

Grade Level Expectations

Grade Level Expectations (GLEs) are based on the Delaware World Language Content Standards and World Language Performance Indicators and outline what students should know and be able to do at each level of world language instruction. GLEs also provide information on the intended proficiency and performance level anticipated for each level.

World Language Program Articulation Chart

The following chart presents a comprehensive view of the Delaware Recommended Curriculum with multiple entry and exit points. The expected proficiency attainment at the end of each grade level is based on the National and Delaware World Language Content Standards and the Performance Guidelines for K-12 Students from the American Council on the Teaching of Foreign Languages (ACTFL). By specifying the possible outcomes of various language study programs will enable all stakeholders to see the benefits of long-term study of a given language.

[Click Here](#)

Classical and Critical Needs Languages

The Grade Level Expectations in this document are not intended for Classical Languages. Standards for Classical Language Learning vary slightly from those for modern languages. Teachers should consult the note on Classical Languages found on page 23 of the Delaware World Language Performance Indicators. [Click Here](#)

The Grade Level Expectations presented in this document may not be appropriate for critical needs languages such as Arabic, Chinese, Japanese and Korean. Students need more time in these languages to reach the higher levels of proficiency in reading and writing.

Articulated Grade Level Expectations Overview

- **Grade Level Expectations—Elementary School Program (E) K-6**

	K-12 Program
Kindergarten	E1
First Grade	E2
Second Grade	E3
Third Grade	E4
Fourth Grade	E5
Fifth Grade	E6
Sixth Grade	E7

- **Grade Level Expectations—Middle School Program (M) 7-8**

	K-12 Program	7-12 Program
Seventh Grade	M3	M1
Eighth Grade	M4	M2

- **Grade Level Expectations—High School Program (H) 9-12**

	K-12 Program	7-12 Program	9-12 Program
Ninth Grade	H3	H2	H1
Tenth Grade	H4	H3	H2
Eleventh Grade	H5	H4	H3
Twelfth Grade	H6	H5	H4

Grade Level Expectations

ELEMENTARY SCHOOL PROGRAM (E1-E7)

For the elementary school (E1-7) grade level expectations, there are references to suggested content integration based on the Delaware Recommended Curriculum in other content areas (specifically math, science and social studies). As each school may vary the content according to its own curriculum map, it is recommended that the world language teacher collaborate with the classroom teacher to ensure reinforcement and enhancement of content actually taught. Other content areas such as fine arts, health and PE may also be easily integrated.

Elementary School Program E1

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students communicate their names and say hello and goodbye to their teacher. They will be able to say yes or no when responding to teacher questions.
1.2 Interpretive Communication	Students recognize a limited number of isolated words and show evidence of understanding speech that is repeated and highly supported by contextual clues (teacher commands, questions in story telling, etc).
1.3 Presentational Communication	Students recite, sing, dance and draw.
2.1 Cultural Practices and Perspectives	Students recite and sing children's rhymes and songs of the target language country/countries.
2.2 Cultural Products and Perspectives	Students play with toys and artifacts from the target language country/countries.
3.1 Connections to Other Disciplines	Students reinforce their conceptual learning about colors, numbers, shapes animals and their habitats.
3.2 Access to Information	Students play, sing and recite rhymes in the target language that were written for children in the target culture.
4.1 Language Comparisons	Students become aware that people use different sounds to express different objects when they speak.
4.2 Cultural Comparison	Students compare artifacts from their culture and the target culture in terms of shape, color and purpose.

5.1 Transfer to Communities	Students perform for the school community during special school events.
5.2 Enjoyment/ Lifelong Learning	Students have fun learning to dance, sing, recite and respond in the target language. Students enjoy imitating new sounds.
Performance Level: Junior Novice Low	<ul style="list-style-type: none"> • React to questions and commands using isolated words, gestures, visual cues and their native language • React to story reading/telling by pointing, miming and drawing • Repeat new sounds and words • Mimic the teacher • Recognize some isolated words • Understand teacher talk with the help of body language, visual cues and contextualized clues

Recommended Themes and Topics for Kindergarten (in a K-12 program):

Theme	Topic	Content Integration
Hello, School!	Greetings and Introductions	Math (M): numbers, counting, money, calendar Science (S): senses, size and shape Social Studies (SS): rules, organization
My Family	Family Members Parts of the Body Physical Descriptions	M: counting, adding, subtracting S: parts of the body, senses, size and shape SS: family unit
My Animals	Pets Animal Groupings Physical Descriptions	M: counting, sorting S: colors, comparisons with trees (living/non-living) SS: communities
My Life	Seasons Days, Months, Calendar Clothing and Colors	M: counting, temperature S: seasons, day/night, calendar, weather SS: colors, clothing, cultures

