

# **WORLD LANGUAGES**

## **K~12 Curriculum Guide**

**Atlantic City Public Schools  
2016**

**Atlantic City Board of Education  
2016-2017**

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## **ACKNOWLEDGEMENTS**

This guide has been produced through vertical and horizontal articulation among administrators, and elementary and secondary teachers of the Atlantic City School District, and through curriculum task forces, whose member names appear below.

We wish to acknowledge our thanks to all of them for the excellent work they have done in producing a guide that represents current pedagogy related to the teaching of world languages and the special needs of the teachers and the students in the school system.

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## **INTRODUCTION TO THE GUIDE**

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in New Jersey’s mission and vision for world languages education.

**Mission:** *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

**Vision:** An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication; and
- Values language learning as a global literacy, as well as its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

### **Intent and Spirit of the World Languages Standard**

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

### **Language Proficiency Levels**

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001).

The World Languages Performance Level Descriptors table is located in Appedix A. The following are the proficiency level summary statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.

- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

### ***Realistic Grade-Level Targets for Benchmarked Proficiency Levels***

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational).

***A Note about Preschool Learners:*** Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. The 2009 *Preschool Teaching & Learning Standards* located in Appendix B address the teaching standards and student outcomes expected for world language learning at the preschool level.

### **Philosophy and Goals**

The New Jersey world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who

have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

## **Revised Standard**

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2014 standard are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.
- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.
- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.
- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the *Partnership for 21<sup>st</sup> Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age and developmental appropriateness as well as on proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

## ***One World Languages Standard***

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.





The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central "C" of five Cs in the graphic is for "communication"). Students should be provided many opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives. Additional information on the 5 Cs can be found in Appendix D.

### ***Three Strands***

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational.

**Strand A** reflects the **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines." Additional information on the Interpretive Mode is located in Appendix D..

**Strand B** reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. Additional information on the Interpersonal Mode is located in Appendix D.

**Strand C** reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Additional information on the Presentational Mode is located in Appendix D.

### ***The Role of Grammar in the World Languages Class***

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with many opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

The Atlantic City Public Schools K-12 World Language Curriculum is standard-and performance-based and, as such, focuses on what students can do with the target language. The curriculum is aligned to the 2014 New Jersey World-Class Standards for World Languages, and incorporates other content areas so that students have the opportunity to use the world language in a authentic and meaningful context. Students will be able to use the languages they have studied in meaningful ways because the focus of language learning is what students can do with the language rather than what they know about it.

In grades K-8, the World Language program is a sequential program of the study of Spanish through other content areas. The grade-level content themes are the basis for the sequence of study. The New Jersey standards document for World Languages states that “well-constructed elementary World Languages Curriculum will positively influence literacy skills in both first and second language learning.” It is our goal that study of the World Language will support grade level content and further prepare students to meet all the challenging core curriculum content standards. In grades 9-12, students choose among Spanish, French, Italian, and Latin World Language offerings, including two heritage language course offerings in Spanish. Within the four language offerings at the secondary levels are three learning levels: academic, honors, and advanced placement.

World Language teachers have the same responsibility as classroom teachers/content area teachers to prepare student to meet the New Jersey Core Curriculum Content Standards. For this reason, the World Language Curriculum is aligned to the New Jersey World-Class Standards for World Languages, and incorporates other content areas so that students are able to communicate in the target language. The target language is used to support literacy development and development of writing skills. Teachers consult the district Language Arts Literacy Handbook as well as the statewide assessment guidelines for the NJASK and the HSPA in order to integrate the language arts literacy skills into the study of World Languages.

## **SUMMARY OF THE RESEARCH**

The Atlantic City School District World Language curriculum is aligned to the 2014 New Jersey World-Class Standards. New Jersey’s standards are proficiency-based and developed based on the 1998

American Council on the Teaching of Foreign Languages (ACTFL) *Performance Guidelines for K-12 Learners* which outlines what levels of performance can be realistically achieved after certain sequences of study. Levels of performance are defined in terms of novice, intermediate, and advanced with ranges specified within each level.

The ACTFL Performance Guidelines for K-12 Learners describe the language proficiency of K-12 language learners in standard-based language programs and the outcomes for students who begin instruction at different entry points. They are organized according to the interpersonal, interpretive, and presentational modes of communication at the three-benchmark levels of novice, intermediate, and pre-advanced learner (<http://www.actfl.org>).

The *ACTFL Performance Guidelines for K-12 Learners*:

- Describe the language proficiency of K-12 learners in standards-based language programs
- Describe language outcomes for students who begin instruction at different entry points
- Are inspired by the ACTFL Proficiency Guidelines and the Standards for Foreign Language Learning
- Are organized according to:

Three modes of communications:

- Interpersonal
- Interpretive
- Presentational

Three Benchmark Levels

- Novice Learner (k-4, 5-8, 9-10)
- Intermediate Learner (k-8, 7-12)
- Pre-Advanced Learner (k-12)

## **Six Domains of Performance**

- Comprehensibility (How well is the student understood?)
- Comprehension (How well does the student understand?)
- Language Control (How accurate is the student's language?)
- Vocabulary Usage (How extensive and applicable is the student's language?)
- Communication Strategies (How do they maintain communication?)
- Cultural Awareness (How is the cultural understanding reflected in their communication?)

The district believes that all elementary school students should have access to high quality, ongoing and systematic World Language instruction. This belief is based on current research that indicates:

- Young children are at an optimal time to learn other languages;
- Children in early second language programs where curriculum is aligned with other core areas show gains in standardized tests of basic skills, and derive additional cognitive and affective benefits;
- Early language learning results in improved literacy skills. Reading and writing processes are similar for first and second languages. Skills and strategies are transferable from first to second language and vice versa. Well-constructed elementary World Languages curriculum guides will positively influence literacy skills in both first and second language learning; and
- Improved second language capability for New Jersey students can be obtained with uninterrupted, well-sequenced, long-term language instruction.

**2014 New Jersey Core Curriculum Content Standards –  
World Languages**

<b>Content Area</b>	<b>World Languages</b>
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<b>Standard</b>	<b>7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
<b>Strand</b>	<b>A. <a href="#">Interpretive Mode</a></b>		
<b>Proficiency Level</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<a href="#">Novice-Mid</a>	<b>Linguistic:</b> <ul style="list-style-type: none"> <li>The Novice-Mid language learner understands and communicates at the <b>word</b> level and can <a href="#">independently</a> identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</li> </ul> <b><a href="#">Cultural:</a></b> <ul style="list-style-type: none"> <li>Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</li> </ul>	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
		7.1.NM.A.3	Recognize a few common gestures and <a href="#">cultural practices</a> associated with the target culture(s).
		7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.

- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

**Strand**

**A. [Interpretive Mode](#)**

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Novice-High</a>	<p><b>Linguistic:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>Identify the main idea and some supporting details when reading.</li> <li>Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> <p><b><a href="#">Cultural:</a></b></p> <ul style="list-style-type: none"> <li>Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this</li> </ul>	7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
		7.1.NH.A.3	Recognize some common gestures and <a href="#">cultural practices</a> associated with target culture(s).
		7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
		7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
		7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a> .



understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that

assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Strand	A. <u>Interpretive Mode</u>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<u>Intermediate-Low</u>	<b>Linguistic:</b> The Intermediate-Low language learner understands and communicates at the <b>sentence</b> level and can <i>use simple sentences</i> <u>independently</u> to:  <ul style="list-style-type: none"><li>○ Identify the main idea and some supporting details when reading.</li><li>○ Understand the gist and some supporting details of conversations dealing with everyday life.</li><li>○ Infer the meaning of some unfamiliar words when used in familiar contexts.</li></ul> <b>Cultural:</b> <ul style="list-style-type: none"><li>○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li><li>○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li><li>○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology,</li></ul>	7.1.IL.A.1	Identify the main idea and most supporting details contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
		7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
		7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and <u>cultural practices</u> ) in the target culture(s) and in one’s own culture.
		7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
		7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
		7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, <u>culturally authentic materials</u> .
		7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
		7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

history, social sciences, the visual and performing arts, and world literature.)

