

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

CSD Performance Standards for Foreign Languages describe what Campbellsport School District students will know and be able to do within this subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for Foreign Languages.

Each grade level has a set of skill and information benchmarks based on these performance standards in Foreign Languages. As students progress through the district's curriculum, their performance of skills and their demonstration of knowledge within the content area will become more complex and sophisticated.

CSD Performance Standard 1—Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information (WMAS Foreign Language Communication—Interpersonal: Conversation)

CSD Performance Standard 2—Understands and interprets written and spoken language on diverse topics from diverse media (WMAS Foreign Language Communication—Interpretive: Listening/Reading)

CSD Performance Standard 3—Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (WMAS Foreign Language Communication—Presentational: Speaking/Writing)

CSD Performance Standard 4—Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (WMAS Foreign Language Culture—Practices & Products, Connections-Added Perspective, Comparisons-Culture)

CSD Performance Standard 5—Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages (WMAS Foreign Language Comparisons—Practical Applications)

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

Key to this Document:

CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

- Benchmarks (with ID label) describe information and skills targeted for a specific grade level within that Performance standard.

Middle School Exploratories

CSD Performance Standard 1—Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information (WMAS Foreign Language Communication—Interpersonal: Conversation)

- **FL.EXS.1.1** Uses the target language to express likes, dislikes, and personal preferences (e.g., objects, people, events, favorite activities, food, celebrations) in everyday environments
- **FL.EXS.1.2** Uses basic vocabulary to describe assorted objects (e.g., toys, dress, types of dwellings, foods) in everyday environments
- **FL.EXS.1.3** Uses vocabulary for a wide range of topics (e.g., basic subject area terms, such as story elements, animals, weather, geographical concepts; categories such as numbers, shapes, colors, size)
- **FL.EXS.1.4** Gives and follows simple instructions in the target language (e.g., in games, with partners or groups, giving commands suggested by a picture)
- **FL.EXS.1.5** Uses appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging name, address, phone number, place of origin, general health/state of being; giving and asking for permission; using the telephone; making and responding to requests)
- **FL.EXS.1.6** Uses the target language to express needs, feelings, and ideas related to everyday situations (e.g., enjoyment while playing a game, personal response to a movie, agreement or disagreement on a topic)
- **FL.EXS.1.7** Asks and answers questions in the target language (e.g., clarifies word meaning, asks for assistance, answers questions about self or family)

CSD Performance Standard 2—Understands and interprets written and spoken language on diverse topics from diverse media (WMAS Foreign Language Communication—Interpretive: Listening/Reading)

- **FL.EXS.2.1** Understands the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level (e.g., favorite activities, personal anecdotes, simple instructions)
- **FL.EXS.2.2** Understands brief written messages and personal notes on familiar topics (e.g., everyday school and home activities)
- **FL.EXS.2.3** Understands common phrase groupings and voice inflection in simple spoken sentences
- **FL.EXS.2.4** Understands common cognates and expressions in the target and native languages

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

CSD Performance Standard 3—Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (WMAS Foreign Language Communication—Presentational: Speaking/Writing)

- FL.EXS.3.1 Presents simple oral reports or presentations about family members and friends, objects present in the everyday environment, and common school and home activities
- FL.EXS.3.2 Uses audio tapes and video tapes to present information about family, school events, and celebrations
- FL.EXS.3.3 Uses language conventions and style (e.g., phrases, structures, grammar, spelling, mechanics, commands, vocabulary, dialect, slang, idioms, humor, pronunciation, intonation, tone, stress) appropriate for different audiences (e.g., peers, adults) and settings (e.g., formal, informal, social, academic)

CSD Performance Standard 4—Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (WMAS Foreign Language Culture—Practices & Products, Connections-Added Perspective, Comparisons-Culture)

- FL.EXS.4.1 Knows various age-appropriate cultural activities practiced in the target culture (e.g., games, songs, birthday celebrations, story telling, dramatizations, role playing)
- FL.EXS.4.2 Knows familiar utilitarian forms of the target culture (e.g., toys, dress, types of dwellings, typical foods, currency) and how they compare to those in one's native culture
- FL.EXS.4.3 Knows basic cultural beliefs and perspectives of people in both native and target cultures relating to family, school, work, and play
- FL.EXS.4.4 Knows professions that require proficiency in the target language
- FL.EXS.4.5 Knows basic geographical aspects of countries where the target language is spoken (e.g., major cities, rivers, mountains, climate)

CSD Performance Standard 5—Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages (WMAS Foreign Language Comparisons—Practical Applications)

- FL.EXS.5.1 Knows words that have been borrowed from one language to another and how these word borrowings may have developed
- FL.EXS.5.2 Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language
- FL.EXS.5.3 Understands that an idea may be expressed in multiple ways in the target language

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

Key to this Document:

CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

- Benchmarks (with ID label) describe knowledge and skills targeted for a specific grade level within that Performance standard.