Elementary School Program E2

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students communicate their names and say hello and goodbye to their teacher. They will be able to accept or refuse with yes or no when responding to teacher questions.
1.2 Interpretive Communication	Students recognize a limited number of isolated words and show evidence of understanding speech that is repeated and highly supported by contextual clues (teacher commands, questions in story telling, etc).
1.3 Presentational Communication	Students recite, sing and imitate sounds and simple phrases.
2.1 Cultural Practices and Perspectives	Students recognize customs of the target culture.
2.2 Cultural Products and Perspectives	Students make objects/toys of the target culture and learn when and how they are used.
3.1 Connections to Other Disciplines	Students reinforce their conceptual learning about colors, numbers, shapes animals and their habitats (i.e., numbers, counting, grouping, money, time, weather, clothing, nutrition, body parts, seasons).
3.2 Access to Information	Students recite and sing in the target language and use authentic materials.
4.1 Language Comparisons	Students become aware that people use different words (made up of different sounds) to express different objects when they speak.
4.2 Cultural Comparison	Students identified ways students in other cultures act differently.
5.1 Transfer to Communities	Students perform for the school community during special school events.
5.2 Enjoyment/ Lifelong Learning	Students have fun learning to dance, sing, recite and respond in the target language. Students enjoy imitating new sounds.
Performance Level: Junior Novice Low	<ul style="list-style-type: none"> • React to questions and commands using isolated words, gestures, visual cues and their native language • React to story reading/telling by pointing, miming and drawing • Repeat new sounds and words • Mimic the teacher • Recognize some isolated words

	<ul style="list-style-type: none"> Understand teacher talk with the help of body language, visual cues and contextualized clues
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Recommended Themes and Topics for First Grade (in a K-12 program):

Theme	Topic	Content Integration
My School	Greetings and Introductions School Supplies Food	Math (M): numbers, counting, money/coins Science (S): weather, clothing, calendar Social Studies (SS): rules, organization
My Family	Family Members Parts of the Body Physical Descriptions	M: counting, adding, subtracting sets of objects by 2s, 5s S: parts of the body, families of guppies, snails, male/female SS: family unit
My Pets	Animals and Objects Animal Groupings Physical Descriptions	M: counting, grouping S: how organisms move and what they need to live; compare to self SS: communities
My Home	Rooms Furniture Clothing and Colors	M: measurements, numbers, patterns S: types of wood, how things are built SS: map skills, human settlements

Elementary School Program E3

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students introduce themselves and their friends, name objects, places and actions in response to teacher questions.
1.2 Interpretive Communication	Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and story telling.
1.3 Presentational Communication	Students recite, sing and role play.
2.1 Cultural	Students recognize cultural practices in school routines and family activities.

Practices and Perspectives	
2.2 Cultural Products and Perspectives	Students recognize cultural artifacts relating to school, family, and community.
3.1 Connections to Other Disciplines	Students reinforce their conceptual learning about colors, numbers, shapes animals and their habitats (i.e., numbers, counting, grouping, money, time, weather, clothing, nutrition, body parts, seasons).
3.2 Access to Information	Students recite and sing in the target language and use authentic materials (i.e., children’s books, internet sites).
4.1 Language Comparisons	Students become aware that some words in the target language are similar to their own language.
4.2 Cultural Comparison	Students become aware of cultural similarities and differences in school routines and family activities.
5.1 Transfer to Communities	Students perform for the school community during special school events.
5.2 Enjoyment/ Lifelong Learning	Students have fun learning to dance, sing, play games and respond in the target language.
Performance Level: Junior Novice Low- Junior Novice Mid	<ul style="list-style-type: none"> • Communicate using isolated words, memorized chunks, gestures, visual cues, and the native language • Respond to commands and story reading/telling by identifying, naming, imitating and drawing • Recognize isolated words and memorized chunks • Understand teacher talk and what their friends say with the help of body language, visual cues and contextualized clues

Recommended Themes and Topics for Second Grade (in a K-12 program):

Theme	Topic	Content Integration
Our School Community	School Routines; Activities School Subjects School Personnel	Math (M): numbers, skip counting, adding, subtracting, time to the hour Science (S): weather Social Studies (SS): rules
Our Home Community	Community Institutions Early Explorers/Settlers	M: grouping, sorting S: balance objects with

	Food	mass; more/less, mobiles SS: exchange of goods and services, human settlements, map skills
Insect Communities	Life Cycle of the Butterfly (Body parts) Nature and Climate Colors	M: patterns, counting, sorting by attributes S: life cycles, insects, crickets, butterflies SS: climate, land formations, natural resources
Our Society	Weather Geography Food Money	M: measurements, populations, numbers, patterns, fractions S: soil, physical properties SS: map skills, economics

Elementary School Program **E4**

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students exchange essential information such as greetings, leave takings and common classroom interactions using culturally appropriate gestures and oral expressions. Students also share likes and dislikes with each other and the class.
1.2 Interpretive Communication	Students understand isolated words and memorized chunks used by their teacher and their friends. They recognize and understand some written words.
1.3 Presentational Communication	Students recite, sing, dance, role play and perform skits.
2.1 Cultural Practices and Perspectives	Students recognize cultural practices in holidays and traditions.
2.2 Cultural Products and Perspectives	Students recognize cultural artifacts relating to holidays and traditions.
3.1 Connections to Other Disciplines	Students reinforce their knowledge of nature, the environment, geography and mathematics (i.e., fractions, telling time, seasonal change, map reading skills, plant life, water and land formations, measurements, locating places using a grid).
3.2	Students participate in cultural traditions and holidays and

