1.2 FL1.3

FL.K.2		Students will respond to simple questions and make requests in a familiar context.	Standard Reference
	FL.K.2.1	Respond to simple questions posed in target language with gestures or responses L1,	FL2.1
	FL.K.2.2	Orally respond to simple questions posed in target language with simple answers in target language (<i>e.g., May I use the restroom? Yes, No</i>).	FL2.1
	FL.K.2.3	Orally make one-word or simple phrase, familiar requests in target language (<i>e.g., bathroom, drink, pencil, etc.</i>).	FL2.1

FL.K.3		Students will repeat and produce the Alphabet, familiar songs, and the Days of the Week.	Standard Reference
	FL.K.3.1	Repeat and orally produce the Alphabet in target language.	FL3.1
	FL.K.3.2	Repeat and orally produce the Happy Birthday song in target language.	FL3.1
	FL.K.3.3	Repeat and orally produce the Days of the Week in target language.	FL3.1

FL.K.4		Students will explore holidays and traditions and compare cultures represented in the classroom community.	Standard Reference
	FL.K.4.1	Discuss holidays, traditions and events represented within the community of the classroom (<i>e.g., Christmas Around the World, Chinese New Year, Cinco de Mayo</i>).	FL3.1, FL3.2
	FL.K.4.2	Orally and visually compare and contrast similarities and differences between cultures represented within the classroom community.	FL3.1

1st Grade Foreign Language

Purpose Statement:	Students will identify and define basic vocabulary in the target language, create and use simple sentences to ask and answer questions, repeat greetings and simple words, demonstrate the spoken language through songs and simple written responses, compare cultures and world events, and plan an informal event to celebrate the targeted language.
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Benchmarks:

FL.1.1	Students will identify and define words in the target language.	Standard Reference
FL.1.1.1	Orally identify familiar classroom vocabulary with gestures, visual representations, words or simple phrases in target language, and/or translation into L1 (<i>e.g., desk, flag, chair, pencil, and backpack</i>).	FL1.1, FL1.2 FL1.3
FL.1.1.2	Orally identify familiar clothing vocabulary with gestures, visual representations, words or simple phrases in target language, and/or translation into L1 (<i>e.g., shirt, pants, shoes, coat, hat, etc.</i>).	FL1.1, FL1.2 FL1.3
FL.1.1.3	Orally identify familiar vocabulary relating to families with gestures, visual representations, words or simple phrases in target language, and/or translation into L1 (<i>e.g., mother, father, baby, sister, and brother</i>).	FL1.1, FL1.2 FL1.3
FL.1.1.4	Orally identify familiar food vocabulary with gestures, visual representations, words or simple phrases in target language, and/or translation into L1 (<i>e.g., water, bread, eggs, chicken, milk, apples, etc.</i>).	FL1.1, FL1.2 FL1.3

FL.1.2	Students will use appropriate vocabulary in simple oral conversations and to ask and answer questions.	Standard Reference
FL.1.2.1	Orally respond to simple questions posed in target language with one-word and simple phrases in target language using appropriate vocabulary, gestures, and oral expressions for greetings in the target language (<i>e.g., Hello, how are you today? I am just fine.</i>).	FL2.1, FL2.2
FL.1.2.2	Orally ask simple conversation questions in target language (<i>e.g., How are you? etc.</i>).	FL2.1, FL2.2
FL.1.2.3	Orally make simple requests to meet basic needs using appropriate vocabulary and phrasing in target	FL2.1, FL2.2

		language (<i>e.g., May I go to the bathroom? May get a drink of water?</i>).	
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FL.1.3		Students will sing cultural songs, spell simple words, and begin to replace English words with the targeted language with prompting.	Standard Reference
	FL.1.3.1	Listen to and orally produce one cultural song connected to the target language (<i>e.g., Frère Jacques, The Mexican Hat Dance, Happy Birthday</i>).	FL3.1, FL3.2
	FL.1.3.2	Listen to and write familiar words and phrases in target language (<i>e.g., hello, yes, no, and please</i>).	FL3.1, FL3.2
	FL.1.3.3	During specific writing assignments, rewrite familiar L1 sentences and questions, replacing L1 words with translations in the target language (<i>e.g., red rewritten as rojo, one rewritten as uno</i>).	FL3.1, FL3.2

FL.1.4		Students will plan a cultural event.	Standard Reference
	FL.1.4.1	Discuss, ask and answer questions about cultures and traditions connected to the target language (<i>e.g., Cinco de Mayo, St. Patrick's Day, or Chinese New Year</i>).	FL3.1, FL3.2
	FL.1.4.2	Plan an informal event to include food, music, and decorations/costumes connected to target language (<i>e.g., Cinco de Mayo celebration</i>).	FL3.1, FL3.2
	FL.1.4.3	Host planned event connected to target language for the classroom community (optional).	FL3.1, FL3.2

2nd Grade Foreign Language

Purpose Statement:	Students will identify and define basic vocabulary in the target language, formulate sentences through two-way conversations, demonstrate the spoken language through songs and more complex written phrases, compare cultures and world events, and host a small event.
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Benchmarks:

FL.2.1		Students will identify and define words in the target language.	Standard Reference
	FL.2.1.1	Orally identify familiar animal vocabulary with gestures, visual representations, words or simple phrases in target language, and/or translation into L1 (<i>e.g., dog, cat, cow, horse, and duck</i>).	FL1.1, FL1.2 FL1.3
	FL.2.1.2	Orally identify familiar house vocabulary with gestures, visual representations, words or simple phrases in target language, and/or translation into L1 (<i>e.g., kitchen, bedroom, bathroom, and dining room</i>).	FL1.1, FL1.2 FL1.3
	FL.2.1.3	Orally identify familiar community vocabulary with gestures, visual representations, words or simple phrases in target language, and/or translation into L1 (<i>e.g., school, library, store, and police station</i>).	FL1.1, FL1.2 FL1.3

FL.2.2		Students will use appropriate vocabulary to engage in a two-way conversation.	Standard Reference
	FL.2.2.1	Orally respond to engage in two-way conversation in target language using appropriate vocabulary and simple-phrases necessary sustain simple conversations (<i>e.g., discuss what's for lunch today or what animals you have as pets at home</i>).	FL2.1, FL2.2
	FL.2.2.2	Orally initiate to engage in two-way conversation in target language using appropriate vocabulary and simple-phrases necessary sustain simple conversations (<i>e.g., discuss what's for lunch today or what animals you have as pets at home</i>).	FL2.1, FL2.2

FL.2.3		Students will use the targeted language vocabulary to replace English within both written and oral communication.	Standard Reference
	FL.2.3.1	During specific writing assignments, replace L1 words or simple phrases with translations in the targeted language (<i>e.g., dog is replaced with perro</i>).	FL3.1, FL3.2
	FL.2.3.2	During specific speaking and listening activities replace L1 words or simple phrases with translations in the target language (<i>e.g., During cooperative learning interactions you could replace greetings in English with greetings in Italian</i>).	FL3.1, FL3.2