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that

	<p>assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> <li>○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>	
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A. <a href="#">Interpretive Mode</a>			
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Intermediate-Mid</a>	<b>Linguistic:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences</i> <a href="#">independently</a> to: <ul style="list-style-type: none"> <li>○ Identify the main idea and some supporting details when reading.</li> <li>○ Understand the gist and some supporting details of conversations dealing with everyday life.</li> </ul>	7.1.IM.A.1	Compare and contrast information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some

<ul style="list-style-type: none"> <li>○ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> <p><b><u>Cultural:</u></b></p> <ul style="list-style-type: none"> <li>○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>○ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> </ul>		unfamiliar situations through appropriate responses.
	7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and <a href="#">cultural practices</a> ) in the target culture(s) to determine the meaning of a message.
	7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
	7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
	7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a> .
	7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
	7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in

	the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
Strand	A. <a href="#">Interpretive Mode</a>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Intermediate-High</a>	<b>Linguistic:</b> The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> <a href="#">independently</a> to: <ul style="list-style-type: none"><li>Analyze written and oral text.</li><li>Synthesize written and oral text.</li><li>Identify most supporting details in written and oral text.</li><li>Infer meaning of unfamiliar words in new contexts.</li><li>Infer and interpret author’s intent.</li><li>Identify some cultural perspectives.</li><li>Identify the organizing principle in written and oral text.</li></ul>	7.1.IH.A.1	Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to a variety of familiar and some unfamiliar topics.
		7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.
		7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.
		7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
	<b><a href="#">Cultural:</a></b> <ul style="list-style-type: none"><li>Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and</li></ul>	7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
		7.1.IH.A.6	Analyze and critique readings from <a href="#">culturally authentic materials</a> .
		7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.



	<p>emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> <li>○ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>○ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>○ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>○ Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness,</li> </ul>	7.1.IH.A.8	<p>Analyze structures of the target language and comparable linguistic structures in English.</p>
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	<p>exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"><li>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li></ul>		
Strand	A. <a href="#">Interpretive Mode</a>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Advanced-Low</a>	<p><b>Linguistic:</b> The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse</i> <a href="#">independently</a> to:</p> <ul style="list-style-type: none"><li>Analyze written and oral text.</li><li>Synthesize written and oral text.</li><li>Identify most supporting details in written and oral text.</li><li>Infer meaning of unfamiliar words in new contexts.</li><li>Infer and interpret author’s intent.</li><li>Identify some cultural perspectives.</li></ul>	7.1.AL.A.1	Analyze and critique the validity of <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <a href="#">informal and some formal</a> settings.
		7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how <a href="#">cultural perspectives</a> are reflected in <a href="#">cultural products</a> and <a href="#">cultural practices</a> .
		7.1.AL.A.4	Evaluate, from multiple <a href="#">cultural perspectives</a> , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
	<p><b><a href="#">Cultural:</a></b></p> <ul style="list-style-type: none"><li>Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an</li></ul>		

<p>understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p>	7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
	7.1.AL.A.6	Analyze and critique readings on less familiar topics using a variety of <a href="#">culturally authentic texts</a> and genres.
	7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
<ul style="list-style-type: none"> <li>○ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>○ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>○ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>○ Modifying a Personalized Student Learning Plan requires an</li> </ul>		

	<p>understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> <li>○ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>	
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Content Area	World Languages		
Standard	<b>7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	<b>B. <a href="#">Interpersonal Mode</a></b>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Novice-Mid</a>	<b>Linguistic:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can <i>use memorized words and phrases <a href="#">independently</a></i> to: <ul style="list-style-type: none"> <li>○ Respond to learned questions.</li> <li>○ Ask memorized questions.</li> <li>○ State needs and preferences.</li> </ul>	7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
		7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
		7.1.NM.B.3	Imitate appropriate gestures and intonation of the target

<ul style="list-style-type: none"> <li>Describe people, places, and things.</li> </ul> <p><b><u>Cultural:</u></b></p> <ul style="list-style-type: none"> <li>Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</li> <li>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</li> <li>What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food,</li> </ul>		culture(s)/language during greetings, leave-takings, and daily interactions.
	7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
	7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

	<p>shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</p> <ul style="list-style-type: none"><li>○ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <a href="#">geography</a>.)</li><li>○ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li></ul>		
<b>Strand</b>	<b>B. <a href="#">Interpersonal Mode</a></b>		
<b>Proficiency Level</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<a href="#">Novice-High</a>	<b>Linguistic:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> <a href="#">independently</a> to: <ul style="list-style-type: none"><li>○ Ask and answer questions related to everyday life.</li><li>○ Handle simple transactions related to everyday life:</li></ul>	7.1.NH.B.1	Use <a href="#">digital tools</a> to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
		7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
		7.1.NH.B.3	Imitate appropriate gestures, intonation, and common

<ul style="list-style-type: none"><li>▪ Initiate, maintain, and end a conversation.</li><li>▪ Ask for and give permission.</li><li>▪ Express needs.</li><li>▪ Give reasons.</li><li>▪ Request, suggest, and make arrangements.</li><li>▪ Extend, accept, and decline an invitation.</li><li>▪ Express an opinion and preference.</li></ul> <p><b><u>Cultural:</u></b></p> <ul style="list-style-type: none"><li>○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li><li>○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li><li>○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology,</li></ul>		idiomatic expressions of the target culture(s)/language during daily interactions.
	7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
	7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

history, social sciences, the visual and performing arts, and world literature.)

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and



	<p>global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> <li>○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>	
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Strand		B. <a href="#">Interpersonal Mode</a>	
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Intermediate-Low</a>	<b>Linguistic:</b> The Intermediate-Low language learner understands and communicates at the <b>sentence</b> level and can <i>use simple sentences independently</i> to: <ul style="list-style-type: none"> <li>○ Ask and answer questions related to everyday life.</li> <li>○ Handle simple transactions related to everyday life:               <ul style="list-style-type: none"> <li>▪ Initiate, maintain, and end a conversation.</li> <li>▪ Ask for and give permission.</li> <li>▪ Express needs.</li> <li>▪ Give reasons.</li> <li>▪ Request, suggest, and make arrangements.</li> <li>▪ Extend, accept, and decline an invitation.</li> </ul> </li> </ul>	7.1.IL.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to targeted themes.
		7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
		7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
		7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
		7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- Express an opinion and preference.

**Cultural:**

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and [geography](#).)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)

- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this

	understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
Strand	B. <u>Interpersonal Mode</u>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<u>Intermediate-Mid</u>	<b>Linguistic:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences</i> <u>independently</u> to: <ul style="list-style-type: none"><li>○ Ask and answer questions related to everyday life.</li><li>○ Handle simple transactions related to everyday life:<ul style="list-style-type: none"><li>▪ Initiate, maintain, and end a conversation.</li><li>▪ Ask for and give permission.</li><li>▪ Express needs.</li><li>▪ Give reasons.</li><li>▪ Request, suggest, and make arrangements.</li><li>▪ Extend, accept, and decline an invitation.</li><li>▪ Express an opinion and preference.</li></ul></li></ul>	7.1.IM.B.1	Use <u>digital tools</u> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
		7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
		7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
		7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
		7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
	<b><u>Cultural:</u></b> <ul style="list-style-type: none"><li>○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns,</li></ul>		

the impact of immigration on society, and related issues.)

- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and [geography](#).)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to:

	<p>likes/dislikes, pastimes, schedules, and travel.)</p> <ul style="list-style-type: none"><li>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li><li>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li><li>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li></ul>		
Strand	B. <a href="#">Interpersonal Mode</a>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Intermediate-High</a>	<b>Linguistic:</b> The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs <a href="#">independently</a></i> to:	7.1.IH.B.1	Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.
		7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

<ul style="list-style-type: none"><li>○ Infer meaning of unfamiliar words in new contexts.</li><li>○ Identify some cultural perspectives.</li><li>○ Narrate and describe across a wide-range of topics.</li><li>○ Compare and contrast.</li><li>○ Offer and support opinions.</li><li>○ Persuade someone to change a point of view.</li><li>○ Make and change plans.</li><li>○ Offer advice.</li><li>○ Handle a situation with a complication.</li></ul>	7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
	7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
	7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.
<p><b><u>Cultural:</u></b></p> <ul style="list-style-type: none"><li>○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li><li>○ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are</li></ul>		

not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)

- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include,



	but are not limited to: history, social sciences, and world literatures.)		
Strand	B. <a href="#">Interpersonal Mode</a>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Advanced-Low</a>	<b>Linguistic:</b> The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse</i> <a href="#">independently</a> to: <ul style="list-style-type: none"><li>○ Infer meaning of unfamiliar words in new contexts.</li><li>○ Identify some cultural perspectives.</li><li>○ Narrate and describe across a wide-range of topics.</li><li>○ Compare and contrast.</li><li>○ Offer and support opinions.</li><li>○ Persuade someone to change a point of view.</li><li>○ Make and change plans.</li><li>○ Offer advice.</li><li>○ Handle a situation with a complication.</li></ul>	7.1.AL.B.1	Use <a href="#">digital tools</a> to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
		7.1.AL.B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
		7.1.AL.B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
		7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in <a href="#">informal and some formal</a> settings.
		7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
		7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.
	<b><a href="#">Cultural:</a></b> <ul style="list-style-type: none"><li>○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the</li></ul>		

development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an

	<p>understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> <li>○ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>	
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Content Area	World Languages		
Standard	<b>7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	<b>C. <a href="#">Presentational Mode</a></b>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Novice-Mid</a>	<b>Linguistic:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can <i>use memorized words and phrases</i> <a href="#">independently</a> to: <ul style="list-style-type: none"> <li>○ Make lists.</li> <li>○ State needs and preferences.</li> <li>○ Describe people, places, and things.</li> </ul> <b><a href="#">Cultural:</a></b> <ul style="list-style-type: none"> <li>○ Personal identity is developed through experiences that occur within</li> </ul>	7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.
		7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
		7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
		7.1.NM.C.4	Present information from age- and level-appropriate,