Spanish I

CSD Performance Standard 1—Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information (WMAS Foreign Language Communication—Interpersonal: Conversation)

- FL.SP1.1.1 Uses basic vocabulary to describe assorted objects (e.g., toys, dress, types of dwellings, foods) in everyday environments
- FL.SP1.1.2 Uses vocabulary for a wide range of topics (e.g., basic subject area terms, such as story elements, animals, weather, geographical concepts; categories such as numbers, shapes, colors, size)
- FL.SP1.1.3 Gives and follows simple instructions in the target language (e.g., in games, with partners or groups, giving commands suggested by a picture)
- FL.SP1.1.4 Uses the target language to exchange information about general events (e.g., classes, meetings, concerts, meals) and transportation (e.g., place, date, time)
- FL.SP1.1.5 Uses appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging name, address, phone number, place of origin, general health/state of being; giving and asking for permission; using the telephone; making and responding to requests)
- FL.SP1.1.6 Uses the target language to express needs, feelings, and ideas related to everyday situations (e.g., enjoyment while playing a game, personal response to a movie, agreement or disagreement on a topic)
- FL.SP1.1.7 Asks and answers questions in the target language (e.g., clarifies word meaning, asks for assistance, answers questions about self or family)

CSD Performance Standard 2—Understands and interprets written and spoken language on diverse topics from diverse media (WMAS Foreign Language Communication—Interpretive: Listening/Reading)

- FL.SP1.2.1 Understands the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level (e.g., favorite activities, personal anecdotes, simple instructions)
- FL.SP1.2.2 Understands the main ideas in ability-appropriate, highly illustrated texts that use many words that are similar to those in one's native language (e.g., stories, newspaper articles, advertisements)
- FL.SP1.2.3 Understands the main ideas of ability-appropriate video or television programs on familiar topics

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

- FL.SP1.2.4 Understands brief written messages and personal notes on familiar topics (e.g., everyday school and home activities)
- FL.SP1.2.5 Understands common phrase groupings and voice inflection in simple spoken sentences
- FL.SP1.2.6 Understands common cognates and expressions in the target and native languages
- FL.SP1.2.7 Understands oral and written descriptions of people and objects in the environment

CSD Performance Standard 3—Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (WMAS Foreign Language Communication—Presentational: Speaking/Writing)

- FL.SP1.3.1 Presents simple oral reports or presentations about family members and friends, objects present in the everyday environment, and common school and home activities
- FL.SP1.3.2 Writes in a variety of forms (e.g., short, informal notes or messages, lists, letters, e-mail) to describe or provide information about oneself, friends and family, or school activities
- FL.SP1.3.3 Uses language conventions and style (e.g., phrases, structures, grammar, spelling, mechanics, commands, vocabulary, dialect, slang, idioms, humor, pronunciation, intonation, tone, stress) appropriate for different audiences (e.g., peers, adults) and settings (e.g., formal, informal, social, academic)
- FL.SP1.3.4 Understands that family, gender, ethnicity, nationality, institutional affiliations, socioeconomic status, and other group and cultural influences contribute to the shaping of a person's identity

CSD Performance Standard 4—Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (WMAS Foreign Language Culture—Practices & Products, Connections-Added Perspective, Comparisons-Culture)

- FL.SP1.4.1 Knows various age-appropriate cultural activities practiced in the target culture (e.g., games, songs, birthday celebrations, story telling, dramatizations, role playing)
- FL.SP1.4.2 Knows simple patterns of behavior and interaction in various settings in the target culture (e.g., school, family, community) and how these patterns compare to those in one's native culture
- FL.SP1.4.3 Knows familiar utilitarian forms of the target culture (e.g., toys, dress, types of dwellings, typical foods, currency) and how they compare to those in one's native culture
- FL.SP1.4.4 Knows basic expressive forms of the target culture (e.g., children's songs, simple selections from authentic children's literature, types of artwork or graphic representations enjoyed or produced by the peer group in the culture studied, dances) and how they compare to those in one's native culture