FL.2.4		Students will plan and produce a cultural event which compares and contrasts global events including customs, food, and culture.	Standard Reference
	FL.2.4.1	Discuss, ask and answer questions about cultures and traditions connected to the target language (<i>e.g., Cinco de Mayo, St. Patrick's Day, or Chinese New Year</i>).	FL3.1, FL3.2
	FL.2.4.2	Plan a cultural event to include customs, food, and culture connected to target language for an outside audience (<i>e.g., St. Patrick's Day luncheon for parents or community members</i>).	FL3.1, FL3.2
	FL.2.4.3	Host planned cultural event connected to target language for community (<i>e.g., stakeholders</i>).	FL3.1, FL3.2

Spanish Cultures

Purpose Statement:	Students will investigate Spanish speaking cultures. Students will discuss geographical locations, governmental influences, culturally specific traditions, and cultural products. Students will use practical phrases in the language of the target culture. Students will use technology to access authentic culture-based research.
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Benchmarks:

FL.SC.1	Students will discuss culture. The students will compare the American culture and all its differences across the country, by region.	Standard Reference
FL.SC.1.1	Read and discuss on a variety of American culture aspects (<i>e.g., music, literature, art, clothing, food, education, governmental influence, etc.</i>).	FL1.1, FL1.2 FL1.3
FL.SC.1.2	Reflect on influences from other countries on American culture.	FL1.1, FL1.2 FL1.3

FL.SC.2	Students will discuss geographic locations, governmental influences, culturally specific traditions, and cultural products of Spanish speaking cultures. Students will produce a project on a Spanish speaking country.	Standard Reference
FL.SC.2.1	Research and identify Spanish speaking countries and capitals.	FL1.1, FL1.2 FL1.3
FL.SC.2.2	Read, watch, and discuss Spanish speaking cultural traditions, locations, and foods, etc.	FL1.1, FL1.2 FL1.3
FL.SC.2.3	Write, speak, and pronounce practical phrases in the Spanish language.	FL2.1, FL2.2
FL.SC.2.4	Create, produce and present a detailed project on the culture of a Spanish speaking country.	FL3.1, FL3.2

Foreign Language Level I

Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
FL.L1.1	In the target language, students will produce common phrases to socialize and to exchange basic information when greeting, introducing themselves and bidding farewell. Students will recite correct pronunciations of the alphabet. Students will identify, pronounce, and write basic colors and numbers 0-99.	Aug - Sept (3-4 weeks)	X			
FL.L1.2	In the target language, students will utilize vocabulary to communicate dates, weather, seasons, and tell time.	Sept - Oct (3-4 weeks)	X			
FL.L1.3	Students will describe and discuss after school activities, likes and dislikes, and snack foods and beverages Students will utilize vocabulary to discuss likes and dislikes with foods.	Oct - Nov (3-4 weeks)		X		
FL.L1.4	In the target language, students will describe and discuss themselves and their families using common adjectives, with a focus on noun and adjective agreement and possessive adjectives. Utilize the verb "to be" with subject pronouns, definite and indefinite articles.	Nov - Dec (3-4 weeks)		X		
FL.L1.5	Students will describe daily schedules by telling "at what time" classes occur.. Utilize the verb "to have," and the common regular present tense verbs.	Jan - Feb (3-4 weeks)			X	
FL.L1.6	Students will utilize school vocabulary to describe the location of classroom objects and locations in a school. . Students will utilize the verb "to be" to express feelings and location. Students will use the verb "to go" to state where someone is going and the activities that one is going to do.	Feb - Mar (3-4 weeks)			X	
FL.L1.7	Students will utilize vocabulary to discuss likes and dislikes with foods. Students will use interrogatives to ask and answer questions. Students will use more	Mar - Apr (3-4 weeks)				X

	common regular present tense verbs and the verb "to do/to make."					
FL.L1.8	Students will describe and discuss family using common family vocabulary, possessives, and comparatives. Whom they know and what they know.	Apr - May -4 weeks)				X
FL.L1.9	Students will describe and discuss differences in culture between target language cultures and the student's own culture.	Aug - May (1 per quarter)	X	X	X	X

Foreign Language Level I

Purpose Statement:	Students will communicate in the target language to ask and answer questions using simple sentences. Students will focus on self, family and friends using verbs and descriptive words. Students will begin to explore the different parts of culture and compare and contrast it with their own.
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Benchmarks:

FL.L1.1	In the target language, students will produce common phrases to socialize and to exchange basic information when greeting, introducing themselves and bidding farewell. Students will recite correct pronunciations of the alphabet. Students will identify, pronounce, and write basic colors and numbers 0-99.	Standard Reference
FL.L1.1.1	Identify, pronounce and form appropriate greetings, basic conversational information and farewells.	FL1.1; FL1.2; FL1.3
FL.L1.1.2	Write and pronounce by asking and answering greetings, basic conversational information and farewells.	FL2.1; FL2.2; FL3.1; FL3.2
FL.L1.1.3	Identify and pronounce the alphabet in order to spell words orally and in writing.	FL1.1; FL1.2; FL1.3; FL2.1; FL2.2
FL.L1.1.4	Identify, pronounce and write the numbers from 0-99.	FL1.1; FL1.2; FL1.3
FL.L1.1.5	Use numbers 0-99 to ask and respond to questions.	FL2.1; FL2.2
FL.L1.1.6	Identify, pronounce and utilize basic colors.	FL1.1; FL1.2; FL1.3

FL.L1.2	In the target language, students will utilize vocabulary to communicate dates, weather, seasons, and tell time.	Standard Reference
FL.L1.2.1	Identify, pronounce and define days of the week, months and format dates.	FL1.1; FL1.2; FL1.3
FL.L1.2.2	Ask and respond to questions both orally and written using days, months and dates.	FL2.1; FL2.2
FL.L1.2.3	Identify, pronounce and define weather and season vocabulary.	FL1.1; FL1.2; FL1.3
FL.L1.2.4	Ask and respond, both orally and written, to questions about weather and seasons.	FL2.1; FL2.2

	FL.L1.2.5	Identify, pronounce and define time vocabulary.	FL1.1; FL1.2; FL1.3
	FL.L1.2.6	Ask and respond to questions both orally and written using time expressions.	FL2.1; FL2.2

FL.L1.3		Students will describe and discuss after school activities, likes and dislikes, and snack foods and beverages Students will utilize vocabulary to discuss likes and dislikes with foods.	Standard Reference
	FL.L1.3.1	Express likes and dislikes.	FL1.1; FL1.2; FL1.3
	FL.L1.3.2	Identify, pronounce, and define activities and sports in both written and oral expressions.	FL2.1; FL2.2
	FL.L1.3.3	Identify, pronounce, and define common snack foods and beverages.	FL1.1; FL1.2; FL1.3
	FL.L1.3.4	Identify, define and use definite and indefinite articles with nouns.	FL2.1; FL2.2