	<p>one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <ul style="list-style-type: none"> <li>○ Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>○ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</li> <li>○ Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</li> <li>○ What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</li> </ul>		<p><a href="#">culturally authentic materials</a> orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).</p>
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	<ul style="list-style-type: none"> <li>○ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <a href="#">geography</a>.)</li> <li>○ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> </ul>	
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Strand		C. <a href="#">Presentational Mode</a>	
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Novice-High</a>	<b>Linguistic:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> <a href="#">independently</a> to: <ul style="list-style-type: none"> <li>○ Handle simple transactions related to everyday life:               <ul style="list-style-type: none"> <li>▪ Express needs.</li> <li>▪ Give reasons.</li> <li>▪ Express an opinion and preference.</li> <li>▪ Request and suggest.</li> </ul> </li> </ul>	7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a <a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.
		7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
		7.1.NH.C.3	Describe in writing people and things from the home and school environment.
		7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.
		7.1.NH.C.5	Tell or write about <a href="#">cultural products</a> associated with the
	<b><a href="#">Cultural:</a></b>		

		target culture(s), and simulate common <a href="#">cultural practices</a> .
<ul style="list-style-type: none"><li>○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li><li>○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li><li>○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li><li>○ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li><li>○ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal</li></ul>		

	<p>likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)</p> <ul style="list-style-type: none"><li>○ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</li><li>○ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li><li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li><li>○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li></ul>		
Strand	C. <a href="#">Presentational Mode</a>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Intermediate-Low</u></p>	<p><b>Linguistic:</b> The Intermediate-Low language learner understands and communicates at the <b>sentence</b> level and can <i>use simple sentences independently</i> to:</p> <ul style="list-style-type: none"> <li>○ Handle simple transactions related to everyday life <ul style="list-style-type: none"> <li>▪ Express needs.</li> <li>▪ Give reasons.</li> <li>▪ Express an opinion and preference.</li> <li>▪ Request and suggest.</li> </ul> </li> </ul> <p><b><u>Cultural:</u></b></p> <ul style="list-style-type: none"> <li>○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li> <li>○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology,</li> </ul>	7.1.IL.C.1	Use knowledge about <u>cultural products</u> and <u>cultural practices</u> to create a <u>multimedia-rich presentation</u> on targeted themes to be shared virtually with a target language audience.
		7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
		7.1.IL.C.4	Compare and contrast age- and level-appropriate <u>culturally authentic materials</u> orally and in writing.
		7.1.IL.C.5	Compare and contrast <u>cultural products</u> and <u>cultural practices</u> associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
		7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <u>16 Career Clusters</u> .



history, social sciences, the visual and performing arts, and world literature.)

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are

	<p>not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"><li>○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li></ul>		
Strand	C. <u>Presentation Mode</u>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<u>Intermediate-Mid</u>	<p><b>Linguistic:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences</i> <u>independently</u> to:</p> <ul style="list-style-type: none"><li>○ Handle simple transactions related to everyday life<ul style="list-style-type: none"><li>▪ Express needs.</li><li>▪ Give reasons.</li><li>▪ Express an opinion and preference.</li><li>▪ Request and suggest.</li></ul></li></ul> <p><b><u>Cultural:</u></b></p> <ul style="list-style-type: none"><li>○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns,</li></ul>	7.1.IM.C.1	Synthesize information related to the <u>cultural products</u> , <u>cultural practices</u> , and <u>cultural perspectives</u> associated with targeted culture(s) to create a <u>multimedia-rich presentation</u> on targeted themes to be shared virtually with a target language audience.
		7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
		7.1.IM.C.4	Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u> .
		7.1.IM.C.5	Compare the <u>cultural perspectives</u> of the target culture(s) with those of one's own culture, as evidenced through the <u>cultural products</u>

	<p>the impact of immigration on society, and related issues.)</p> <ul style="list-style-type: none"> <li>○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>○ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>○ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)</li> <li>○ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the</li> </ul>	<p>and <a href="#">cultural practices</a> associated with each.</p>
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	<p>development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p> <ul style="list-style-type: none"><li>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li><li>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li><li>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li></ul>		
Strand	C. <a href="#">Presentational Mode</a>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Intermediate-High</a>	<p><b>Linguistic:</b></p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected</i></p>	7.1.IH.C.1	Explain and compare how a <a href="#">cultural perspective</a> led to the development of a <a href="#">cultural product</a> or <a href="#">cultural practice</a> in the target culture(s) and in one’s own culture, through a

<p><i>sentences and paragraphs <a href="#">independently</a> to:</i></p> <ul style="list-style-type: none"> <li>○ Synthesize written and oral text.</li> <li>○ Identify some cultural perspectives.</li> <li>○ Narrate and describe across a wide-range of topics.</li> <li>○ Compare and contrast.</li> <li>○ Offer and support opinions.</li> <li>○ Persuade someone to change a point of view.</li> <li>○ Offer advice.</li> </ul> <p><b><u>Cultural:</u></b></p> <ul style="list-style-type: none"> <li>○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>○ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> </ul>	<table border="1"> <tr> <td></td><td><a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.</td></tr> <tr> <td>7.1.IH.C.2</td><td>Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect <a href="#">cultural perspectives</a> associated with the target culture(s).</td></tr> <tr> <td>7.1.IH.C.3</td><td>Use language creatively in writing for a variety of purposes.</td></tr> <tr> <td>7.1.IH.C.4</td><td>Explain the structural elements and/or <a href="#">cultural perspectives</a> found in <a href="#">culturally authentic materials</a>.</td></tr> <tr> <td>7.1.IH.C.5</td><td>Explain <a href="#">cultural perspectives</a> associated with the target culture(s), as evidenced by the <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with the target culture(s), and compare these perspectives with those of one's own culture.</td></tr> <tr> <td>7.1.IH.C.6</td><td>Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</td></tr> </table>		<a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.	7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect <a href="#">cultural perspectives</a> associated with the target culture(s).	7.1.IH.C.3	Use language creatively in writing for a variety of purposes.	7.1.IH.C.4	Explain the structural elements and/or <a href="#">cultural perspectives</a> found in <a href="#">culturally authentic materials</a> .	7.1.IH.C.5	Explain <a href="#">cultural perspectives</a> associated with the target culture(s), as evidenced by the <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with the target culture(s), and compare these perspectives with those of one's own culture.	7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
	<a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.												
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect <a href="#">cultural perspectives</a> associated with the target culture(s).												
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- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include,

	but are not limited to: history, social sciences, and world literatures.)		
Strand	C. <a href="#">Presentational Mode</a>		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<a href="#">Advanced-Low</a>	<b>Linguistic:</b> The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse</i> <a href="#">independently</a> to: <ul style="list-style-type: none"><li>○ Synthesize written and oral text.</li><li>○ Identify some cultural perspectives.</li><li>○ Narrate and describe across a wide-range of topics.</li><li>○ Compare and contrast.</li><li>○ Offer and support opinions.</li><li>○ Persuade someone to change a point of view.</li><li>○ Offer advice.</li></ul> <b><a href="#">Cultural:</a></b> <ul style="list-style-type: none"><li>○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li></ul>	7.1.AL.C.1	Create a research-based <a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.
		7.1.AL.C.2	Create a research-based analysis of a current global problem/issue showing <a href="#">cultural perspectives</a> associated with the target culture(s) and another world culture.
		7.1.AL.C.3	Use language creatively in writing for personal, career, or academic purposes.
		7.1.AL.C.4	Compare and contrast the structural elements and/or <a href="#">cultural perspectives</a> found in <a href="#">culturally authentic materials</a> with those found in selections in English.
		7.1.AL.C.5	Analyze how <a href="#">cultural perspectives</a> about a specific <a href="#">cultural product</a> or <a href="#">cultural practice</a> associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.
		7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)



- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>○ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul> |  |
|--|---|--|

## **ARTICULATION WITH DISTRICT PROGRAMS AND ASSESSMENT**

The 2009 World-Class Standards for World Languages are based on communication; what students can do with the target language as opposed to what they know about the language. Additionally, they suggest incorporating the other core curriculum content areas so that students are learning the target language through real and support core content instruction. As such, there is an expectation that students will strengthen core content skills through the studies of World Language, and that this will support the attainment of statewide assessment benchmarks.