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

- FL.SP1.4.5 Knows basic cultural beliefs and perspectives of people in both native and target cultures relating to family, school, work, and play
- FL.SP1.4.6 Knows professions that require proficiency in the target language
- FL.SP1.4.7 Knows distinctive contributions made by people in the target culture
- FL.SP1.4.8 Knows basic geographical aspects of countries where the target language is spoken (e.g., major cities, rivers, mountains, climate)

CSD Performance Standard 5—Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages (WMAS Foreign Language Comparisons—Practical Applications)

- FL.SP1.5.1 Knows words that have been borrowed from one language to another and how these word borrowings may have developed
- FL.SP1.5.2 Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language
- FL.SP1.5.3 Understands that an idea may be expressed in multiple ways in the target language

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

Key to this Document:

CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

- Benchmarks (with ID label) describe knowledge and skills targeted for a specific grade level within that Performance standard.

Spanish II

CSD Performance Standard 1—Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information (WMAS Foreign Language Communication—Interpersonal: Conversation)

- FL.SP2.1.1 Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs)
- FL.SP2.1.2 Uses the target language to plan events and activities with others (e.g., using authentic schedules, budgets)
- FL.SP2.1.3 Uses vocabulary and cultural expressions to express the failure to understand the message or to request additional information (e.g., requests that the speaker restate the message, asks appropriate questions for clarification)
- FL.SP2.1.4 Uses appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension
- FL.SP2.1.5 Uses and responds to culturally appropriate nonverbal cues (e.g., gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension
- FL.SP2.1.6 Gives and follows oral and written directions in the target language (e.g., for travel, for other tasks, for a recipe, for a word maze)
- FL.SP2.1.7 Uses appropriate vocabulary to acquire goods and services through basic negotiation of procedures and exchange of monies (e.g., shopping in a supermarket)
- FL.SP2.1.8 Uses verbal and written exchanges to express opinions in the target language (e.g., concerning current events, about topics of personal or community interest)

CSD Performance Standard 2—Understands and interprets written and spoken language on diverse topics from diverse media (WMAS Foreign Language Communication—Interpretive: Listening/Reading)

- FL.SP2.2.1 Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

- FL.SP2.2.2 Understands the content of ability-appropriate primary sources on familiar topics (e.g., personal letters, pamphlets, illustrated newspaper and magazine articles, advertisements)
- FL.SP2.2.3 Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g., favorite activities, popular events, school subjects)
- FL.SP2.2.4 Understands nonverbal and verbal cues when listening to or observing a user of the target language
- FL.SP2.2.5 Understands various phrase groupings and structures in spoken forms of the target language (e.g., expressions, questions, polite commands)
- FL.SP2.2.6 Uses context clues (e.g., known language, diagrams, text features, graphics) to decode unfamiliar words and phrases in complex messages or texts
- FL.SP2.2.7 Understands the main ideas, themes, principal characters, and significant details of ability-appropriate authentic literature (e.g., narratives, shorts stories, poems, plays)

CSD Performance Standard 3—Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (WMAS Foreign Language Communication—Presentational: Speaking/Writing)

- FL.SP2.3.1 Presents information in the target language on topics of shared personal interest in one's daily life at home or school (e.g., brief reports to the class, tape or video recorded messages)
- FL.SP2.3.2 Presents cultural and literary works in the target language that are appropriate at this developmental level (e.g., presents short plays and skits, recites selected poems and anecdotes, performs songs)
- FL.SP2.3.3 Writes in the target language in a variety of formats (e.g., notes, short letters, e-mail, business letters, thank you letters, descriptions, narrations, personal essays, poems, short stories, plays, songs, journals)
- FL.SP2.3.4 Writes to peers on topics of shared personal interest (e.g., everyday events, activities at home or in school)
- FL.SP2.3.5 Uses repetition, rephrasing, and gestures effectively to assist in presenting oral reports or presentations
- FL.SP2.3.6 Uses language conventions and style (e.g., complex grammatical structures, slang, humor, idioms, small talk, polite forms and status indicators, vernacular dialects, content area vocabulary) appropriate to different audiences and settings (e.g., formal, informal, social, academic, ceremonial)