FL.L1.4		In the target language, students will describe and discuss themselves and their families using common adjectives, with a focus on noun and adjective agreement and possessive adjectives. Utilize the verb "to be" with subject pronouns, definite and indefinite articles.	Standard Reference
	FL.L1.4.1	Identify, pronounce, and define common family vocabulary.	FL1.1; FL1.2; FL1.3
	FL.L1.4.2	Identify, pronounce and define adjectives of personality and physical characteristics.	FL1.1; FL1.2; FL1.3
	FL.L1.4.3	Describe themselves, and family, both orally and written using the aforementioned adjectives.	FL2.1; FL2.2
	FL.L1.4.4	Use noun and adjective agreement when describing themselves and family.	FL2.1; FL2.2
	FL.L1.4.5	Identify and describe relationships using possessive adjectives	FL2.1; FL2.2
	FL.L1.4.6	Identify, define and use definite and indefinite articles with nouns.	FL1.1; FL1.2; FL1.3

FL.L1.5		Students will describe daily schedules by telling "at what time" classes occur. Utilize the verb "to have," and the common regular present tense verbs.	Standard Reference
	FL.L1.5.1	Construct and discuss a written class schedule that includes at what time things occur during the school day.	FL1.1; FL1.2; FL1.3
	FL.L1.5.2	Identify, pronounce, and define common school courses vocabulary.	FL1.1; FL1.2; FL1.3
	FL.L1.5.3	Ask and respond to questions both orally and written using "At what time...?"	FL2.1; FL2.2
	FL.L1.5.4	Identify and define common target language verbs and conjugations in the present tense.	FL1.1; FL1.2; FL1.3
	FL.L1.5.5	Use common verbs to produce both written and oral conversations.	FL2.1; FL2.2
	FL.L1.5.6	Conjugate and utilize the verb "to have."	FL1.1; FL1.3

FL.L1.6		Students will utilize school vocabulary to describe the location of classroom objects and locations in a school. Students will utilize the verb "to be" to express feelings and location. Students will use the verb "to go" to state where someone is going and the activities that one is going to do.	Standard Reference
	FL.L1.6.1	Identify, pronounce, and define classroom object vocabulary.	FL1.1; FL1.2; FL1.3
	FL.L1.6.2	Identify, pronounce, and define prepositions of place and location.	FL1.1; FL1.2; FL1.3
	FL.L1.6.3	Ask and respond, both orally and written to questions using classroom objects, prepositions of place/location, and common school course vocabulary.	FL2.1, FL2.2
	FL.L1.6.4	Identify, pronounce, and define common feelings.	FL1.1; FL1.2; FL1.3
	FL.L1.6.5	Conjugate and utilize the verb (to be - conditional).	FL1.1; FL1.3
	FL.L1.6.6	Describe people's feelings both orally and written using the common feelings.	FL2.1; FL2.2
	FL.L1.6.7	Use the grammatical structure of the verb "to go" to form the immediate future with locations.	FL2.1, FL2.2

FL.L1.7		Students will utilize vocabulary to discuss likes and dislikes with foods. Students will use interrogatives to ask and answer questions. Students will use more common regular present tense verbs and the verb “to do/to make.”	Standard Reference
	FL.L1.7.1	Identify, pronounce, and define food and beverage vocabulary.	FL1.1; FL1.2; FL1.3
	FL.L1.7.2	Express likes and dislikes using food and beverages in both written and oral expressions.	FL2.1; FL2.2
	FL.L1.7.3	Identify and define interrogatives and usage.	FL1.1; FL1.2; FL1.3
	FL.L1.7.4	Identify and define common target language verbs and conjugations.	FL1.1; FL1.2; FL1.3
	FL.L1.7.5	Use common verbs to produce both written and oral conversations.	FL2.1; FL2.2
	FL.L1.7.6	Conjugate and utilize the verb “to do/ to make.”	FL1.1; FL1.2; FL1.3
	FL.L1.7.7	Ask questions about and order food from a menu.	FL2.1; FL2.2

FL.L1.8		Students will describe and discuss family using common family vocabulary, possessives, and comparatives. Whom they know and what they know.	Standard Reference
	FL.L1.8.1	Identify and pronounce numbers from 100-1,000,000 in target language.	FL1.1; FL1.2; FL1.3
	FL.L1.8.2	Define the difference between the two verbs “to know.”	FL1.1; FL1.3
	FL.L1.8.3	Discuss whom you know and what you know.	FL2.1; FL2.2
	FL.L1.8.4	Use interrogatives to ask questions and elicit answers.	FL2.1; FL2.2

FL.L1.9		Students will describe and discuss differences in culture between target language cultures and the student’s own culture.	Standard Reference
	FL.L1.9.1	Compare and contrast holidays and celebrations in the target culture and the student’s own culture. (ie - El día de los muertos, Mardi Gras ...)	FL1.1; FL1.2; FL1.3
	FL.L1.9.2	Compare and contrast the geography and demographics between target culture and the student’s own culture.	FL1.1; FL1.2; FL1.3

	FL.L1.9.3	Compare and contrast family dynamics and relationships between target culture and the student's own culture.	FL1.1; FL1.2; FL1.3
	FL.L1.9.4	Compare and contrast school life between the target culture and the student's own culture.	FL1.1; FL1.2; FL1.3

Foreign Language Level II

Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
FL.L2.1	Students will ask, answer and describe fashion preferences using clothing vocabulary, stem-changing verbs, "to have" expressions and direct object pronouns.	Aug - Sept (3-4 weeks)	X			
FL.L2.2	Students will ask, answer and describe places and events in town using stem-changing verbs and common city vocabulary.	Sept - Oct (3-4 weeks)	X			
FL.L2.3	Students will ask, answer and describe rooms and furniture in a home. Students will utilize ordinal numbers to list items. Students will recognize the difference between the two "to be" verbs.	Oct - Nov (3-4 weeks)		X		
FL.L2.4	Students will ask, answer and describe parties using holiday and chore vocabulary. Students will state what someone has just completed using the immediate past. Students will use irregular verbs in the present tense. Students will identify and apply the present progressive tense.	Nov - Dec (3-4 weeks)		X		
FL.L2.5	Students will discuss sports, whom you know and what you know. Students will identify, pronounce, and define the difference between the two "to play" verbs. Students will apply the simple past tense to describe events.	Jan - Feb (3-4 weeks)			X	
FL.L2.6	Students will ask, answer and describe parts of the body vocabulary. Students will discuss what hurts, and what caused the pain/injury. Students will apply the simple past tense to describe events.	Feb - Mar (3-4 weeks)			X	
FL.L2.7	Students will ask, answer and describe daily routines using reflexive verbs and toiletry vocabulary. Students will apply the simple past tense to describe events utilizing irregular verbs.	Mar - Apr (3-4 weeks)				X
FL.L2.8	Students will ask, answer and describe events in the present, past and present progressive tenses.	Apr - May (3-4 weeks)				X

FL.L2.9	Students will describe and discuss differences in culture between target language cultures and the student's own culture.	Aug - May (1 per quarter)	X	X	X	X
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Foreign Language Level II