In grades K-6, the world language program supports the comprehensive literacy framework through the incorporation of interactive read-alouds and writer's workshops. The world language program supports the Math, Science, and Social Studies programs through the incorporation of grade level themes for these content areas.

It is appropriate for world language teachers to assess students in all domains using rubrics. Students are currently assessed on the NJASK, and the HSPA in the areas of mathematics, language arts literacy and science using rubrics. Through the Consortium for Assessing Performance Standards (CAPS), A New Jersey FLAP Grant Project" (<http://www.flenj.org/CAPS/>) from the Foreign Language Educators of New Jersey (FLENJ), rubrics were created based on the ACTFL Performamnce Guidelines for K-12 Learners. There are rubrics for every level and range. Teachers are encouraged to use these rubrics for assessing student performance as well as for developing their own rubrics. The rubrics for the three world language standard strands are included in the educator resources in Appendix D.

## INTRODUCTION TO THE EXIT LEVEL PROFICIENCIES

The language acquisition process is that of learning oral communication before learning to read and write. As such, a World Language program first focuses on oral communication and later on reading and writing in the target language. Therefore, the exit level proficiencies for K through Second Grade are based **exclusively on oral communication**. Beginning in Third Grade, reading and writing skills in the target language are introduced and subsequently appear as exit level proficiencies.

### Spanish Language Program Pacing Chart Grades K-8

<i><b>Textbooks</b></i>	<i><b>Grades</b></i>
Lets's Learn Spanish with Frank y Paco Whistlefritz	Preschool
Spanish Champs Whistlefritz	Kindergarten
Symtalk	First Grade
System A	Second Grade
System B	Third Grade
System C	Fourth Grade
Hola !	Fifth Grade

Realidades A	Six Grade
Realidades A	Seventh Grade
Realidades B	Eighth Grade

The teacher will adjust the texts books according to the students' ability

### EXIT LEVEL PROFICIENCIES: GRADE K NOVICE-MID LEARNER RANGE

<b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow conversational sequences	7.1.NM.A.2, B.2
b. Respond to short oral commands by appropriate physical reactions	7.1.NM.A2
c. Understand and respond to questions	7.1.NM.A.2, B.4
d. Match spoken words, sentences and descriptions to pictures on a variety of topics	7.1.NM.A4
e. Demonstrate that they associate meaning with sound	7.1.NM.A.5, B.2
f. Identify spoken words that contain a specific sound	7.1.NM.A.3, B.2
g. Understand some words and phrases in the language which are commonly used in English	7.1.NM.A.3, B.4
h. Answer elementary questions	7.1.NM.B.2, B.4
i. Ask elementary questions	7.1.NM.B.2, B.4
j. Identify an object or a person	7.1.NM.A.4
k. Describe health	7.1.NM.B.2, B.5
l. Describe physical characteristics	7.1.NM.A.4
m. Express greeting/leave taking	7.1.NM.B.3, C.2
n. Identify parts of the body	7.1.NM.A.4
o. Identify self	7.1.NM.A.4
p. Sing simple songs	7.1.NM.C.2

q. Count from 1-10	7.1.NM.A.2, B.5
s. Identify seasons	7.1.NM.A.2, A.4
t. Associate seasons with weather	7.1.NM.A.4, A.5
u. Identify basic shapes	7.1.NM.A.4
v. Name primary colors	7.1.NM.A.4, C.4
w. Use technology, materials and resources as tools to develop language acquisition	7.1.NM.A.1
x. Use the language both within and beyond the school setting	7.1.NM.A.4, B.5
y. Use technology, materials and resources as tools to develop speaking skills	7.1.NM.A.1, B.1
aa. Show evidence of becoming life long-learners by using the language for enjoyment and enrichment	7.1.NM.A.5, C.1, C.5
bb. Demonstrate knowledge of daily life of the culture	7.1.NM.A.5
cc. Demonstrate knowledge of songs, dances, and games of the Culture	7.1.NM.A.2, C.2

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS* NOVICE-MID	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Words, phrases, and memorized simple sentences	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Accurate when producing memorized language	
<b>VOCABULARY USE</b>	
Comprehends and produces vocabulary related to common objects and actions in familiar categories Uses words and phrases primarily as lexical items without awareness of grammatical structure	
<b>COMMUNICATION STRATEGIES</b>	Techniques to understand and to be understood
As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.	
<b>INTERPRETIVE</b>	
Identifies a limited number of cognates and loanwords to aid comprehension Uses visual cues to aid comprehension Uses background experience to enhance comprehension	
<b>INTERPERSONAL</b>	
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners	
<b>PRESENTATIONAL</b>	
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners.	
* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.	



# KINDERGARTEN THEMES AND INTEGRATED CONTENT GUIDE

The World Language themes for kindergarten are aligned with the district Integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the kindergarten level included target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> <li>Greetings, salutations and leave-takings</li> <li>Counting 1-20</li> <li>Colors</li> <li>Identify Self</li> <li>Shapes</li> <li>Senses</li> <li>Classroom Objects</li> <li>Classroom Needs and Wants</li> <li>Body Parts</li> <li>Family Pets</li> <li>Holidays</li> <li>Customs and Traditions</li> </ul>	<ul style="list-style-type: none"> <li>Our World: Matter and Energy</li> <li>Animals</li> <li>On the Move: Motion and Force</li> <li>Caring for Our Earth</li> <li>Weather and Seasons</li> <li>How Plants Grow</li> </ul>	<ul style="list-style-type: none"> <li>My Community and Me</li> <li>My Family and Me</li> <li>Places and People Around Town</li> <li>American Symbols and Celebrations</li> <li>Life Around the World</li> <li>Looking at Maps</li> </ul>

**Note:** Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of study so that students build a solid foundation in the target language

## PACING FOR , 2<sup>ND</sup>, 3<sup>RD</sup> AND 4<sup>TH</sup> GRADES

<u>Time Frame</u>	<u>System A Second Grade</u>	<u>Time Frame</u>	<u>System A Second grade</u>	<u>Time Frame</u>	<u>System B Third Grade</u>	<u>Time Frame</u>	<u>System C Fourth Grade</u>
<b>1 Class</b>	<b>Lección 1:</b> ¡Hola! ¿Cómo te llamas?	<b>1 Class</b>	<b>Lección 16:</b> ¿Cuándo es tu cumpleaños?	<b>3 Classes</b>	<b>Lección 1:</b> Vamos a la clase de español. <b>Lección 2:</b> ¡Vamos a aprender más español! <b>Lección 3:</b> Vamos a mirar nuestra casa	<b>3 classes</b>	<b>Lección 1:</b> ¿Qué sabemos en español? <b>Lección 2:</b> Vamos a repasar lo que hemos aprendido <b>Lección 3 :</b> Vamos a aprender algunas palabras de acción
<b>2 Class</b>	<b>Lección 2:</b> Vamos a mirar alrededor de nuestro salón de clases	<b>1 Class</b>	<b>Lección 17:</b> ¿Qué hay en nuestra escuela?	<b>3 Classes</b>	<b>Lección 4:</b> ¿Qué cuartos tiene nuestra casa? <b>Lección 5:</b> Vamos a contar hasta setenta <b>Lección 6:</b> ¿Qué hay en los cuartos?	<b>4 Classes</b>	<b>Lección 4:</b> ¿Qué hora es? <b>Lección 5:</b> Podemos hablar de lo que hacemos cada día <b>Lección 6:</b> Vamos a aprender acerca de la gente en nuestras familias.
<b>2 Classes</b>	<b>Lección 3:</b> ¿Qué más hay en el salón de clase?	<b>1 Class</b>	<b>Lección 18:</b> Vamos a contar hasta cincuenta	<b>4 Classes</b>	<b>Lección 7:</b> Hacer los quehaceres <b>Lección 8:</b> ¡Vamos a jugar en la casa! <b>Lección 9:</b> Vamos a contar hasta setenta	<b>3 Classes</b>	<b>Lección 7:</b> Vamos a contar de cien en cien. <b>Lección 8:</b> Vamos a la tienda de animales <b>Lección 9:</b> ¡Buena Suerte!
<b>3 Classes</b>	<b>Lección 4</b> ¿De qué color es? <b>Lección 5 :</b> Vamos a Contar	<b>1 Class</b>	<b>Lección 19:</b> Conocer a la gente de la escuela	<b>3 Classes</b>	<b>Lección 10:</b> ¿Qué podemos hacer en el invierno? <b>Lección 11:</b> ¿Qué quieres comer? <b>Lección 12:</b> ¿Cuánto comemos?	<b>3 Classes</b>	<b>Lección 10:</b> ¡Vamos a ir de Picnic! <b>Lección 11:</b> ¿Cómo son el sombrero y la corbata? <b>Lección 12:</b> ¿Cuándo llevas bufanda?
<b>2 Classes</b>	<b>Lección 6:</b> Vamos a aprender acerca de nosotros.	<b>1 Class</b>	<b>Lección 20:</b> ¿Cómo estas hoy?	<b>4 Classes</b>	<b>Lección 13:</b> ¿Qué te gusta?	<b>4 Classes</b>	<b>Lección 13:</b> ¿Dónde está? <b>Lección 14:</b> Vamos a practicar lo que hemos aprendido