CSD Performance Standard 4—Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (WMAS Foreign Language Culture—Practices & Products, Connections-Added Perspective, Comparisons-Culture)

- FL.SP2.4.1 Knows various age-appropriate cultural activities practiced in the target culture (e.g., adolescents' games such as card games, board games, and outdoor games; sports-related activities; music; television)
- FL.SP2.4.2 Knows cultural traditions and celebrations that exist in the target culture and how these traditions and celebrations compare with those of the native

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

- FL.SP2.4.3 culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, recreational gatherings)
Knows patterns of behavior or interaction typical of one's age group in various settings in the target culture (e.g., dating, telephone usage, etiquette)
- FL.SP2.4.4 Knows a variety of age-appropriate utilitarian forms of the target culture (e.g., educational institutions or systems, means of transportation, various rules as they apply to the peer group in the culture being studied), their significance, and how these forms have influenced the larger community
- FL.SP2.4.5 Knows a variety of age-appropriate expressive forms of the culture (e.g., popular music and dance; appropriate authentic texts, such as children's magazines, comic books, children's literature, folktales; the use of color; common or everyday artwork such as designs typical of the culture's clothing, pottery, ceramics, paintings, architectural structures) and how these expressive forms compare with those of the native culture
- FL.SP2.4.6 Understands the general relationship between cultural perspectives and expressive products (e.g., music, visual arts, literature) in the target and native cultures
- FL.SP2.4.7 Understands the general relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) in the target and native cultures
- FL.SP2.4.8 Knows how "local" opinions of various aspects of the native culture compare with the views of peers from the target culture
- FL.SP2.4.9 Knows historical and cultural figures from the target culture and their contributions

CSD Performance Standard 5—Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages (WMAS Foreign Language Comparisons—Practical Applications)

- FL.SP2.5.1 Understands how idiomatic expressions have an impact on communication and reflect culture (e.g., anticipates larger units of meaning rather than individual word equivalencies)
- FL.SP2.5.2 Draws conclusions about the relationship among languages (e.g., based on cognates and idioms)
- FL.SP2.5.3 Understands that languages have critical sound distinctions that convey meaning

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

Key to this Document:

CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

- Benchmarks (with ID label) describe knowledge and skills targeted for a specific grade level within that Performance standard.

Spanish III

CSD Performance Standard 1—Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information (WMAS Foreign Language Communication—Interpersonal: Conversation)

- FL.SP3.1.1 Uses the target language to express one's point of view through the exchange of personal feelings and ideas with members of the target culture
- FL.SP3.1.2 Uses appropriate vocabulary (e.g., literary terms such as setting, character, plot, conflict, resolution, theme) to express personal reactions and feelings about authentic literary texts (e.g., poems, plays, short stories, novels)
- FL.SP3.1.3 Uses appropriate vocabulary to exchange opinions and perspectives on issues of contemporary and historical interest in the target and native cultures
- FL.SP3.1.4 Uses appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, summarization) to communicate a message in the target language
- FL.SP3.1.5 Uses culturally appropriate nonverbal cues and body language (e.g., eye contact, personal space, gestures) to communicate a message in the target language and maintain listening comprehension
- FL.SP3.1.6 Uses appropriate vocabulary to acquire goods and services in the target language for personal needs and leisure (e.g., locating items in a pharmacy, finding a hotel or train station, repairing a tape recorder, asking for information)
- FL.SP3.1.7 Uses appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending and receiving invitations, apologizing, communicating preferences, making an appointment, closing a conversation, negotiating solutions to problems)
- FL.SP3.1.8 Uses the target language to exchange information about current or past events and aspirations in one's personal life and in those of family, friends, and community

CSD Performance Standard 2—Understands and interprets written and spoken language on diverse topics from diverse media (WMAS Foreign Language Communication—Interpretive: Listening/Reading)

- FL.SP3.2.1 Understands the main ideas and significant details of extended discussions, lectures, formal presentations, and various forms of media (e.g., radio or television programs, movies) that are appropriate at this developmental level