Access to Information	use authentic materials (i.e., children's books, internet sites).
4.1 Language Comparisons	Students recognize and group together words that are similar to their language and those that are different.
4.2 Cultural Comparison	Students become aware of cultural similarities and differences in holidays and traditions.
5.1 Transfer to Communities	Students make posters about holidays and traditions and display them in their school or the community library.
5.2 Enjoyment/ Lifelong Learning	Students make choices to present information based on their personal interest.
Performance Level: Junior Novice Mid	<ul style="list-style-type: none"> • React to questions and commands using isolated words, gestures, visual cues and their native language • React to story reading/telling by pointing, miming and drawing • Repeat new sounds and words • Mimic the teacher • Recognize some isolated words • Understand teacher talk with the help of body language, visual cues and contextualized clues

Recommended Themes and Topics for Third Grade (in a K-12 program):

Theme	Topic	Content Integration
Communities of the Past	Lifestyles of People Transportation Telling Time	Math (M): simple fractions, counting, currency, measurement, telling time to the half hour Science (S): Social Studies (SS): examine documents to compare lifestyles— yesterday with today
Multicultural Communities	Holidays and Traditions Geography	M: patterns, numbers, adding, subtracting, grouping, currency, sorting by attributes S: rocks and minerals in different geographic locales SS: cultural origins of

		customs and beliefs
Animal Communities	Environment Nature Food Chain	M: patterns, counting S: life cycles, growth over time SS: climate, land formations
Our Planet	Nature (water; land formations) Resources	M: measurements, locate places on a grid, collect data S: water cycle, weather, rocks, physical properties SS: map skills, climate and land formations

Elementary School Program **E5**

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students identify, name and describe objects, places and actions and respond to commands and questions. Students also express their likes and dislikes about objects, places and actions.
1.2 Interpretive Communication	Students understand and interpret predictable oral and written language on familiar topics supported by contextual clues and delivered at a slower rate of speech.
1.3 Presentational Communication	Students present or demonstrate a cultural product or practice.
2.1 Cultural Practices and Perspectives	Students identify cultural practices in dining, ecology and/or outdoor activities/hobbies.
2.2 Cultural Products and Perspectives	Students identify cultural products (flags, currency, symbols, etc).
3.1 Connections to Other Disciplines	Students reinforce their knowledge of immigration, ecology, plant life and the solar system (i.e., measurements, tables, graphs, life science, geography, time zones, places and regions in Delaware).
3.2 Access to Information	Students access information about cultural products or practices in the target language and use authentic materials (i.e., children's books, internet sites, maps).
4.1 Language Comparisons	Students compare content-specific vocabulary in the target language to their own.
4.2	Students note that people behave differently as they

Cultural Comparison	participate in cultural practices and compare cultural symbols.
5.1 Transfer to Communities	Students make games about the content they are learning or cultural symbols to share with students from other classes.
5.2 Enjoyment/ Lifelong Learning	Students make choices to present information based on their personal interest.
Performance Level: Junior Novice Mid-Junior Novice High	<ul style="list-style-type: none"> • Communicate using high frequency words, memorized phrases, body language, visual cues and contextual clues • Create some sentences supported by their native language • Understand high frequency words and phrases within familiar contexts

Recommended Themes and Topics for Fourth Grade (in a K-12 program):

Theme	Topic	Content Integration
Interesting Places	People and their Environment Countries Food	Math (M): measurement, systems of measurement, tables, graphs Science (S): life science, land forms Social Studies (SS): geography, time zones
Social Landscapes	Ecology Communities Responsibilities Immigration	M: currency, decimal notation, tables, graphs S: structures of life SS: cultural landscapes, immigration, environment
Natural Landscapes	Plants Flowers Land forms Weather patterns	M: patterns, counting, estimation, measuring S: flowers, plants, animals, hydroponics [structures of life], water, erosion SS: places and regions in Delaware and the US Art: Landscape paintings
Space Landscapes	Planets Sun and the Moon	M: geometry, 2D and 3D shapes; create 3D model from 2D representation S: sky, solar system,

		day/night SS: movement of people, transportation
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Elementary School Program E6