			<b>Lección 21:</b> Vamos a hablar por teléfono.		<b>Lección 14:</b> Vamos a practicar lo que hemos aprendido. <b>Lección 15:</b> Vamos a contar hasta ochenta.		<b>Lección 15:</b> Vamos a escribir un cuento
<b>4 Classes</b>	<b>Lección 7:</b> ¿Qué animal es? <b>Lección 8:</b> ¿Cuántos años tienes?	<b>1 Class</b>	<b>Lección 22:</b> Vamos a cruzar la calle. <b>Lección 23:</b> ¡Aquí viene el autobús!	<b>4 Classes</b>	<b>Lección 16:</b> ¿Qué aprendemos en la escuela? <b>Lección 17:</b> Vamos al zoológico <b>Lección 18:</b> ¿Cómo son los animales del Zoológico?	<b>3 Classes</b>	<b>Lección 16 :</b> Lo que decimos cuando necesitamos ayuda <b>Lección 17:</b> ¿Qué hay en el mar? <b>Lección 18:</b> Vamos a ir al médico.
<b>3 Classes</b>	<b>Lección 9:</b> Vamos a contar hasta treinta <b>Lección 10:</b> Vamos a aprender acerca de nuestra familia.	<b>2 Classes</b>	<b>Lección 24:</b> ¿A dónde vas? <b>Lección 25:</b> ¡Vamos a jugar! ¡Ya llego el verano!	<b>4 Classes</b>	<b>Lección 19:</b> ¿En qué edificio vives? <b>Lección 20:</b> Vamos a contar hasta noventa. <b>Lección 21:</b> Vamos a lugares en nuestra ciudad.	<b>4 Classes</b>	<b>Lección 19:</b> Podemos hablar acerca de nosotros. <b>Lección 20</b> ¿Qué vas a comprar? <b>Lección 21:</b> Vamos a comer en un restaurante
<b>3 Classes</b>	<b>Lección 11:</b> ¿Qué tiempo hace? <b>Lección 12:</b> Vamos a practicar lo que hemos aprendido <b>Lección 13:</b> ¿Qué meses?	<b>1 Class</b>	<b>Lección 26:</b> ¿Qué vamos a hacer? <b>Lección 27:</b> Vamos a practicar lo que hemos aprendido.	<b>4 Classes</b>	<b>Lección 22:</b> ¿Dónde está la estación de trenes? <b>Lección 23:</b> Quiero tocar un instrumento. <b>Lección 24:</b> Vamos al restaurante.	<b>4 Classes</b>	<b>Lección 22 :</b> Nuestros amigos en el vecindario <b>Lección 23:</b> Encantado de conocerte <b>Lección 24:</b> ¡Vamos a aprender acerca de geografía!
<b>2 Classes</b>	<b>Lección 14:</b> ¿Qué llevas? <b>Lección 15:</b> Vamos a contar hasta 40			<b>2 Classes</b>	<b>Lección 25:</b> Vamos a contar hasta cien <b>Lección 26:</b> ¿Esta dentro de, fuera de, arriba o afuera?	<b>3 Classes</b>	<b>Lección 25 :</b> Vamos a aprender acerca de la geografía <b>Lección 26:</b> ¿A dónde vas de vacaciones? <b>Lección 27:</b> Vamos a practicar todo lo que hemos aprendido

					<b>Leccion 27:</b> Vamos a practicar lo que hemos aprendido		
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## PACING FOR FIRST GRADE

<u>Time Frame</u>	<u>SYMTALK First Grade</u>
<b>1 Class</b>	Introduction
<b>4 Classes</b>	<b>Lesson 1:</b> Pets and Playing <b>Lesson 2:</b> Friends and Eating
<b>2 Classes</b>	<b>Lesson 3:</b> Animals and Food
<b>3 Classes</b>	<b>Lesson 4:</b> Prepositions and Articles , to Look
<b>4 Classes</b>	<b>Lesson 5 :</b> Beverages, to drink <b>Lesson 6:</b> Fruits and cakes
<b>5 Classes</b>	<b>Lesson 7:</b> Rosa, Pablo <b>Lesson 8:</b> Colors
<b>4 Classes</b>	<b>Lesson 9:</b> Wanting, Wishing <b>Lesson 10:</b> Colors and animals
<b>4 Classes</b>	<b>Lesson 11:</b> Colors and Objects <b>Lesson 12:</b> Preposition
<b>4 Classes</b>	<b>Lesson 13:</b> Places <b>Lesson 14:</b> To Go

## EXIT LEVEL PROFICIENCIES: GRADE 1

### NOVICE-MID LARNER RANGE

**7.1 World Languages** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

a. Follow conversational sequences	7.1.NM.A.2, B.2
b. Respond to short oral commands by appropriate physical reactions	7.1.NM.A.2
c. Understand and respond to questions	7.1.NM.B.4, A.2
d. Match spoken words, sentences and descriptions to pictures	7.1.NM.A.4
e. Listen for factual information	7.1.NM.A.2, B.2
f. Identify spoken words that contain a specific sound	7.1.NM.B.2
g. Demonstrate that they associate meaning with sound	7.1.NM.A.2, B.2
h. Role-play with appropriate actions while listening to a song, poem, or story	7.1.NM.C.2
i. Students can understand some words and phrases in the language which are commonly used in English	7.1.NM.A.2
j. Respond to an oral cue with acceptable pronunciation, intonation, and rhythm	7.1.NM.B.4, B.5
k. Ask and answer simple questions	7.1.NM.B.2, B.4
m. Identify and object or a person	7.1.NM.A.4, B.4
n. Describe health	7.1.NM.B.5
o. Describe physical characteristics	7.1.NM.A.4
p. Express greetings/leave taking	7.1.NM.B.3
q. Identify body parts	7.1.NM.A.4
r. Identify self and others	7.1.NM.A.4
t. Count 1-20	7.1.NM.A.5, B.5
u. Describe weather	7.1.NM.A.4, B.5
v. Name colors	7.1.NM.A.4
w. Use the language both within and beyond the school setting	7.1.NM.A.4
x. Name the days of the week	7.1.NM.A.4
y. Identify basic shapes	7.1.NM.A.4
z. Name articles of clothing	7.1.NM.A.4
aa. Reproduce the correct sound when looking at simple and/or familiar words	7.1.NM.A.1, A.3
bb. Match written words to pictures	7.1.NM.A.4
cc. Demonstrate knowledge of daily life of the culture	7.1.NM.A.1, A.5
dd. Demonstrate knowledge of songs, dances, and games of the culture	7.1.NM.A.2, C.2
ee. Use of technology to acquire current cultural information in order to develop more accurate impressions of the culture studied	7.1.NM.A.1

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*	
NOVICE-MID	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Words, phrases, and memorized simple sentences	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Accurate when producing memorized language	
<b>VOCABULARY USE</b>	
Comprehends and produces vocabulary related to common objects and actions in familiar categories Uses words and phrases primarily as lexical items without awareness of grammatical structure	
<b>COMMUNICATION STRATEGIES</b>	Techniques to understand and to be understood
As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.	
<b>INTERPRETIVE</b>	
Identifies a limited number of cognates and loanwords to aid comprehension Uses visual cues to aid comprehension Uses background experience to enhance comprehension	
<b>INTERPERSONAL</b>	
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners	
<b>PRESENTATIONAL</b>	
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners.	
* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.	