Purpose Statement:	Students will communicate both orally and written in the target language asking and answering questions about a variety of real life situations, individual daily routines, and home and community life in both present and past verb forms. Students will compare and contrast cultures while exploring regional differences in the studied topics.
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Benchmarks:

FL.L2.1	Students will ask, answer and describe fashion preferences using clothing vocabulary, stem-changing verbs, "to have" expressions and direct object pronouns.	Standard Reference
FL.L2.1.1	Identify, define, and pronounce clothing vocabulary.	FL1.1; FL1.2; FL1.3
FL.L2.1.2	Identify, define, pronounce, and utilize demonstrative adjectives in basic conversation.	FL1.1; FL1.2; FL1.3
FL.L2.1.3	Identify, define, pronounce and conjugate present tense stem-changing verbs.	FL1.1; FL1.2; FL1.3
FL.L2.1.4	Identify, define, pronounce, and utilize the direct object pronouns. (Third person)	FL1.1; FL1.2; FL1.3; FL2.1; FL2.2
FL.L2.1.5	Identify, define, pronounce and conjugate common expressions using the verb "to have." (i.e. tener / avoir)	FL1.1; FL1.2; FL1.3
FL.L2.1.6	Create, present, and discuss an outfit.	FL2.1; FL2.2 FL3.1; FL3.2

FL.L2.2	Students will ask, answer and describe places and events in town using stem-changing verbs and common city vocabulary.	Standard Reference
FL.L2.2.1	Identify, define, and pronounce city vocabulary.	FL1.1; FL1.2; FL1.3
FL.L2.2.2	Identify, define, and pronounce preposition vocabulary.	FL1.1; FL1.2; FL1.3
FL.L2.2.3	Describe locations of places using city vocabulary and prepositions.	FL3.2
FL.L2.2.4	Identify, define, pronounce, and conjugate present tense stem-changing verbs, in written and spoken conversation.	FL1.1; FL1.2; FL1.3, FL2.1; FL2.2

FL.L2.3		Students will ask, answer and describe rooms and furniture in a home. Students will utilize ordinal numbers to list items. Students will recognize the difference between the two "to be" verbs.	Standard Reference
	FL.L2.3.1	Identify, define, and pronounce house vocabulary.	FL1.1; FL1.2; FL1.3
	FL.L2.3.2	Describe a house or room and furniture.	FL3.2
	FL.L2.3.3	Identify, define, and pronounce ordinal numbers.	FL1.1; FL1.2; FL1.3
	FL.L2.3.4	Identify, define, pronounce, and conjugate the two verbs "to be" (conditional v. permanent).	FL1.1; FL1.3

FL.L2.4		Students will ask, answer and describe parties using holiday and chore vocabulary. Students will state what someone has just completed using the immediate past. Students will use irregular verbs in the present tense. Students will identify and apply the present progressive tense.	Standard Reference
	FL.L2.4.1	Identify, define, and pronounce holiday, chore and party vocabulary.	FL1.1; FL1.2; FL1.3
	FL.L2.4.2	Ask, answer and describe questions about celebrations/event planning.	FL2.1; FL2.2
	FL.L2.4.3	Identify, define, pronounce, and conjugate irregular verbs in the present tense.	FL1.1; FL 1.2; FL2.1; FL2.2
	FL.L2.4.4	State what someone has just completed using the immediate past (i.e. acabar de / venir de)	FL2.1; FL2.2
	FL.L2.4.5	Identify, define, pronounce, and conjugate the present progressive.	FL1.1; FL1.2; FL1.3

FL.L2.5		Students will discuss sports, whom you know and what you know. Students will identify, pronounce, and define the difference between the two "to play" verbs. Students will apply the simple past tense to describe events.	Standard Reference
	FL.L2.5.1	Identify, define, and pronounce common sports, games, and instruments.	FL1.1; FL1.2; FL1.3
	FL.L2.5.2	Identify, pronounce, define and conjugate the verbs "to play" about sports, games, and instruments.	FL2.1; FL2.2
	FL.L2.5.3	Identify, pronounce, define and conjugate the two verbs "to know."	FL1.1; FL1.3; FL2.1; FL2.2

	FL.L2.5.4	Identify, define, pronounce, and conjugate regular verbs in the simple past tense (i.e. pretérito (-ar), passé composé (-er)).	FL1.1; FL1.2; FL1.3
	FL.L2.5.5	Speak, read, and write using the regular simple past tense (i.e. pretérito (-ar), passé composé (-er)).	FL2.1; FL2.2; FL3.2

	FL.L2.6	Students will ask, answer and describe parts of the body vocabulary. Students will discuss what hurts, and what caused the pain/injury. Students will apply the simple past tense to describe events.	Standard Reference
	FL.L2.6.1	Identify, define, discuss and pronounce body part vocabulary.	FL1.1; FL1.2; FL1.3; FL2.1; FL2.2
	FL.L2.6.2	Identify, define, pronounce, and conjugate the verb "to hurt" when using body parts vocabulary (i.e. doler / avoir mal).	FL2.1; FL2.2
	FL.L2.6.3	Identify, define, pronounce, and conjugate regular verbs in the simple past tense (i.e. pretérito (-er/-ir), passé composé (-ir/-re)).	FL1.1; FL1.2; FL1.3
	FL.L2.6.4	Speak, read, and write using the regular simple past tense (i.e. pretérito (-er/-ir), passé composé (-ir/-re)).	FL2.1; FL2.2; FL3.2

	FL.L2.7	Students will ask, answer and describe daily routines using reflexive verbs and toiletry vocabulary. Students will apply the simple past tense to describe events utilizing irregular verbs.	Standard Reference
	FL.L2.7.1	Identify, pronounce, and define reflexive pronouns and verbs.	FL1.1; FL1.2; FL1.3
	FL.L2.7.2	Discuss daily routines, utilizing reflexive verbs, in written and spoken conversation.	FL2.1; FL2.2
	FL.L2.7.3	Identify, define, and pronounce toiletry vocabulary.	FL1.1; FL1.2; FL1.3
	FL.L2.7.4	Identify, define, pronounce, and conjugate irregular verbs in the simple past tense (i.e. pretérito / passé composé).	FL1.1; FL1.2; FL1.3
	FL.L2.7.5	Speak, read, and write using the irregular verbs in the simple past tense (i.e. pretérito / passé composé).	FL2.1; FL2.2; FL3.2

FL.L2.8		Students will ask, answer and describe events in the present, past and present progressive tenses.	Standard Reference
	FL.L2.8.1	Identify, define, pronounce, and conjugate verbs in the simple past tense (i.e. pretérito, passé composé).	FL1.1; FL1.2; FL1.3, FL2.1; FL2.2
	FL.L2.8.2	Identify, define, pronounce, and conjugate verbs in the present tense.	FL1.1; FL1.2; FL1.3
	FL.L2.8.3	Identify, define, pronounce, and conjugate verbs in the present progressive tense.	FL1.1; FL1.2; FL1.3, FL2.1; FL2.2