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

- FL.SP3.2.2 Understands the main ideas and significant details of expository texts (e.g., full length feature articles in newspapers and magazines) on topics of current and historical importance to members of the target culture
- FL.SP3.2.3 Understands story elements (e.g., main plot and sub-plots; appearance, roles, and significance of characters; theme, setting) in authentic, ability-appropriate written literature (e.g., short stories, poems)
- FL.SP3.2.4 Understands author's style, point of view, and purpose in target-language literature that is appropriate at this developmental level
- FL.SP3.2.5 Understands the main ideas and significant details of culturally significant songs, folk tales, comedy, and anecdotes in the target culture
- FL.SP3.2.6 Understands cultural nuances of meaning (e.g., word choice, idioms, intonation, inflection, formal and informal usage) in written and spoken language and in expressive products of the culture (e.g., literary genres, visual arts)

CSD Performance Standard 3—Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (WMAS Foreign Language Communication—Presentational: Speaking/Writing)

- FL.SP3.3.1 Writes in the target language in a variety of forms (e.g., personal essays, poems, plays, short stories, songs, dialogue, business and personal letters, invitations, drama, journals, e-mail, articles for student publications, factual reports)
- FL.SP3.3.2 Writes in the target language for a variety of audiences (e.g., pen-pals, peers, friends, adults, native speakers of the target language) on different topics (e.g., current events of mutual interest)
- FL.SP3.3.3 Summarizes orally or in writing the content of various expository texts appropriate at this developmental level (e.g., feature magazine or newspaper articles) on topics of current or historical interest to members of the target culture
- FL.SP3.3.4 Presents cultural and literary works in the target language that are appropriate at this developmental level (e.g., performs scenes from plays, recites poems or excerpts from short stories)
- FL.SP3.3.5 Presents information orally or in writing on literary and cultural topics that are appropriate at this developmental level (e.g., presents the plot, character descriptions and development, and themes found in authentic literary works; expresses opinions and appreciation for various forms of literature, radio programs, songs, films, visual works)
- FL.SP3.3.6 Uses a dictionary or thesaurus written entirely in the target language to select appropriate words for use in preparing written and oral reports
- FL.SP3.3.7 Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

CSD Performance Standard 4—Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (WMAS Foreign Language Culture—Practices & Products, Connections-Added Perspective, Comparisons-Culture)

- FL.SP3.4.1 Knows the location(s) and major geographic features of countries where the target language is/was used
- FL.SP3.4.2 Understands various patterns of behavior or interaction that are typical of one's age group (e.g., extra-curricular activities, social engagements)
- FL.SP3.4.3 Understands the connections between socially-approved behavioral patterns and cultural perspectives
- FL.SP3.4.4 Knows age-appropriate utilitarian forms of the target culture (e.g., social, economic, and political institutions; laws), how they are reflected in American culture, and their significance
- FL.SP3.4.5 Draws conclusions about the relationship and mutual influence between perspectives and practices in the target and native cultures
- FL.SP3.4.6 Understands age-appropriate expressive forms of the target culture (e.g., literature; popular books; periodicals; videos; commercials; fine arts such as music, dance, design, painting, theater) and their significance in the larger community
- FL.SP3.4.7 Draws conclusions about the relationship and mutual influence between perspectives and expressive products (e.g., literature, periodicals, music, theater, visual arts) in the target and native cultures
- FL.SP3.4.8 Understands contrasting ways in which familial, economic, environmental, and political issues are reflected through oral, written, and artistic expression in the native and target cultures
- FL.SP3.4.9 Understands how other cultures view the role of the native culture in the world arena
- FL.SP3.4.10 Knows graphic and statistical information about the target and native cultures (e.g., population, income)

CSD Performance Standard 5—Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages (WMAS Foreign Language Comparisons—Practical Applications)

- FL.SP3.5.1 Knows various linguistic elements of the target language (e.g., time, tense, gender, syntax, style) and how these elements compare to linguistic elements in one's native language
- FL.SP3.5.2 Understands that the ability to comprehend language surpasses the ability to produce language
- FL.SP3.5.3 Understands similar and different meanings of cognates in different languages and how this relates to the evolution of language
- FL.SP3.5.4 Understands the nature of the writing systems in the target, native, and other languages (e.g., logographic, syllabic, alphabetic)

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

Key to this Document:

CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

- Benchmarks (with ID label) describe knowledge and skills targeted for a specific grade level within that Performance standard.