## GRADE ONE THEMES AND INTEGRATED CONTENT GUIDE

The World Language themes for grade one are aligned with the district Integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at this level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> <li>+ Greetings, salutations and leave-takings</li> <li>+ Counting 1-40</li> <li>+ Colors</li> <li>+ Identify Self and Others</li> <li>+ Shapes</li> <li>+ Senses</li> <li>+ Animals</li> <li>+ Clothing</li> <li>+ Transportation</li> <li>+ Musical Instruments</li> <li>+ Likes/Dislikes</li> <li>+ Parts of the House</li> <li>+ Classroom Objects</li> <li>+ Classroom Needs and Wants</li> <li>+ Body Parts</li> <li>+ Family Pets</li> <li>+ Holidays</li> <li>+ Customs and Traditions</li> </ul>	<ul style="list-style-type: none"> <li>+ All About Plants</li> <li>+ Animal Habitats and Environment</li> <li>+ Matter and Energy</li> <li>+ Weather and Seasons</li> <li>+ Motion</li> <li>+ Our Earth and Its Resources</li> </ul>	<ul style="list-style-type: none"> <li>+ Community</li> <li>+ Places and Regions to Live</li> <li>+ Life Lessons/Civica</li> <li>+ Needs and Wants/Goods and Services</li> <li>+ Our Country: US History Figures</li> <li>+ Continents and Cultures Around the World</li> </ul>

## PACING FOR SECOND GRADE

<u>Time Frame</u>	<u>System A</u> <u>Second grade</u>
<b>5</b> <b>Classes</b>	<b>Lección 1:</b> ¡Hola! ¿Cómo te llamas? <b>Lección 2:</b> Vamos a mirar alrededor de nuestro salón de clase <b>Lección 3:</b> ¿Qué más hay en el salón de clase?
<b>5</b> <b>Classes</b>	<b>Lección 4:</b> ¿Dé qué color es? <b>Lección 5:</b> Vamos a contar <b>Lección 6:</b> Vamos a aprender acerca de nosotros
<b>4</b> <b>classes</b>	<b>Lección 7:</b> ¿Qué animal es? <b>Lección 8:</b> ¿Cuántos años tienes?
<b>4</b> <b>Classes</b>	<b>Lección 9:</b> Vamos a contar hasta treinta. <b>Lección 10:</b> Vamos a aprender acerca de nuestra familia
<b>4</b> <b>classes</b>	<b>Lección 11:</b> ¿Qué tiempo hace? <b>Lección 12:</b> Vamos a practicar lo que hemos aprendido <b>Lección 13:</b> ¿Qué mes es? <b>Lección 14:</b> ¿Qué llevas? <b>Lección 15:</b> Vamos a contar hasta 40
<b>5</b> <b>Classes</b>	<b>Lección 16:</b> ¿Cuándo es tu cumpleaños? <b>Lección 17:</b> ¿Qué hay en nuestra escuela? <b>Lección 18:</b> Vamos a contar hasta cincuenta <b>Lección 19:</b> Conocer a la gente de la escuela <b>Lección 20:</b> ¿Cómo estás hoy? <b>Lección 21:</b> Vamos a hablar por teléfono.
<b>3</b> <b>Classes</b>	<b>Lección 22:</b> Vamos a cruzar la calle. <b>Lección 23:</b> ¡Aquí viene el autobús! <b>Lección 24:</b> ¿A dónde vas? <b>Lección 25:</b> ¡Vamos a jugar! ¡Ya llegó el verano!
<b>1</b> <b>Class</b>	<b>Lección 26:</b> ¿Qué vamos a hacer?
<b>1</b> <b>Class</b>	<b>Lección 27:</b> Vamos a practicar lo que hemos aprendido.

## EXIT LEVEL PROFICIENCIES: GRADE 2 NOVICE-MID LEARNER RANGE

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	CPI
a. Follow conversational sequences	7.1.NM.A.2,B.2
b. Respond to short oral commands with appropriate physical reactions	7.1.NM.A.2
c. Understand and respond to questions	7.1.NM.B.4
d. Match spoken words, sentences, and descriptions to pictures	7.1.NM.A.2, A.4
e. Listen for factual information	7.1.NM.A.2
f. Identify spoken words that contain a specific sound	7.1.NM.A.3, B.2
g. Demonstrate that they associate meaning with sound	7.1.NM.A.5, B.2
h. Role plays with appropriate actions while listening to a song, poem or story	7.1.NM.C.2
i. Draw or select a picture based on spoken description	7.1.NM.A.4
k. Respond to an oral cue with acceptable pronunciation, intonation and rhythm	7.1.NM.B.4, B.5
l. Follow conversational sequence	7.1.NM.B.4
m. Ask and answer simple questions	7.1.NM.B.4
o. Identify an object or a person	7.1.NM.A.4
p. Describe health and health conditions	7.1.NM.B.5
q. Describe physical characteristics	7.1.NM.A.4
r. Express greetings/leave takings	7.1.NM.B.3, C.2
s. Identify parts of the body	7.1.NM.A.4
t. Identify self and others	7.1.NM.A.4, A.5
v. Count from 1-50	7.1.NM.A.2, B.5
w. Describe weather	7.1.NM.B.5
x. Name colors	7.1.NM.A.4, C.4
y. Name the months of the year	7.1.NM.A.4, B.5
z. Express any given date	7.1.NM.B.5, C.4
aa. Identify foods	7.1.NM.A.4
bb. Tell time on the hour	7.1.NM.B.5
cc. Name articles of clothing	7.1.NM.A.4
dd. Match written language to pictures	7.1.NM.A.4
ee. Reproduce the correct sound when looking at the written word	7.1.NM.A.1, A.3
ff. Read familiar material with comprehension	7.1.NM.A.5
gg. Use technology to acquire current cultural information in order to develop more accurate impressions of the culture studied	7.1.NM.A.1
hh. Use technology resources as tools to develop speaking skills	7.1.NM.A.1, C.1



ii. Demonstrate knowledge of daily life of the culture	7.1.NM.A.5, B.2
jj. Demonstrate some knowledge of the geography associated with the culture	7.1.NM.B.5

<p style="text-align: center;"><b>WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*</b> <b>NOVICE-MID</b></p>	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Words, phrases, and memorized simple sentences	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Accurate when producing memorized language	
<b>VOCABULARY USE</b>	
Comprehends and produces vocabulary related to common objects and actions in familiar categories Uses words and phrases primarily as lexical items without awareness of grammatical structure	
<b>COMMUNICATION STRATEGIES</b>	Techniques to understand and to be understood
As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.	
<b>INTERPRETIVE</b>	
Identifies a limited number of cognates and loanwords to aid comprehension Uses visual cues to aid comprehension Uses background experience to enhance comprehension	
<b>INTERPERSONAL</b>	
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners	
<b>PRESENTATIONAL</b>	
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners.	
<p>* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.</p>	

## GRADE TWO THEMES AND INTEGRATED CONTENT GUIDE

The World Language themes for grade two level are aligned with the district integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at grade two level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> <li>+ Greetings, salutations and leave-takings</li> <li>+ Days of the Week</li> <li>+ Months of the Year</li> <li>+ Calendar</li> <li>+ Sports</li> <li>+ Fruits and Vegetables</li> <li>+ Seasons</li> <li>+ Counting 1-60</li> <li>+ Colors</li> <li>+ Identify Self and Others</li> <li>+ Shapes</li> <li>+ Senses</li> <li>+ Classroom Objects</li> <li>+ Classroom Needs and Wants</li> <li>+ Body Parts</li> <li>+ Family Pets</li> <li>+ Holidays</li> <li>+ Customs and Traditions</li> </ul>	<ul style="list-style-type: none"> <li>+ Our World: Matter and Energy</li> <li>+ Animals</li> <li>+ On the Move: Motion and Force</li> <li>+ Caring for Our Earth</li> <li>+ Weather and Seasons</li> <li>+ How Plants Grow</li> </ul>	<ul style="list-style-type: none"> <li>+ My Community and Me</li> <li>+ My Family and Me</li> <li>+ Places and People Around Town</li> <li>+ American Symbols and Celebrations</li> <li>+ Life Around the World</li> <li>+ Looking at Maps</li> </ul>

**Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.**

## PACING FOR THIRD GRADE

<u>Time Frame</u>	<u>System B</u> <u>Third Grade</u>
<b>3</b> <b>Classes</b>	<b>Lección 1:</b> Vamos a la clase de español. <b>Lección 2:</b> ¡Vamos a aprender más español! <b>Lección 3:</b> Vamos a mirar nuestra casa
<b>3</b> <b>Classes</b>	<b>Lección 4:</b> ¿Qué cuartos tiene nuestra casa? <b>Lección 5:</b> Vamos a contar hasta setenta <b>Lección 6:</b> ¿Qué hay en los cuartos?
<b>4</b> <b>Classes</b>	<b>Lección 7:</b> Hacer los quehaceres <b>Lección 8:</b> ¡Vamos a jugar en la casa! <b>Lección 9:</b> Vamos a contar hasta setenta
<b>3</b> <b>Classes</b>	<b>Lección 10:</b> ¿Qué podemos hacer en el invierno? <b>Lección 11:</b> ¿Qué quieres comer? <b>Lección 12:</b> ¿Cuándo comemos?
<b>4</b> <b>Classes</b>	<b>Lección 13:</b> ¿Qué te gusta? <b>Lección 14:</b> Vamos a practicar lo que hemos aprendido. <b>Lección 15:</b> Vamos a contar hasta ochenta.
<b>4</b> <b>Classes</b>	<b>Lección 16:</b> ¿Qué aprendemos en la escuela? <b>Lección 17:</b> Vamos al zoológico <b>Lección 18:</b> ¿Cómo son los animales del Zoológico?
<b>4</b> <b>Classes</b>	<b>Lección 19:</b> ¿En qué edificio vives? <b>Lección 20:</b> Vamos a contar hasta noventa. <b>Lección 21:</b> Vamos a lugares en nuestra ciudad.
<b>4</b> <b>Classes</b>	<b>Lección 22:</b> ¿Dónde está la estación de trenes? <b>Lección 23:</b> Quiero tocar un instrumento. <b>Lección 24:</b> Vamos al restaurante.
<b>2</b> <b>Classes</b>	<b>Lección 25:</b> Vamos a contar hasta cien <b>Lección 26:</b> ¿Esta dentro de, fuera de, arriba o abajo? <b>Lección 27:</b> Vamos a practicar lo que hemos aprendido