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities. Students also exchange descriptions of people and tangible products of culture (toys, dress, dwellings, foods) with each other and other members of the class.
1.2 Interpretive Communication	Students understand and interpret the main ideas simple oral and written texts.
1.3 Presentational Communication	Students present their favorite objects or activities to the class.
2.1 Cultural Practices and Perspectives	Students identify cultural practices in traveling and or healthy living.
2.2 Cultural Products and Perspectives	Students identify and list cultural products used in the target language cultures.
3.1 Connections to Other Disciplines	Students reinforce their knowledge of nations, leaders of the world and life in the earth and sea (i.e., metric system, measuring distance, time zones, climate, oceanography, geology, myths and legends).
3.2 Access to Information	Students access information about cultural products or practices in the target language and use authentic materials (i.e., children's books, internet sites, maps).
4.1 Language Comparisons	Students compare content-specific vocabulary in the target language to their own.
4.2 Cultural Comparison	Students compare customs of the target language cultures.
5.1 Transfer to Communities	Students prepare presentations and reports about interesting people, places or things in target-language countries.
5.2 Enjoyment/ Lifelong Learning	Students demonstrate an understanding of the characteristics shared by "great" people.

Performance Level: Junior Novice High-Junior Intermediate Low	<ul style="list-style-type: none"> • Communicate on familiar topics using isolated words, memorized phrases, body language, visual cues and contextual clues • Create some sentences supported by their native language • Understand high frequency words and phrases within familiar contexts
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Recommended Themes and Topics for Fifth Grade (in a K-12 program):

Theme	Topic	Content Integration
Life in Movement	Immigration Early Settlers Heritage Travel	Math (M): measurement, systems of measurement, elapsed time Science (S): ecosystems; motion; car design Social Studies (SS): geography, time zones
Great People	Leaders of the World Rules and Laws	M: distance, metric measurement S: scientists, discoveries SS: civics, federalism
Life in the Sea	Aquatic life Beach and seashore	M: temperature, measurement, estimation S: ecosystems; mixtures/solutions; physical properties SS: climate
Life in and on the Earth	Geology Nutrition Transportation	M: distance, measurement, elapsed time S: ecosystems, biomes SS: myths and legends

Elementary School Program E7

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students ask and answer questions about topics such as family, school events and celebrations in person or via letters, email, audio or video tapes. Students name objects and actions, exchange simple/familiar commands, express preferences and describe their favorite objects or activities. Students also share information to solve problems and plan

	for leisure time activities.
1.2 Interpretive Communication	Students understand and interpret predictable oral and written language on familiar topics supported by contextual clues and delivered at a slower rate of speech.
1.3 Presentational Communication	Students present or demonstrate a cultural product or practice and role play historical or contemporary figures in the target-language countries.
2.1 Cultural Practices and Perspectives	Students participate in re-enactments of cultural events relating to the target-language cultures.
2.2 Cultural Products and Perspectives	Students create new symbols, insignia and products that reflect the target-language cultures.
3.1 Connections to Other Disciplines	Students reinforce their knowledge of world housing, technology, health and physical fitness and nutrition (i.e. geometry, percentages, leisure, entertainment, impact of trade on global economy).
3.2 Access to Information	Students access information about cultural products or practices in the target language and use authentic materials (i.e., children's books, internet sites, maps).
4.1 Language Comparisons	Students compare target language structures (idioms, sentence structure, etc.) to their native language.
4.2 Cultural Comparison	Students compare the cultural practices of target language countries to their own.
5.1 Transfer to Communities	Students share their newly created symbols, insignia or cultural products with peers in their school or community.
5.2 Enjoyment/ Lifelong Learning	Students choose topics that are of personal interest to them.
Performance Level: Junior Intermediate Low-Junior Intermediate Mid	<ul style="list-style-type: none"> • Communicate using high frequency words, memorized phrases, body language, visual cues and contextual clues • Create some sentences supported by their native language • Understand global information, predictable questions and commands in familiar topic areas aided by repetition and contextual clues

Recommended Themes and Topics for Sixth Grade (in a K-12 Program):

Theme	Topic	Content Integration
The World Today	Types of homes Technology Transportation	Math (M): geometry; percentages Science (S): simple machines Social Studies (SS): society interaction of people on environment
Famous People	History Explorers Political Figures Scientists	M: measurement S: scientific studies SS: US History, different forms of governments
My Body and Health	Health and Fitness Nutrition Leisure Time Entertainment	M: metric system, weight S: sickness, exercise, body systems SS: basic research on social interaction
Future Societies	People in Space Nutrition Social Life	M: currency, estimation S: historical geography to make future predictions SS: impact of trade on global economy

MIDDLE SCHOOL PROGRAM (M1-M4)

Middle School Program M1

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students introduce themselves and others, name objects, places and actions in response to teacher questions.
1.2 Interpretive Communication	Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.
1.3 Presentational Communication	Students recite, sing and role play.
2.1 Cultural Practices and Perspectives	Students recognize cultural practices in school routines and family activities.
2.2 Cultural Products	Students recognize cultural products relating to school, family, and community.