FL.L2.9		Students will describe and discuss differences in culture between target cultures and the student's own culture.	Standard Reference
	FL.L2.9.1	Compare and contrast historical events or famous people of target culture and the student's own culture.	FL1.1; FL1.2; FL1.3
	FL.L2.9.2	Compare and contrast the differences of city life and lifestyles (e.g. stores, public transportation, city layout, etc.) of target culture and the student's own culture.	FL1.1; FL1.2; FL1.3
	FL.L2.9.3	Compare and contrast holidays and celebrations in the target culture and the student's own culture (ie - Day of the Dead, Mardi Gras ...).	FL1.1; FL1.2; FL1.3
	FL.L2.9.4	Compare and contrast pastime activities (i.e. sports, musical instruments, etc.) of target language culture and the student's own culture.	FL1.1; FL1.2; FL1.3

Foreign Language Level III

Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
FL.L3.1	Students will write and converse about professions and create a business card. Students will select the appropriate pronoun in a double object pronoun structure. Students will compare professions in US and target language countries.	Aug - Sept (3 - 4 wks)	X			
FL.L3.2	Students will demonstrate and conjugate the imperfect tense by producing a short story using both imperfect and simple past (i.e. preterit). Students will explain and use the formal imperative verb tense.	Sept - Oct (3 - 4 wks)	X			
FL.L3.3	Students will communicate about food, table settings and quantities by producing a cooking sequence. Students will explain and use the informal imperative verb and the present perfect verb tenses. Students will compare foods in US and target language countries.	Oct - Nov (3 - 4 wks)		X		
FL.L3.4	Students will explain and use the future verb tense, by producing a story about a future event.	Nov - Dec (3 - 4 wks)		X		
FL.L3.5	Students will communicate about body parts and injuries by producing a labeled body part diagram with injuries in target language. Students will explain and use interrogative adjectives and pronouns.	Jan - Feb (3 - 4 wks)			X	
FL.L3.6	Students will explain and use the subjunctive mood/tense focusing on verbs expressing wants, needs, expressions of necessity, and utilizing adjective and transitional word clauses as needed to produce a short story.	Feb - Mar (3 - 4 wks)			X	
FL.L3.7	Students will communicate about various modes of transportation, traveling, and vacation vocabulary, with a focus on geographical terms and appropriate prepositions.	Mar - Apr (3 - 4 wks)				X
FL.L3.8	Students will identify and use possessive pronouns and stressed possessive adjectives. Students will	Apr - May (3 - 4 wks)				X

	produce a story using the simple past tense (i.e. preterit) and imperfect tenses.					
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Purpose Statement:	Students will communicate in the target language on a variety of topics with an intermediate-high level of proficiency. Students will focus on creating connected sentences and small paragraphs with complicated verb forms and vocabulary. Students will compare and contrast cultures.
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Benchmarks:

FL.L3.1	Students will write and converse about professions and create a business card. Students will select the appropriate pronoun in a double object pronoun structure. Students will compare professions in the United States and in target language countries.	Standard Reference
FL.L3.1.1	Identify and define professions vocabulary words.	FL1.1, FL1.2 FL1.3
FL.L3.1.2	Write and converse about the various professions and their job descriptions, giving supporting details.	FL2.1, FL2.2
FL.L3.1.3	Select, and discuss a career and design a business card.	FL3.1, FL3.2
FL.L3.1.4	Identify and explain the double object pronoun grammatical structure in the target language.	FL1.1, FL1.2 FL1.3
FL.L3.1.5	Compare and contrast the double object pronoun structure and select the appropriate pronoun when discussing, writing, and, or reading on a variety of topics.	FL2.1, FL2.2 FL3.2
FL.L3.1.6	Recognize, compare and contrast the differences of professions of target language countries and the United States,	FL1.1, FL1.2 FL1.3

FL.L3.2	Students will demonstrate and conjugate the imperfect tense by producing a short story using both imperfect and simple past (i.e. preterit). Students will explain and use the formal imperative verb tense.	Standard Reference
FL.L3.2.1	Identify, define, explain, conjugate, and use the imperfect verb tense for both regular and irregular verbs.	FL1.1, FL1.2 FL1.3, FL 2.1 FL2.2

	FL.L3.2.2	Compare and contrast the use of the simple past verb tense (i.e. preterit) and the imperfect tense when listening, speaking, reading, or writing.	FL1.1, FL1.2 FL1.3
	FL.L3.2.3	Identify, explain, and use the formal imperative verb tense for both regular and irregular verbs (<i>e.g., in explaining do's and don'ts</i>).	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L3.2.4	Create, produce and discuss a short story illustrating the use of the simple past (i.e. preterit) vs the imperfect tense.	FL 3.2

FL.L3.3		Students will communicate about food, table settings and quantities by producing a cooking sequence. Students will explain and use the informal imperative verb and the present perfect verb tenses. Students will compare foods in the United States and target language countries.	Standard Reference
	FL.L3.3.1	Identify and define food, table setting and quantity common vocabulary.	FL1.1, FL1.2 FL1.3
	FL.L3.3.2	Recognize and compare and contrast quantities in both the Imperial and the Metric measuring and quantities systems.	FL2.1, FL2.2
	FL.L3.3.3	Speak, read, and write about food, table settings, and quantities.	FL2.1, FL2.2
	FL.L3.3.4	Create, produce and discuss a cooking sequence of a recipe.	FL3.1, FL3.2
	FL.L3.3.5	Identify, explain, and use the informal imperative command verb tense for both regular and irregular verbs (i.e. explain do's and don'ts).	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L3.3.6	Identify, explain, and use the present perfect verb tense for both regular and irregular (i.e. explaining things you have done).	FL1.1, FL1.2 FL1.3, FL2.1, FL2.2
	FL.L3.3.7	Recognize, compare and contrast the differences of foods of target language countries and the United States.	FL1.1, FL1.2 FL1.3

FL.L3.4		Students will explain and use the future verb tense, by producing a story about a future event.	Standard Reference
	FL.L3.4.1	Identify, explain and use the future verb tense for both regular and irregular verbs.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L3.4.2	Compare and contrast the immediate future with the future verb tense.	FL2.1, FL2.2
	FL.L3.4.3	Create, produce and discuss a story using future events.	FL3.2

FL.L3.5		Students will communicate about body parts and injuries by producing a labeled body part diagram with injuries in target language. Students will explain and use interrogative adjectives and pronouns.	Standard Reference
	FL.L3.5.1	Identify and define health vocabulary; including body parts, illnesses, injuries and medical terms.	FL1.1, FL1.2 FL 1.3
	FL.L3.5.2	Speak, read, and write about body parts, illnesses, and injuries.	FL2.1, FL2.2
	FL.L3.5.3	Create, produce and discuss a labeled body part diagram with injuries.	FL3.1, FL3.2
	FL.L3.5.4	Identify, explain and use interrogative adjectives and pronouns (i.e. to specify which body part and injury).	FL2.1, FL2.2
	FL.L3.5.5	Recognize, compare and contrast the healthcare of target language countries and the United States.	FL1.1, FL1.2 FL1.3