## EXIT LEVEL PROFICIENCIES: GRADE 3 NOVICE-HIGH LEARNER RANGE

<b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow conversational sequence	7.1.NH.B.2
b. Respond to short oral commands by appropriate physical reactions	7.1.NH.B.3
c. Understand and respond to questions	7.1.NH.B.4
d. Match spoken words, sentences and descriptions to pictures	7.1.NH.A.2
e. Listen for factual information	7.1.NH.A.2
f. Identify spoken words that contain a specific sound	7.1.NH.A.2
g. Role plays with appropriate actions while listening to a song, poem, or story	7.1.NH.C.2
h. Draw or select a picture based on spoken description	7.1.NH.A.4
i. Demonstrate comprehension of short segments of spoken narrations	7.1.NH.A.1, A.4, A.5
j. Demonstrate familiarity with such linguistic concepts as person, number, gender, case and agreements in spoken tasks	7.1.NH.A.5
k. Use technology, materials and resources as tools to develop listening skills	7.1.NH.B.1
l. Respond to an oral cue with acceptable pronunciation, intonation, and rhythm	7.1.NH.B.3
m. Ask and answer simple questions	7.1.NH.B.4
n. Reproduce the correct sound when looking at the written word	7.1.NH.B.3
o. Identify an object or a person	7.1.NH.A.4
p. Describe health	7.1.NH.A.4
q. Describe parts of the body and physical characteristics	7.1.NH.C.3
r. Read familiar material with comprehension	7.1.NH.A.5, A.6
s. Identify self and others	7.1.NH.A.4
t. Sing simple songs	7.1.NH.C.2
u. Count from 1-100	7.1.NH.A.1
v. Describe weather	7.1.NH.C.3
w. Use formulas of courtesy	7.1.NH.A.3
x. Name and classify foods	7.1.NH.A.4
y. Name the months of the year	7.1.NH.A.4
z. Tell time on the hour and half hour	7.1.NH.A.1
aa. Name articles of clothing	7.1.NH.A.4
bb. Describe objects in terms of colors, size, and shape	7.1.NH.A.4

cc. Use technology, materials, and resources to develop speaking skills	7.1.NH.B.1
dd. Read with proper phrasing, emphasis, and expression	7.1.NH.B.3
ee. Match written language to pictures	7.1.NH.A.2, A.4
ff. Use technology, material, and resources as tools to develop reading skills	7.1.NH.B.1
gg. Write correctly all or part of the dictated sentence previously studied	7.1.NH.C.3
hh. Write simple responses to basic questions	7.1.NH.C.3
ii. Demonstrate knowledge of daily life of the culture	7.1.NH.A.3
jj. Demonstrate knowledge of songs, dances, and games of the culture	7.1.NH.B.2, A.3
kk. Demonstrate some knowledge of the geography associated with the culture	7.1.NH.C.4, C.5
ll. Demonstrate knowledge of some famous personalities associated with the target culture(s)	7.1.NH.C.4, C.5
mm. Use of technology to acquire current cultural information in order to develop more accurate impressions of the culture studied	7.1.NH.C.1

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS* NOVICE-HIGH	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
<b>Words, lists, and simple sentences</b>	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Inconsistently accurate Most accurate when expressing one's own ideas on previously studied and familiar topics Minimally accurate as creativity in language and/or production increases	
<b>VOCABULARY USE</b>	
Comprehends and produces an expanding amount of vocabulary from previously studied themes Understands and uses a few memorized idiomatic expressions Uses false cognates (for languages that contain English cognates)	
<b>COMMUNICATION STRATEGIES</b> Techniques to understand and to be understood As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.	
<b>INTERPRETIVE</b>	
Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension Skims and scans Infers meaning of some unfamiliar words to aid comprehension Predicts	
<b>INTERPERSONAL</b>	
Generally, but not always: Asks for clarification Uses limited circumlocution Self-corrects when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is understood by sympathetic speakers used to dealing with non-natives	
<b>PRESENTATIONAL</b>	
Generally, but not always: Uses limited circumlocution Repeats Paraphrases Self-corrects when not understood Is understood by sympathetic speakers used to dealing with non-natives	
* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.	

## GRADE THREE THEMES AND INTEGRATED CONTENT GUIDE

The World Language themes for grade three are aligned with the district Integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade three level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> <li>+ Numbers 1-100</li> <li>+ Weather-Seasons</li> <li>+ The Family</li> <li>+ Clothing</li> <li>+ Animals and Habitats</li> <li>+ Parts of the Body</li> <li>+ The House</li> <li>+ Foods and Restaurant</li> <li>+ Musical Instruments</li> <li>+ Places in the Community</li> <li>+ Shapes and Colors</li> <li>+ Classrooms</li> <li>+ Telling Time</li> <li>+ Days of the week and Months of the Year</li> <li>+ Spanish Celebration and Holidays</li> <li>+ Spanish Customs</li> <li>+ Cultural Aspects of Sports</li> </ul>	<ul style="list-style-type: none"> <li>+ Properties of Matter</li> <li>+ Changes in Matter</li> <li>+ Forms of Energy</li> <li>+ Energy Transfer in Conservation</li> <li>+ Forces and Motion</li> <li>+ Organization &amp; Development</li> <li>+ Heredity &amp; Reproduction</li> <li>+ Evolution &amp; Diversity</li> <li>+ Matter &amp; Energy</li> <li>+ Transformations</li> <li>+ Interdependence</li> <li>+ Objects in the Universe</li> <li>+ History of the Earth</li> <li>+ Properties of Earth Materials</li> <li>+ Climate &amp; Weather</li> <li>+ Biogeochemical Cycles</li> </ul>	<ul style="list-style-type: none"> <li>+ Maps &amp; Globes</li> <li>+ Regions &amp; Physical Features of the U.S.</li> <li>+ Early Native Americans</li> <li>+ Early Immigrants</li> <li>+ Settlements in Eastern Forests</li> <li>+ Amistad, Holocaust &amp; Genocide</li> <li>+ Empathy, Social Skills, &amp; Cultural Respect</li> <li>+ America is Voting</li> <li>+ Celebrations &amp; Symbols</li> <li>+ American Folklore</li> <li>+ Moving West toward Kentucky &amp; Missouri</li> <li>+ Moving Further West Toward Oregon and California</li> <li>+ Early Prairie &amp; Plain Towns</li> <li>+ Western Coastland Settlements</li> <li>+ People &amp; Technology</li> <li>+ Taking Care of Our Land</li> <li>+ Wants &amp; Needs</li> </ul>

**Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of study so that students build a solid foundation in the target language**



## PACING FOR FOURTH GRADE

<u>Time Frame</u>	<u>System C</u> <u>Fourth Grade</u>
<b>3</b> <b>classes</b>	<b>Lección 1:</b> ¿Qué sabemos en español? <b>Lección 2:</b> Vamos a repasar lo que hemos aprendido <b>Lección 3 :</b> Vamos a aprender algunas palabras de acción
<b>4</b> <b>Classes</b>	<b>Lección 4:</b> ¿Qué hora es? <b>Lección 5:</b> Podemos hablar de lo que hacemos cada día <b>Lección 6:</b> Vamos a aprender acerca de la gente en nuestras familias.
<b>3</b> <b>Classes</b>	<b>Lección 7:</b> Vamos a contar de cien en cien. <b>Lección 8:</b> Vamos a la tienda de animales <b>Lección 9:</b> ¡Buena Suerte!
<b>3</b> <b>Classes</b>	<b>Lección 10:</b> ¡Vamos a ir de Picnic! <b>Lección 11:</b> ¿Cómo son el sombrero y la corbata? <b>Lección 12:</b> ¿Cuándo llevas bufanda?
<b>4</b> <b>Classes</b>	<b>Lección 13:</b> ¿Dónde está? <b>Lección 14:</b> Vamos a practicar lo que hemos aprendido <b>Lección 15:</b> Vamos a escribir un cuento
<b>3</b> <b>Classes</b>	<b>Lección 16 :</b> Lo que decimos cuando necesitamos ayuda <b>Lección 17:</b> ¿Qué hay en el mar? <b>Lección 18:</b> Vamos a ir al médico.
<b>4</b> <b>Classes</b>	<b>Lección 19:</b> Podemos hablar acerca de nosotros. <b>Lección 20</b> ¿Qué vas a comprar? <b>Lección 21:</b> Vamos a comer en un restaurante
<b>4</b> <b>Classes</b>	<b>Lección 22 :</b> Nuestros amigos en el vecindario <b>Lección 23:</b> Encantando de conocerte <b>Lección 24:</b> ¡Vamos a aprender acerca de geografía!
<b>3</b> <b>Classes</b>	<b>Lección 25 :</b> Vamos aprender acerca de la geografía <b>Lección 26:</b> ¿A dónde vas de vacaciones? <b>Lección 27:</b> Vamos a practicar todo lo que hemos aprendido