and Perspectives	
3.1 Connections to Other Disciplines	Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.
3.2 Access to Information	Students read, listen to and talk about age-appropriate school content, folktales, short stories, poems, internet sites and songs written for native speakers of the target language.
4.1 Language Comparisons	Students recognize and group together cognates and those that are false cognates.
4.2 Cultural Comparison	Students become aware of cultural similarities and differences in school routines and family activities.
5.1 Transfer to Communities	Students perform for the school community during special school events.
5.2 Enjoyment/ Lifelong Learning	Students have fun learning to dance, sing, play games and respond in the target language.
Performance Level: Junior Novice Low- Junior Novice Mid	<ul style="list-style-type: none"> • Communicate using isolated words, memorized chunks, gestures, visual cues, and the native language • Respond to commands and story reading/telling by identifying, naming, imitating and drawing • Recognize isolated words and memorized chunks • Understand teacher talk and what their friends say with the help of body language, visual cues and contextualized clues

Recommended Themes and Topics for Seventh Grade (in a 7-12 program):

Theme	Topics
Personal and Family Life	<ul style="list-style-type: none"> • Greetings and Introduction • Physical Descriptions and Personality Characteristics, Feelings and Emotions • Family Members • Clothing and Colors
School Life	<ul style="list-style-type: none"> • Numbers and Time • Days, Months and Calendar • Classes, Schedules and Supplies

Middle School Program M2

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students introduce their classmates, name objects, places and actions and respond to commands and questions.
1.2 Interpretive Communication	Students understand isolated words and memorized chunks used by their teacher and their friends. They recognize and understand some written words.
1.3 Presentational Communication	Students recite, sing, dance, role play and perform skits.
2.1 Cultural Practices and Perspectives	Students recognize cultural practices in holidays and traditions.
2.2 Cultural Products and Perspectives	Students recognize cultural artifacts relating to holidays and traditions.
3.1 Connections to Other Disciplines	Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects or geographical concepts.
3.2 Access to Information	Students participate in cultural traditions and use authentic materials (i.e., children's books, internet sites) to access information about the target-language cultures.
4.1 Language Comparisons	Students recognize and group together cognates and those that are false cognates.
4.2 Cultural Comparison	Students become aware of cultural similarities and differences in holidays and traditions.
5.1 Transfer to Communities	Students make posters about holidays and traditions and display them in their school or the community library.
5.2 Enjoyment/ Lifelong Learning	Students make choices to present information based on their personal interest.
Performance Level: Junior Novice Low- Junior Novice Mid	<ul style="list-style-type: none"> • React to questions and commands using isolated words, gestures, visual cues and their native language • React to story reading/telling by pointing, miming and drawing • Repeat new sounds and words • Mimic the teacher

	<ul style="list-style-type: none"> • Recognize some isolated words • Understand teacher talk with the help of body language, visual cues and contextualized clues
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Recommended Themes and Topics for Eighth Grade (in a 7-12 program):

Theme	Topics
Social Life	<ul style="list-style-type: none"> • Interests and Leisure Activities • Weather and Seasons
Community Life	<ul style="list-style-type: none"> • Cities, Places, Activities and Transportation • Shopping • Restaurants and Food

Middle School Program M3

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students talk about objects and actions, respond to questions, exchange commands, express preferences and describe their favorite objects or activities. Students also negotiate information to solve problems and plan for seasonal and extracurricular activities.
1.2 Interpretive Communication	Students understand and interpret oral, written and visual messages in familiar contexts.
1.3 Presentational Communication	Students present or demonstrate a cultural product or practice and present culturally-appropriate advertisements.
2.1 Cultural Practices and Perspectives	Students observe, analyze and discuss patterns of behavior typical of their peer group.
2.2 Cultural Products and Perspectives	Students identify, discuss and analyze themes, ideas and perspectives related to cultural products being studied.
3.1 Connections to Other Disciplines	Students present reports in the target language, orally and/or in writing, on topics being studied in other classes.
3.2 Access to Information	Students use primary sources in the target language to access information on the products and practices of target-language cultures.
4.1 Language Comparisons	Students hypothesize about the relationship among languages based on their awareness of cognates and similarity of idioms.

4.2 Cultural Comparison	Students contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
5.1 Transfer to Communities	Students write and illustrate stories to present to others.
5.2 Enjoyment/ Lifelong Learning	Students attend or view via media cultural events and social activities.
Performance Level: Junior Intermediate Mid	<ul style="list-style-type: none"> • Communicate using and recombining words, memorized chunks, and simple sentences • Negotiate meaning using repetition, question and answer, paraphrasing and non-verbal communication • Create some sentences supported by their native language • Understand short simple conversations and narratives within highly predictable and familiar contexts • Rely on personal background experience to assist in comprehension

Recommended Themes and Topics for Seventh Grade (in a K-12 program):

Theme	Topics
Personal and Family Life	<ul style="list-style-type: none"> • Greetings and Introduction • Physical Descriptions and Personality Characteristics, Feelings and Emotions • Family Members • Clothing and Colors
School Life	<ul style="list-style-type: none"> • Numbers and Time • Days, Months and Calendar • Classes, Schedules and Supplies
Social Life	<ul style="list-style-type: none"> • Interests and Leisure Activities • Weather and Seasons
Community Life	<ul style="list-style-type: none"> • Cities, Places, Activities and Transportation • Shopping • Restaurant and Food