Spanish IV

CSD Performance Standard 1—Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information (WMAS Foreign Language Communication—Interpersonal: Conversation)

- FL.SP4.1.2 Uses appropriate vocabulary to exchange information about national and international topics (e.g., information from newspaper or magazine articles; programs on television, radio, or video)
- FL.SP4.1.3 Uses appropriate vocabulary (e.g., literary terms such as setting, character, plot, conflict, resolution, theme) to express personal reactions and feelings about authentic literary texts (e.g., poems, plays, short stories, novels)
- FL.SP4.1.4 Uses appropriate vocabulary to exchange opinions and perspectives on issues of contemporary and historical interest in the target and native cultures
- FL.SP4.1.5 Uses appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, summarization) to communicate a message in the target language
- FL.SP4.1.6 Uses culturally appropriate nonverbal cues and body language (e.g., eye contact, personal space, gestures) to communicate a message in the target language and maintain listening comprehension
- FL.SP4.1.7 Uses appropriate vocabulary to acquire goods and services in the target language for personal needs and leisure (e.g., locating items in a pharmacy, finding a hotel or train station, repairing a tape recorder, asking for information)
- FL.SP4.1.8 Uses appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending and receiving invitations, apologizing, communicating preferences, making an appointment, closing a conversation, negotiating solutions to problems)
- FL.SP4.1.9 Uses the target language to exchange information about current or past events and aspirations in one's personal life and in those of family, friends, and community

CSD Performance Standard 2—Understands and interprets written and spoken language on diverse topics from diverse media (WMAS Foreign Language Communication—Interpretive: Listening/Reading)

- FL.SP4.2.1 Understands the main ideas and significant details of extended discussions, lectures, formal presentations, and various forms of media (e.g., radio or television programs, movies) that are appropriate at this developmental level

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

- FL.SP4.2.2 Understands the main ideas and significant details of expository texts (e.g., full length feature articles in newspapers and magazines) on topics of current and historical importance to members of the target culture
- FL.SP4.2.3 Understands story elements (e.g., main plot and sub-plots; appearance, roles, and significance of characters; theme, setting) in authentic, ability-appropriate written literature (e.g., short stories, poems)
- FL.SP4.2.4 Understands author's style, point of view, and purpose in target-language literature that is appropriate at this developmental level
- FL.SP4.2.5 Understands the main ideas and significant details of culturally significant songs, folk tales, comedy, and anecdotes in the target culture
- FL.SP4.2.6 Understands cultural nuances of meaning (e.g., word choice, idioms, intonation, inflection, formal and informal usage) in written and spoken language and in expressive products of the culture (e.g., literary genres, visual arts)

CSD Performance Standard 3—Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (WMAS Foreign Language Communication—Presentational: Speaking/Writing)

- FL.SP4.3.1 Writes in the target language in a variety of forms (e.g., personal essays, poems, plays, short stories, songs, dialogue, business and personal letters, invitations, drama, journals, e-mail, articles for student publications, factual reports)
- FL.SP4.3.2 Writes in the target language for a variety of audiences (e.g., pen-pals, peers, friends, adults, native speakers of the target language) on different topics (e.g., current events of mutual interest)
- FL.SP4.3.3 Summarizes orally or in writing the content of various expository texts appropriate at this developmental level (e.g., feature magazine or newspaper articles) on topics of current or historical interest to members of the target culture
- FL.SP4.3.4 Presents cultural and literary works in the target language that are appropriate at this developmental level (e.g., performs scenes from plays, recites poems or excerpts from short stories)
- FL.SP4.3.5 Presents information orally or in writing on literary and cultural topics that are appropriate at this developmental level (e.g., presents the plot, character descriptions and development, and themes found in authentic literary works; expresses opinions and appreciation for various forms of literature, radio programs, songs, films, visual works)
- FL.SP4.3.6 Uses a dictionary or thesaurus written entirely in the target language to select appropriate words for use in preparing written and oral reports
- FL.SP4.3.7 Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

CSD Performance Standard 4—Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (WMAS Foreign Language Culture—Practices & Products, Connections-Added Perspective, Comparisons-Culture)