FL.L3.6		Students will explain and use the subjunctive mood/tense focusing on verbs expressing wants, needs, expressions of necessity, and utilizing adjective and transitional word clauses as needed to produce a short story.	Standard Reference
	FL.L3.6.1	Identify, explain and use the subjunctive mood/tense of both regular and irregular verbs.	FL1.1, FL1.2 FL1.3, FL 2.1 FL2.2
	FL.L3.6.2	Identify, explain and use the verbs to express wants and needs (<i>e.g., should, want and to be able to</i>).	FL1.1, FL1.2 FL1.3
	FL.L3.6.3	Identify, explain and use expressions of necessity.	FL1.1, FL1.2 FL1.3

	FL.L3.6.4	Identify, explain and use adjective and transitional word clauses with the subjunctive mood/tense (<i>e.g., I think that, I believe that, I feel that</i>).	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L3.6.5	Create, produce and discuss a short story about a doctor and patient with an illness or injury. Discuss what happened, how it happened and what are some recommendations or solutions.	FL 3.2

FL.L3.7		Students will communicate about various modes of transportation, traveling, and vacation vocabulary, with a focus on geographical terms and appropriate prepositions.	Standard Reference
	FL.L3.7.1	Identify and define transportation, traveling and vacation vocabulary.	FL1.1, FL1.2 FL1.3
	FL.L3.7.2	Speak, read, and write about traveling and transportation options (<i>e.g., traveling by bus or plane, the means to purchase said transportation, and items to pack</i>).	FL2.1, FL2.2
	FL.L3.7.3	Identify, explain and use geographical terms and appropriate prepositions to communicate going to and from a destination (<i>e.g., near, far, north, and south</i>).	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L3.7.4	Recognize, compare and contrast the differences of modes of transportation of target language countries and the United States.	FL1.1; FL1.2; FL1.3

FL.L3.8		Students will identify and use possessive pronouns and stressed possessive adjectives. Students will produce a story using the simple past tense (i.e. preterit) and imperfect tenses.	Standard Reference
	FL.L3.8.1	Identify, explain and use possessive pronouns and stressed possessive adjectives to indicate ownership/relationship of nouns.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L3.8.2	Compare and contrast simple past (i.e. preterit) and imperfect verb tenses.	FL1.1, FL1.2 FL1.3
	FL.L3.8.3	Create, produce, and discuss a short story by choosing a target language country to visit, identify a mode of transportation (including cost), a lodging location, and three popular tourist attractions to visit.	FL3.2

Foreign Language Level IV

Purpose Statement:	Students will communicate in the target language on a variety of topics with an advanced level of proficiency. Students will focus on creating paragraphs and full pages of text with advanced verb forms and vocabulary. Students will compare and contrast cultures.
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Benchmarks:

FL.L4.1	Students will identify and use common arts vocabulary. Students will identify and use reciprocal verbs and adverbial expressions. Students will compare art forms and artists from the United States and target language countries.	Standard Reference
FL.L4.1.1	Identify and define common art appreciation, film and theater vocabulary.	FL1.1, FL1.2 FL1.3
FL.L4.1.2	Demonstrate and conjugate reciprocal verbs (<i>e.g., they kiss</i>).	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
FL.L4.1.3	Identify, use and explain adverbial expressions in affirmative and negative structures.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
FL.L4.1.4	Recognize, compare and contrast the differences of popular art forms and artists from target language countries and the United States.	FL1.1, FL1.2 FL1.3

FL.L4.2	Students will identify and use the subjunctive mood/tense with expressions of doubt. Students will conjugate and use the conditional verb tense. Students will produce a project about an exhibit in a museum.	Standard Reference
FL.L4.2.1	Identify, explain and use the subjunctive mood/tense with expressions of doubt.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
FL.L4.2.2	Identify, explain and use the conditional verb tense with both regular and irregular verbs.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
FL.L4.2.3	Create, produce and discuss a project about an exposition or exhibit in a target language museum.	FL3.2

FL.L4.3		Students will identify and use common government and political vocabulary. Students will identify and use past perfect verb tense. Students will compare government and politics from the United States and target language countries.	Standard Reference
	FL.L4.3.1	Identify, explain and use common vocabulary about basic government or political issues.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L4.3.2	Research an article about current government or political issues from a target language country and discuss the interpreted information.	FL3.2
	FL.L4.3.3	Identify, explain, and use the past perfect verb tense (<i>e.g., I had lived</i>).	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L4.3.4	Recognize, compare and contrast the government structures and politicians from target language countries and the United States.	FL1.1, FL1.2 FL1.3

FL.L4.4		Students will identify and use infinitive verbs as a subject or object. Students will identify and use adverbial clauses, subjunctive phrases, transitional words and conjugations to differentiate between the indicative verb tense and the subjunctive mood/tense. Students will produce a project on an election.	Standard Reference
	FL.L4.4.1	Identify, explain and use infinitive verbs as a subject or object (<i>e.g., no smoking</i>).	FL1.1, FL1.2 FL1.3
	FL.L4.4.2	Identify, explain and use adverbial clauses, subjunctive phrases, transitional words and conjunctions.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L4.4.3	Apply knowledge of the subjunctive mood/tense for both regular and irregular verbs. Identify and differentiate between the indicative and the subjunctive mood/tense.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L4.4.4	Create, produce and discuss a project for an election campaign (<i>e.g., make campaign posters, debate political platforms and have a class election</i>).	FL3.2

FL.L4.5		Students will identify and use common environmental and technology vocabulary. Students will identify and use grammatical structures to explain unexpected events. Students will compare environmental issues and technology from the United States and target language countries.	Standard Reference
	FL.L4.5.1	Identify, explain and use common environmental and technology vocabulary.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L4.5.2	Identify, use, and explain an event that happened unexpectedly (<i>e.g., I broke it vs it broke on its own</i>).	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L4.5.3	Recognize, compare and contrast environmental issues and technology advances from target language countries and the United States.	FL1.1, FL1.2 FL1.3

FL.L4.6		Students will identify and use the past subjunctive mood/tense. Students will produce a project on an environmental or technology issue. Students will identify and use "if" clauses in a variety of verb tenses.	Standard Reference
	FL.L4.6.1	Identify, explain and use the past subjunctive mood/tense.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L4.6.2	Identify, explain and use "if" clauses in a variety of verb tenses (<i>e.g., if I had a million dollars, I could ...</i>).	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L4.6.3	Create, produce, discuss, and debate a project on an environmental or technology issue (<i>e.g., creating an environmental theme park</i>).	FL 3.1

FL.L4.7		Students will identify and use common vocabulary related to literature and resources. Student will read and identify a variety of genres of literature and the tenses used by each author.	Standard Reference
	FL.L4.7.1	Read and identify a variety of tenses found in literature (<i>e.g., which tenses each author used and why</i>).	FL1.1, FL1.2 FL1.3