Middle School Program M4

Standards	Grade Level Expectation
1.1	Students compare, contrast and express opinions and

Interpersonal Communication	preferences about the information gathered regarding events, experiences and other subjects.
1.2 Interpretive Communication	Students understand the main themes and significant details on topics from other subjects and products of cultures as presented on TV, radio, video or live presentations.
1.3 Presentational Communication	Students prepare tape or video recorded messages to share with classmates and/or members of the target cultures on topics of personal interest.
2.1 Cultural Practices and Perspectives	Students participate in age-appropriate cultural practices such as games, sports and entertainment (e.g., music, dance, drama) and describe them in classmates or people in the school community.
2.2 Cultural Products and Perspectives	Students search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods and clothing) of the culture studied as found within their homes and communities.
3.1 Connections to Other Disciplines	Students discuss topics from other school subjects in the target language, including geographical terms, historical facts and concepts, mathematical terms and scientific information.
3.2 Access to Information	Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.
4.1 Language Comparisons	Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.
4.2 Cultural Comparison	Students hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, games) by analyzing selected practices from the target cultures and their own.
5.1 Transfer to Communities	Students interact with members of the local community to hear how they use the language in their various fields of work.
5.2 Enjoyment/ Lifelong Learning	Students choose to play sports or games from the target-language cultures.
Performance Level: Junior Intermediate Mid-Junior Intermediate High	<ul style="list-style-type: none"> • Communicate using and recombining words, learned phrases and simple sentences • String sentences together to form a paragraph • Make more errors as they begin to take risks • Rely on their native language for structuring their speech • Understand and interpret meaning of simple and predictable oral and written texts in familiar topic areas, aided by repetition, clarification and

	paraphrasing
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Recommended Themes and Topics for Eighth Grade (in a K-12 program):

Theme	Topics
Home Life	<ul style="list-style-type: none"> • Daily Routine • Rooms of the House and Household Chores • Family Meals • Childhood Experiences
Student Life	<ul style="list-style-type: none"> • Classes and School Routines • School-Related Activities • Health and Fitness
Leisure Time	<ul style="list-style-type: none"> • Indoor and Outdoor Activities • Shopping • Special Events
Vacation and Travel	<ul style="list-style-type: none"> • Travel Plans and Activities • Countries and Nationalities • Asking For and Giving Directions

HIGH SCHOOL PROGRAM (H1-H6)

High School Program H1

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.
1.2 Interpretive Communication	Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.
1.3 Presentational Communication	Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.
2.1 Cultural Practices and Perspectives	Students observe, identify and discuss simple patters of behavior or interaction in various settings such as school, family and the community in the target-language cultures.
2.2 Cultural Products	Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.

and Perspectives	
3.1 Connections to Other Disciplines	Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.
3.2 Access to Information	Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.
4.1 Language Comparisons	Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.
4.2 Cultural Comparison	Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.
5.1 Transfer to Communities	Students identify ways that knowing languages are crucial to many professions.
5.2 Enjoyment/ Lifelong Learning	Students use various media from the language and culture for entertainment or personal pleasure.
Performance Level: Novice Low- Novice Mid	<ul style="list-style-type: none"> • Communicate using isolated words, formulaic speech, memorized chunks, contextual clues and rehearsed dialogs • Make errors, use body language, hesitations and their native language • Understand simple and predictable questions, commands and statements in familiar topic areas with the help of gestures and visual cues

Recommended Themes and Topics for Ninth Grade (Current Level 1) (in a 9-12 program):

Theme	Topics
Personal and Family Life	<ul style="list-style-type: none"> • Greetings and Introduction • Physical Descriptions and Personality Characteristics, Feelings and Emotions • Family Members • Clothing and Colors
School Life	<ul style="list-style-type: none"> • Numbers and Time • Days, Months and Calendar • Classes, Schedules and

	Supplies
Social Life	<ul style="list-style-type: none"> • Interests and Leisure Activities • Weather and Seasons
Community Life	<ul style="list-style-type: none"> • Cities, Places, Activities and Transportation • Shopping • Restaurant and Food

High School Program H2

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.
1.2 Interpretive Communication	Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.
1.3 Presentational Communication	Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.
2.1 Cultural Practices and Perspectives	Students demonstrate the importance of following cultural expectations while participating in cultural practices.
2.2 Cultural Products and Perspectives	Students search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods and clothing) of the culture studied as found within their homes and communities.
3.1 Connections to Other Disciplines	Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, health and physical fitness and the performing arts.
3.2 Access to Information	Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.
4.1 Language Comparisons	Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.
4.2 Cultural Comparison	Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