- FL.SP4.4.1 Understands various patterns of behavior or interaction that are typical of one's age group (e.g., extra-curricular activities, social engagements)
- FL.SP4.4.2 Understands the connections between socially-approved behavioral patterns and cultural perspectives
- FL.SP4.4.3 Knows age-appropriate utilitarian forms of the target culture (e.g., social, economic, and political institutions; laws), how they are reflected in American culture, and their significance
- FL.SP4.4.4 Draws conclusions about the relationship and mutual influence between perspectives and practices in the target and native cultures
- FL.SP4.4.5 Understands age-appropriate expressive forms of the target culture (e.g., literature; popular books; periodicals; videos; commercials; fine arts such as music, dance, design, painting, theater) and their significance in the larger community
- FL.SP4.4.6 Draws conclusions about the relationship and mutual influence between perspectives and expressive products (e.g., literature, periodicals, music, theater, visual arts) in the target and native cultures
- FL.SP4.4.7 Understands contrasting ways in which information about national and international events is reported in the target culture and the native culture
- FL.SP4.4.8 Understands contrasting ways in which familial, economic, environmental, and political issues are reflected through oral, written, and artistic expression in the native and target cultures
- FL.SP4.4.9 Understands how other cultures view the role of the native culture in the world arena
- FL.SP4.4.10 Knows career options that require knowledge of the target culture and proficiency in the target language
- FL.SP4.4.11 Knows significant political, military, intellectual, and cultural figures and how they shaped historical events and the target culture's perspectives
- FL.SP4.4.12 Knows graphic and statistical information about the target and native cultures (e.g., population, income)

CSD Performance Standard 5—Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages (WMAS Foreign Language Comparisons—Practical Applications)

- FL.SP4.5.1 Knows various linguistic elements of the target language (e.g., time, tense, gender, syntax, style) and how these elements compare to linguistic elements in one's native language
- FL.SP4.5.2 Understands that the ability to comprehend language surpasses the ability to produce language
- FL.SP4.5.3 Understands similar and different meanings of cognates in different languages and how this relates to the evolution of language
- FL.SP4.5.4 Understands the nature of the writing systems in the target, native, and other languages (e.g., logographic, syllabic, alphabetic)

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

Key to this Document:

CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

- Benchmarks (with ID label) describe knowledge and skills targeted for a specific grade level within that Performance standard.

Spanish V

CSD Performance Standard 1—Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information (WMAS Foreign Language Communication—Interpersonal: Conversation)

- FL.SP5.1.1 Uses the target language to express one's point of view through the exchange of personal feelings and ideas with members of the target culture
- FL.SP5.1.2 Uses appropriate vocabulary to exchange information about national and international topics (e.g., information from newspaper or magazine articles; programs on television, radio, or video)
- FL.SP5.1.3 Uses appropriate vocabulary (e.g., literary terms such as setting, character, plot, conflict, resolution, theme) to express personal reactions and feelings about authentic literary texts (e.g., poems, plays, short stories, novels)
- FL.SP5.1.4 Uses appropriate vocabulary to exchange opinions and perspectives on issues of contemporary and historical interest in the target and native cultures
- FL.SP5.1.5 Uses appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, summarization) to communicate a message in the target language
- FL.SP5.1.6 Uses culturally appropriate nonverbal cues and body language (e.g., eye contact, personal space, gestures) to communicate a message in the target language and maintain listening comprehension
- FL.SP5.1.7 Uses appropriate vocabulary to acquire goods and services in the target language for personal needs and leisure (e.g., locating items in a pharmacy, finding a hotel or train station, repairing a tape recorder, asking for information)
- FL.SP5.1.8 Uses appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending and receiving invitations, apologizing, communicating preferences, making an appointment, closing a conversation, negotiating solutions to problems)
- FL.SP5.1.9 Uses the target language to exchange information about current or past events and aspirations in one's personal life and in those of family, friends, and community

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

CSD Performance Standard 2—Understands and interprets written and spoken language on diverse topics from diverse media (WMAS Foreign Language Communication—Interpretive: Listening/Reading)