	FL.L4.7.2	Identify and use common vocabulary related to the different literature genres and resources (<i>e.g., periodical, poetry, search engines, etc.</i>).	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
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FL.L4.8		Students will interpret and compare various genres of literature, and apply that knowledge to create a written text.	Standard Reference
	FL.L4.8.1	Read, interpret, compare, and discuss various genres of literature.	FL1.1, FL1.2 FL1.3, FL2.1 FL2.2
	FL.L4.8.2	Apply concepts, vocabulary, and grammar to create written text on a given literary genre.	FL3.2

Spanish for Heritage Speakers

Purpose Statement:	Students will communicate in Spanish to ask and answer questions. Students will focus on self, family and friends using academic verbs and descriptive words. Students will communicate about a variety of real life situations, individual daily routines, and home, community life in both present and past verb tenses.
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Benchmarks:

FL.HS.1	Students will produce phrases to socialize and to exchange information when greeting, introducing themselves and bidding farewell.	Standard Reference
FL.HS.1.1	Identify, write, spell and use appropriate greetings, farewells and numbers.	FL1.1, FL1.2; FL1.3, FL2.1 FL2.2
FL.HS.1.2	Write and have conversations using greetings and farewells.	FL2.1, FL2.2 FL3.1, FL3.2

FL.HS.2	Students will utilize vocabulary to communicate about dates, weather, seasons and time.	Standard Reference
FL.HS.2.1	Compare and contrast and apply formal, informal and 24 hour times.	FL1.1, FL2.2 FL1.3
FL.HS.2.2	Ask and respond to questions both orally and written using time expressions.	FL2.1, FL2.2
FL.HS.2.3	Identify and define weather and season vocabulary.	FL1.1, FL1.2 FL1.3
FL.HS.2.4	Ask and respond, both orally and written, to questions about weather and seasons.	FL2.1, FL2.2
FL.HS.2.5	Produce and perform a weather report, using time, days, dates, weather and seasons.	FL3.2

FL.HS.3	Students will use classroom and school vocabulary to describe location and schedules.	Standard Reference
FL.HS.3.1	Identify and define classroom object vocabulary.	FL1.1, FL1.2 FL1.3
FL.HS.3.2	Identify and define prepositions of place and location.	FL1.1, FL1.2 FL1.3
FL.HS.3.3	Identify and define common school courses vocabulary.	FL1.1, FL1.2 FL1.3

	FL.HS.3.4	Identify, define and use definite and indefinite articles with nouns.	FL2.1, FL2.2
	FL.HS.3.5	Ask and respond, both orally and written, to questions using classroom objects, prepositions of place/location, and common school courses vocabulary with the appropriate definite or indefinite articles.	FL2.1, FL2.2
	FL.HS.3.6	Construct and discuss a written class schedule that includes time, courses and materials needed.	FL2.1, FL2.2

FL.HS.4		Students will describe and discuss family using common family vocabulary, adjectives, subject pronouns and the verb <i>ser</i> .	Standard Reference
	FL.HS.4.1	Identify, pronounce, define and use subject pronouns with the verb <i>ser</i> .	FL1.1, FL1.2 FL1.3
	FL.HS.4.2	Identify, pronounce, and define common family vocabulary.	FL1.1, FL1.2 FL1.3
	FL.HS.4.3	Use subject pronouns to refer to family members and other people.	FL2.1, FL2.2
	FL.HS.4.4	Identify and define adjectives of personality, physical characteristics and possessive adjectives.	FL1.1, FL1.2 FL1.3
	FL.HS.4.5	Describe family members both orally and written using the aforementioned adjectives.	FL2.1, FL2.2
	FL.HS.4.6	Create a family tree using family and possessive adjective vocabulary with culturally correct names.	FL3.1, FL3.2

FL.HS.5		Students will use vocabulary to discuss likes and dislikes with foods, sports and animals.	Standard Reference
	FL.HS.5.1	Identify and define basic food vocabulary, including desserts and holiday treats and use with likes and dislikes.	FL1.1, FL1.2 FL1.3, FL3.1
	FL.HS.5.2	Identify and define vocabulary for animals and use with likes and dislikes.	FL1.1, FL1.2 FL1.3
	FL.HS.5.3	Identify and define vocabulary for sports and use with likes and dislikes.	FL1.1, FL1.2 FL1.3
	FL.HS.5.4	Express likes and dislikes using sports, animals, and food in both written and oral expression.	FL2.1, FL2.2

FL.HS.6		Students will use regular present tense and immediate future verb conjugations to produce sentences.	Standard Reference
	FL.HS.6.1	Identify and define common target language verbs and conjugations.	FL1.1, FL1.2 FL1.3
	FL.HS.6.2	Use common verbs to produce written and oral conversations.	FL2.1, FL2.2
	FL.HS.6.3	Use the grammatical structure of the verb <i>ir</i> to form the immediate future.	FL2.1, FL2.2

FL.HS.7		Students will use interrogatives to ask and answer questions. Students will use adverbs to express frequency of actions.	Standard Reference
	FL.HS.7.1	Identify and define interrogatives.	FL1.1, FL1.2 FL1.3
	FL.HS.7.2	Use interrogatives to ask questions and elicit answers.	FL2.1, FL2.2
	FL.HS.7.3	Identify and define adverbs.	FL2.1, FL2.2
	FL.HS.7.4	Express frequency, written and orally using simple adverbs.	FL2.1, FL2.2

FL.HS.8		Students will combine present tense verbs, reflexive verbs, basic body parts and toiletry vocabulary to communicate about daily routines.	Standard Reference
	FL.HS.8.1	List, identify and define stem-changing verbs with reflexive pronouns (i.e. present tense and reflexive verbs).	FL1.1, FL1.2 FL1.3
	FL.HS.8.2	Use stem-changing verbs (i.e. present tense and reflexive verbs) in written and spoken conversation.	FL2.1, FL2.2
	FL.HS.8.3	Apply reflexive verb conjugations to a daily routine.	FL1.1, FL1.2 FL1.3
	FL.HS.8.4	List, identify and define basic body parts vocabulary associated with daily routines.	FL1.1, FL1.2 FL1.3
	FL.HS.8.5	Discuss and describe basic body parts.	FL2.1, FL2.2
	FL.HS.8.6	List, identify and define toiletry vocabulary.	FL1.1, FL1.2 FL1.3
	FL.HS.8.7	Discuss and write daily routines utilizing reflexive verbs with toiletry items.	FL2.1, FL2.2

	FL.HS.8.8	Write and verbally explain a daily and nightly routine.	FL3.2
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FL.HS.9		Students will construct expressions to indicate obligations and desires. Students will produce descriptions of rooms, homes and household chores.	Standard Reference
	FL.HS.9.1	List, identify and define common uses of <i>tener</i> .	FL1.1, FL1.2 FL1.3
	FL.HS.9.2	Use <i>tener</i> expressions with different situational meanings.	FL2.1, FL2.2
	FL.HS.9.3	List, identify and define adverbs that end in <i>-mente</i> .	FL1.1, FL1.2 FL1.3
	FL.HS.9.4	Verbally express how an action is done using adverbs.	FL2.1, FL2.2
	FL.HS.9.5	List, identify and define house vocabulary.	FL1.1, FL1.2 FL1.3
	FL.HS.9.6	Compare and contrast different types of dwellings and the kinds or numbers of rooms.	FL2.1, FL2.2
	FL.HS.9.7	Describe in detail a house or room and furniture.	FL3.2
	FL.HS.9.8	List, identify and define household chore vocabulary.	FL1.1, FL1.2 FL1.3
	FL.HS.9.9	Write and describe daily chores.	FL2.1, FL2.2