5.1 Transfer to Communities	Students contact local agencies to secure information regarding products or practices of target-language cultures.
5.2 Enjoyment/ Lifelong Learning	Students consult various sources in the target language to obtain information on topics of personal interest. Students also establish communication with speakers of the target language.
Performance Level: Novice Mid	<ul style="list-style-type: none"> • Communicate using isolated words, memorized expressions, rehearsed dialogs and simple sentences • Make errors, use body language, hesitations, pauses and the native language • Understand globally information and messages supported by contextual clues

Recommended Themes and Topics for Tenth Grade (Current Level 2) (in a 9-12 program):

Theme	Topics
Home Life	<ul style="list-style-type: none"> • Daily Routine • Rooms of the House and Household Chores • Family Meals • Childhood Experiences
Student Life	<ul style="list-style-type: none"> • Classes and School Routines • School-Related Activities • Health and Fitness
Leisure Time	<ul style="list-style-type: none"> • Indoor and Outdoor Activities • Shopping • Special Events
Vacation and Travel	<ul style="list-style-type: none"> • Travel Plans and Activities • Countries and Nationalities • Asking For and Giving Directions

High School Program H3

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students compare, contrast, and express opinions and preferences about the information gathered regarding past, present and future events and experiences.
1.2 Interpretive Communication	Students understand the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.

1.3 Presentational Communication	Students prepare short, coherent texts about personal experiences, or other school subjects to share with classmates or members of the target cultures.
2.1 Cultural Practices and Perspectives	Students identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied.
2.2 Cultural Products and Perspectives	Students identify, discuss and analyze themes, ideas and perspectives related to the products being studied.
3.1 Connections to Other Disciplines	Students discuss topics from other school subjects in the target language, including current events and environmental issues.
3.2 Access to Information	Students use sources intended for same-age speakers of the target language to prepare short, coherent texts on topics of personal interest, or those with which they have limited previous experience.
4.1 Language Comparisons	Students demonstrate awareness that there are phrases and idioms that do not translate directly from one language to another.
4.2 Cultural Comparison	Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.
5.1 Transfer to Communities	Students use community resources to research a topic related to culture or language and use it in a presentation to the school community or the community at large.
5.2 Enjoyment/ Lifelong Learning	Students read and/or use various media from the language and culture for entertainment or personal growth. Students also maintain interpersonal relations with speakers of the target language.
Performance Level: Novice High- Intermediate Low	<ul style="list-style-type: none"> • Communicate using words, memorized phrases and simple sentences to produce short coherent texts (linked simple paragraphs) • Make more errors as they attempt to take more risks • Understand familiar and some unfamiliar questions and sentences in familiar contexts • Follow conversation at a slower rate, and may need clarification

Recommended Themes and Topics for Eleventh Grade (Current Level 3) (in a 9-12 program); Tenth Grade (in a 7-12 program) or Ninth Grade (in a K-12 program):

Theme	Topics
Rights and Responsibilities	<ul style="list-style-type: none"> • Home, School, Family and

	<ul style="list-style-type: none"> • Community • Voting and Civic Responsibilities • Driving
Future Plans and Choices	<ul style="list-style-type: none"> • Education Plans • Vacation Plans • Careers and Jobs
Teen Culture	<ul style="list-style-type: none"> • Student Life • Communication Technologies • Fashion and Clothes • Entertainment/Leisure

High School Program H4

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students compare, contrast, and express opinions and preferences about information gathered regarding past, present and future events and experiences.
1.2 Interpretive Communication	Students understand the main themes and significant details on topics from other subjects and products of the cultures as found on TV, radio, video, internet or live presentations intended for native speakers of the target language.
1.3 Presentational Communication	Students prepare written texts, oral presentations or video recordings to share locally or with school peers and/or members of the target cultures on topics of personal interest.
2.1 Cultural Practices and Perspectives	Students participate in age-appropriate cultural practices such as games, sports and entertainment (e.g., music, dance, drama, visual arts) and discuss patterns of typical behavior of their peer group.
2.2 Cultural Products and Perspectives	Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures.
3.1 Connections to Other Disciplines	Students present reports in the target language, orally and/or in writing, on topics being studied in other classes (e.g., physical education, geography, environment, health, social studies, math, physics, language arts and visual and performing arts).
3.2 Access to Information	Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.
4.1 Language Comparisons	Students demonstrate awareness that there are phrases and idioms that do not translate directly from one language to another.
4.2 Cultural	Students hypothesize the relationship between cultural perspectives and expressive products (e.g., music, visual

Comparison	arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.
5.1 Transfer to Communities	Students communicate orally or in writing with members of the other culture regarding topics of personal interest, community or world concern.
5.2 Enjoyment/ Lifelong Learning	Students read and/or use various media from the language and culture for entertainment or personal growth. Students also maintain interpersonal relations with speakers of the target language.
Performance Level: Intermediate Low	<ul style="list-style-type: none"> • Communicate using sentences and strings of sentences incoherent paragraphs within predictable topic areas • Make errors, false starts, pauses and hesitations • Understand information and messages supported with or without contextual clues