- FL.SP5.2.1 Understands the main ideas and significant details of extended discussions, lectures, formal presentations, and various forms of media (e.g., radio or television programs, movies) that are appropriate at this developmental level
- FL.SP5.2.2 Understands the main ideas and significant details of expository texts (e.g., full length feature articles in newspapers and magazines) on topics of current and historical importance to members of the target culture
- FL.SP5.2.3 Understands story elements (e.g., main plot and sub-plots; appearance, roles, and significance of characters; theme, setting) in authentic, ability-appropriate written literature (e.g., short stories, poems)
- FL.SP5.2.4 Understands author's style, point of view, and purpose in target-language literature that is appropriate at this developmental level
- FL.SP5.2.5 Understands the main ideas and significant details of culturally significant songs, folk tales, comedy, and anecdotes in the target culture
- FL.SP5.2.6 Understands cultural nuances of meaning (e.g., word choice, idioms, intonation, inflection, formal and informal usage) in written and spoken language and in expressive products of the culture (e.g., literary genres, visual arts)

CSD Performance Standard 3—Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (WMAS Foreign Language Communication—Presentational: Speaking/Writing)

- FL.SP5.3.1 Writes in the target language in a variety of forms (e.g., personal essays, poems, plays, short stories, songs, dialogue, business and personal letters, invitations, drama, journals, e-mail, articles for student publications, factual reports)
- FL.SP5.3.2 Writes in the target language for a variety of audiences (e.g., pen-pals, peers, friends, adults, native speakers of the target language) on different topics (e.g., current events of mutual interest)
- FL.SP5.3.3 Summarizes orally or in writing the content of various expository texts appropriate at this developmental level (e.g., feature magazine or newspaper articles) on topics of current or historical interest to members of the target culture
- FL.SP5.3.4 Presents cultural and literary works in the target language that are appropriate at this developmental level (e.g., performs scenes from plays, recites poems or excerpts from short stories)
- FL.SP5.3.5 Presents information orally or in writing on literary and cultural topics that are appropriate at this developmental level (e.g., presents the plot, character descriptions and development, and themes found in authentic literary works; expresses opinions and appreciation for various forms of literature, radio programs, songs, films, visual works)
- FL.SP5.3.6 Uses a dictionary or thesaurus written entirely in the target language to select appropriate words for use in preparing written and oral reports

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

- FL.SP5.3.7 Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)

CSD Performance Standard 4—Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (WMAS Foreign Language Culture—Practices & Products, Connections-Added Perspective, Comparisons-Culture)

- FL.SP5.4.1 Understands various patterns of behavior or interaction that are typical of one's age group (e.g., extra-curricular activities, social engagements)
- FL.SP5.4.2 Understands the connections between socially-approved behavioral patterns and cultural perspectives
- FL.SP5.4.3 Knows age-appropriate utilitarian forms of the target culture (e.g., social, economic, and political institutions; laws), how they are reflected in American culture, and their significance
- FL.SP5.4.4 Draws conclusions about the relationship and mutual influence between perspectives and practices in the target and native cultures
- FL.SP5.4.5 Understands age-appropriate expressive forms of the target culture (e.g., literature; popular books; periodicals; videos; commercials; fine arts such as music, dance, design, painting, theater) and their significance in the larger community
- FL.SP5.4.6 Draws conclusions about the relationship and mutual influence between perspectives and expressive products (e.g., literature, periodicals, music, theater, visual arts) in the target and native cultures
- FL.SP5.4.7 Understands contrasting ways in which information about national and international events is reported in the target culture and the native culture
- FL.SP5.4.8 Understands contrasting ways in which familial, economic, environmental, and political issues are reflected through oral, written, and artistic expression in the native and target cultures
- FL.SP5.4.9 Understands how other cultures view the role of the native culture in the world arena
- FL.SP5.4.10 Knows career options that require knowledge of the target culture and proficiency in the target language
- FL.SP5.4.11 Knows significant political, military, intellectual, and cultural figures and how they shaped historical events and the target culture's perspectives
- FL.SP5.4.12 Knows graphic and statistical information about the target and native cultures (e.g., population, income)

CSD Performance Standard 5—Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages (WMAS Foreign Language Comparisons—Practical Applications)

- FL.SP5.5.1 Knows various linguistic elements of the target language (e.g., time, tense, gender, syntax, style) and how these elements compare to linguistic elements in one's native language

Campbellsport School District

Foreign Languages Performance Standards and Benchmarks

- FL.SP5.5.2 Understands that the ability to comprehend language surpasses the ability to produce language
- FL.SP5.5.3 Understands similar and different meanings of cognates in different languages and how this relates to the evolution of language
- FL.SP5.5.4 Understands the nature of the writing systems in the target, native, and other languages (e.g., logographic, syllabic, alphabetic)