FL.HS.10		Students will incorporate the present progressive, prepositions, ordinal numbers and common city vocabulary to ask and answer questions about localities, and give a tour of a city.	Standard Reference
	FL.HS.10.1	Identify patterns used to create the present progressive.	FL1.1, FL1.2 FL1.3
	FL.HS.10.2	Use the present progressive with common verbs.	FL2.1, FL2.2
	FL.HS.10.3	List, identify and define direct object pronouns.	FL1.1, FL1.2 FL1.3
	FL.HS.10.4	Use direct object pronouns with common vocabulary.	FL2.1, FL2.2
	FL.HS.10.5	List, identify and define ordinal numbers.	FL1.1, FL1.2 FL1.3
	FL.HS.10.6	Use ordinal numbers with sequences.	FL2.1, FL2.2
	FL.HS.10.7	List, identify and define city vocabulary.	FL1.1, FL1.2 FL1.3
	FL.HS.10.8	List, identify and define preposition vocabulary.	FL1.1, FL1.2 FL1.3

	FL.HS.10.9	Ask and give directions using city vocabulary with prepositions.	FL2.1, FL2.2
	FL.HS.10.10	Create a city, ask and give directions using prepositions.	FL3.1, FL3.2

FL.HS.11		Students will apply clothing vocabulary, demonstrative adjectives, superlative and comparatives to discuss fashion preferences and trends.	Standard Reference
	FL.HS.11.1	List, identify and define clothing vocabulary.	FL1.1, FL1.2 FL1.3
	FL.HS.11.2	List, identify and define demonstrative adjectives.	FL1.1, FL1.2 FL1.3
	FL.HS.11.3	Use demonstrative adjectives in basic conversation.	FL1.1, FL1.2 FL1.3
	FL.HS.11.4	List, identify, and define superlatives and comparatives.	FL1.1, FL1.2 FL1.3
	FL.HS.11.5	Use superlatives and comparatives with common adjectives.	FL2.1, FL2.2

FL.HS.12		Students will apply the preterit tense to describe events that have occurred in the past.	Standard Reference
	FL.HS.12.1	Identify, define, and conjugate regular verbs in the preterit tense.	FL1.1, FL1.2 FL1.3
	FL.HS.12.2	Speak, read, and write using the regular preterit tense.	FL2.1, FL2.2 FL3.2

FL.HS.13		Students will apply irregular verbs in the preterit tense to describe holidays and vacations that have occurred in the past. Students will use indirect object pronouns with common vocabulary.	Standard Reference
	FL.HS.13.1	Identify, define, and conjugate irregular verbs in the preterit.	FL1.1, FL1.2 FL1.3
	FL.HS.13.2	Speak, read, and write using the irregular verbs in the preterit tense.	FL2.1, FL2.2
	FL.HS.13.3	List, identify and define holiday and party vocabulary.	FL1.1, FL1.2 FL1.3
	FL.HS.13.4	Ask and answer questions about celebrations.	FL2.1, FL2.2
	FL.HS.13.5	Identify and define indirect object pronouns.	FL1.1, FL1.2

			FL1.3
	FL.HS.13.6	Use indirect object pronouns with common vocabulary.	FL2.1, FL2.2

World Cultures

Purpose Statement:	Students will investigate Spanish, German, and French speaking cultures. Students will discuss geographical locations, governmental influences, culturally specific traditions, and cultural products. Students will use practical phrases in the language of the target culture. Students will use technology to access authentic culture-based research.
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Benchmarks:

FL.WC.1	Students will discuss culture. The students will compare the American culture and all its differences across the country, by region.	Standard Reference
FL.WC.1.1	Read and discuss on a variety of American culture aspects (<i>e.g., music, literature, art, clothing, food, education, governmental influence, etc.</i>).	FL1.1, FL1.2 FL1.3
FL.WC.1.2	Reflect on influences from other countries on American culture.	FL1.1, FL1.2 FL1.3

FL.WC.2	Students will discuss geographic locations, governmental influences, culturally specific traditions, and cultural products of German speaking cultures.	Standard Reference
FL.WC.2.1	Research and identify German speaking countries and capitals.	FL1.1, FL1.2 FL1.3
FL.WC.2.2	Read, watch, and discuss German speaking cultural traditions, locations, and foods, etc.	FL1.1, FL1.2 FL1.3
FL.WC.2.3	Write, speak, and pronounce practical phrases in the German language.	FL2.1, FL2.2

FL.WC.3	Students will discuss geographic locations, governmental influences, culturally specific traditions, and cultural products of French speaking cultures. Students will produce a project on a French speaking country.	Standard Reference
FL.WC.3.1	Research and identify French speaking countries and capitals.	FL1.1, FL1.2 FL1.3
FL.WC.3.2	Read, watch, and discuss French speaking cultural traditions, locations, and foods, etc.	FL1.1, FL1.2 FL1.3

	FL.WC.3.3	Write, speak, and pronounce practical phrases in the French language.	FL2.1, FL2.2
	FL.WC.3.4	Create, produce and present a detailed project on a French speaking country not previously studied.	FL3.1, FL3.2

FL.WC.4		Students will discuss geographic locations, governmental influences, culturally specific traditions, and cultural products of Spanish speaking cultures. Students will produce a project on a Spanish speaking country.	Standard Reference
	FL.WC.4.1	Research and identify Spanish speaking countries and capitals.	FL1.1, FL1.2 FL1.3
	FL.WC.4.2	Read, watch, and discuss Spanish speaking cultural traditions, locations, and foods, etc.	FL1.1, FL1.2 FL1.3
	FL.WC.4.3	Write, speak, and pronounce practical phrases in the Spanish language.	FL2.1, FL2.2
	FL.WC.4.4	Create, produce, and present a detailed project on a Spanish speaking country not previously studied.	FL3.1, FL3.2

Appendix A

Sweetwater County School District #1 Pacing Guide

Grade/Course:		Teacher:	
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Code	Benchmark	Time Frame	Assessment Period			
			1	2	3	4

Appendix B

Instructional Planning Resource

School:		Teacher:	
Subject/Course:		Time required:	

Benchmark:		
Learning Target:	Standard Reference:	
	Tech Standard Reference:	
	Cross-Curricular Standard Reference:	
Formative Assessment: <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Product <input type="checkbox"/> Performance		
Criterion:		

Context (Relevancy) :		
Teacher Methods	Student Activities	Resources
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Intervention	Enrichment