Recommended Themes and Topics for Twelfth Grade (Current Level 4) (in a 9-12 program); Eleventh Grade (in a 7-12 program); Tenth Grade (in a K-12 program):

Theme	Topics
Environment	<ul style="list-style-type: none"> • Nature and Wildlife • Ecology/Conservation
Humanities	<ul style="list-style-type: none"> • Current Events • History, Holidays and Traditions • The Arts • Architecture and Literature
Social Issues	<ul style="list-style-type: none"> • Civic Responsibilities and Engagement • Diversity, Prejudice and Discrimination (Human Rights) • Crime and Justice
Cultural Expression	<ul style="list-style-type: none"> • Visual and Performing Arts • Historical Events • Literature

High School Program H5

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students discuss, orally or in writing, current or past events that are of significance in the target cultures or that are being studied in another subject.
1.2 Interpretive	Students demonstrate an understanding of the main ideas and significant details of live or recorded discussion, lectures

Communication	and presentations on current or past events from the target cultures.
1.3 Presentational Communication	Students prepare a research-based analysis of a current event from the perspective of both the U.S. and target cultures.
2.1 Cultural Practices and Perspectives	Students identify, examine and discuss connections between cultural perspectives in target cultures.
2.2 Cultural Products and Perspectives	Students explore the relationships among the products, practices and perspectives of the culture.
3.1 Connections to Other Disciplines	Students combine information from other school subjects with information available in the target language in order to complete activities in the world language classroom.
3.2 Access to Information	Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.
4.1 Language Comparisons	Students demonstrate an understanding of the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.
4.2 Cultural Comparison	Students identify and analyze cultural perspectives as reflected in target culture media.
5.1 Transfer to Communities	Students communicate orally or in writing with members of the other culture regarding topics of personal interest, community or world concern.
5.2 Enjoyment/ Lifelong Learning	Students attend or view media cultural events and social activities. Students maintain interpersonal relations with speakers of the target language.
Performance Level: Intermediate Mid- Intermediate High	<ul style="list-style-type: none"> • Communicate about the past and present and anticipate the future • Create with language and produce somewhat coherent and cohesive texts • Speak with apparent ease and with a pronunciation that approximates the native accent • Understand sentence-level speech/text in familiar contexts with some novel information

Recommended Themes and Topics for Eleventh Grade (Current Level 5) (in a K-12 program); Twelfth Grade (in a 7-12 program):

Theme	Topics
Cultural Identity	<ul style="list-style-type: none"> • Visual and Performing Arts • Literature, Drama • Current Events • Politics
Globalization	<ul style="list-style-type: none"> • Current Events • Politics • Technology and Communication • The Media
Nature and Ecology	<ul style="list-style-type: none"> • Environmental Issues and Problems • Wildlife Conservation
Science and Creative Advancements	<ul style="list-style-type: none"> • Health Issues and Disease Prevention • Scientists and Mathematicians

High School Program H6

Standards	Grade Level Expectation
1.1 Interpersonal Communication	Students develop and propose solutions to issues and problems that are of concern to members of their own and the target cultures.
1.2 Interpretive Communication	Students demonstrate an understanding of the principal elements of non-fiction articles in newspapers, magazines and email on topics of current and historical importance to members of the target cultures.
1.3 Presentational Communication	Students write an article for publication or make a presentation to an audience describing and analyzing an issue of importance in the target cultures.
2.1 Cultural Practices and Perspectives	Students identify, examine and discuss connections between cultural perspectives and socially approved behavioral patterns.
2.2 Cultural Products and Perspectives	Students identify, discuss and analyze such intangible products of the target cultures as social, economic, and political institutions, and explore relationships among these institutions and the perspectives of the culture.
3.1 Connections to Other Disciplines	Students combine information from other school subjects with information available in the target language in order to complete activities in the world language classroom.
3.2 Access to Information	Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.
4.1	Students compare nuances of meanings of words, idioms

Language Comparisons	and vocal inflections in the target-language cultures and their own.
4.2 Cultural Comparison	Students identify and analyze cultural perspectives as reflected in target culture media and compare it to their own.
5.1 Transfer to Communities	Students communicate orally or in writing with members of the other culture regarding topics of personal interest, community or world concern.
5.2 Enjoyment/Lifelong Learning	Students attend or view media cultural events and social activities. Students also maintain interpersonal relations with speakers of the target language.
Performance Level: Intermediate High-Pre-Advanced	<ul style="list-style-type: none"> • Express themselves in connected discourse and produce coherent texts • Communicate oral and written information about familiar topics with sufficient accuracy • Use circumlocution when negotiating meaning • Understand oral and written texts in both familiar and novel contexts

Recommended Themes and Topics for Twelfth Grade (Current Level 6) (in a K-12 program):

Consult the AP or IB recommended syllabi for this course. Themes and topics differ according to the language: <http://www.apcentral.collegeboard.com>.

The Recommended Themes and Topics of the Delaware Recommended Curriculum are modified from those found in Fairfax County (VA) Public Schools Foreign Language Program of Studies.