## EXIT LEVEL PROFICIENCY: GRADE 4 NOVICE-HIGH LEARNER RANGE

<b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
a. Follow conversational sequences	7.1.NH.B.2
b. Respond to short oral commands by appropriate physical reactions	7.1.NH.B.2
c. Understand and respond to questions	7.1.NH.B.4
d. Match spoken words, sentences and descriptions to pictures	7.1.NH.A.2
e. Listen for factual information	7.1.NH.A.2
f. Role play with appropriate actions while listening to a song, poem, or story	7.1.NH.C.2
g. Draw or select a picture based on spoken description	7.1.NH.A.4
h. Demonstrate comprehension of short segments of spoken narrations	7.1.NH.A.1, A.4, A.5
i. Demonstrate that they associate meaning with sound	7.1.NH.A.1
j. Distinguish the difference among intonation patterns used for questions, exclamations, and statements by responding appropriately	7.1.NH.A.5
k. Demonstrate familiarity with such concepts as person, number, gender, and agreement in spoken and written tasks	7.1.NH.A.2
l. Use technology, materials and resources as tools to develop listening skills	7.1.NH.B.1
m. Respond to an oral or visual cue with acceptable pronunciation, intonation, and rhythm	7.1.NH.B.3
n. Ask and answer simple questions	7.1.NH.B.4
o. Identify an object or a person	7.1.NH.A.4
p. Describe health and physical characteristics	7.1.NH.A.4
q. Identify parts of the body	7.1.NH.C.3
r. Identify self and others	7.1.NH.A.4
s. Sing simple songs	7.1.NH.C.2
t. Count from 1-500	7.1.NH.A.1
u. Describe weather	7.1.NH.C.3
v. Identify articles of clothing according to the season	7.1.NH.A.4
w. Identify room and furnishings of a house	7.1.NH.A.4
x. Describe objects in terms of color, shape, and size	7.1.NH.A.4
y. Name animals and plants	7.1.NH.A.4
z. Name foods' importance in the target culture	7.1.NH.C.5
aa. Ask for and give phone numbers	7.1.NH.A.4
bb. Express date and time	7.1.NH.A.1

cc.	Identify holidays associated with target culture	7.1.NH.C.4
dd.	Demonstrate familiarity with idiomatic expressions in spoken activities	7.1.NH.B.3
ee.	Use technology, materials, and resources as tools to develop speaking skills	7.1.NH.B.1
ff.	Read familiar material with comprehension	7.1.NH.A.5
gg.	Reproduce the correct sound when looking at a word	7.1.NH.B.3
hh.	Write the answer to a yes/no question	7.1.NH.C.3
ii.	Read with proper phrasings emphasis, and expressions	7.1.NH.B.3
jj.	React to punctuation, accent, or diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm	7.1.NH.B.3
kk.	Read and comprehend familiar material when presented in other contexts	7.1.NH.A.5, A.6
ll.	Write the correct response to controlled questions introduced by the interrogatives	7.1.NH.B.3
mm.	Write correctly all or part of a dictated sentence previously studied	7.1.NH.C.3
nn.	Make appropriate written responses to simple questions	7.1.NH.B.3
oo.	Use technology, materials, and resources as tools to develop writing skills	7.1.NH.B.1
pp.	Write simple descriptions of pictures or visual cues, using previously learned lexical items.	7.1.NH.C.3
qq.	Demonstrate knowledge of daily life of the culture	7.1.NH.A.3, C.5
rr.	Demonstrate knowledge of songs, dances, and games of the culture	7.1.NH.A.3, C.5
ss.	Demonstrate some knowledge of the geography associated with the culture	7.1.NH.C.4, C.5
tt.	Demonstrate knowledge of some famous personalities associated with the target culture	7.1.NH.C.4, C.5
uu.	Demonstrate awareness of the culture of the target language in their own community	7.1.NH.C.4, C.5
vv.	Use of technology to acquire current cultural information in order to develop more accurate impressions of the culture studied	7.1.NH.C.1
ww.	Write the answer to an either or question	7.1.NH.C.1

<b>NOVICE-HIGH</b>
<b>TEXT TYPE Quantity of Language Produced</b>
<b>Words, lists, and simple sentences</b>
<b>LANGUAGE CONTROL Grammatical Accuracy</b>
<p>Inconsistently accurate</p> <p>Most accurate when expressing one's own ideas on previously studied and familiar topics</p> <p>Minimally accurate as creativity in language and/or production increases</p>
<b>VOCABULARY USE</b>
<p>Comprehends and produces an expanding amount of vocabulary from previously studied themes</p> <p>Understands and uses a few memorized idiomatic expressions</p> <p>Uses false cognates (for languages that contain English cognates)</p>
<p><b>COMMUNICATION STRATEGIES</b> Techniques to understand and to be understood</p> <p>As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.</p>
<b>INTERPRETIVE</b>
<p>Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension</p> <p>Skims and scans</p> <p>Infers meaning of some unfamiliar words to aid comprehension</p> <p>Predicts</p>
<b>INTERPERSONAL</b>
<p>Generally, but not always:</p> <p>Asks for clarification</p> <p>Uses limited circumlocution</p> <p>Self-corrects when not understood</p> <p>Repeats and asks for repetition</p> <p>Paraphrases</p> <p>Imitates modeled words</p> <p>States lack of understanding</p> <p>Is understood by sympathetic speakers used to dealing with non-natives</p>
<b>PRESENTATIONAL</b>
<p>Generally, but not always:</p> <p>Uses limited circumlocution</p> <p>Repeats</p> <p>Paraphrases</p> <p>Self-corrects when not understood</p> <p>Is understood by sympathetic speakers used to dealing with non-natives</p>
<p><i>* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.</i></p>

## GRADE FOUR THEMES AND INTEGRATED CONTENT GUIDE

The World Language themes for grade four are aligned with the district Integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade four level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> <li>+ Count 1-500</li> <li>+ Telling Time</li> <li>+ Foods, Markets, and Restaurant</li> <li>+ Animals and Plants</li> <li>+ Weather</li> <li>+ Maps Around the World</li> <li>+ Family</li> <li>+ Around the House</li> <li>+ Parts of the Body</li> <li>+ Clothing</li> <li>+ Feelings and Emotions</li> <li>+ Shapes, Colors, and Size</li> <li>+ The Calendar</li> <li>+ The Telephone</li> <li>+ Spanish Celebrations and Holidays</li> <li>+ Spanish Customs</li> <li>+ La Siesta</li> </ul>	<ul style="list-style-type: none"> <li>+ Properties of Matter</li> <li>+ Changes in Matter</li> <li>+ Forms of Energy</li> <li>+ Energy Transfer in Conservation</li> <li>+ Forces and Motion</li> <li>+ Organization &amp; Development</li> <li>+ Heredity &amp; Reproduction</li> <li>+ Evolution &amp; Diversity</li> <li>+ Matter &amp; Energy</li> <li>+ Transformations</li> <li>+ Interdependence</li> <li>+ Objects in the Universe</li> <li>+ History of the Earth</li> <li>+ Properties of Earth Materials</li> <li>+ Climate &amp; Weather</li> <li>+ Biogeochemical Cycles</li> </ul>	<ul style="list-style-type: none"> <li>+ New Jersey, Our Home</li> <li>+ Regions and Resources</li> <li>+ Amistad, Holocaust &amp; Genocide Education</li> <li>+ Empathy, Social Skills &amp; Respect</li> <li>+ The First People of New Jersey</li> <li>+ Colonial New Jersey</li> <li>+ The American Revolution</li> <li>+ Changes in a New State</li> <li>+ Challenge &amp; Growth</li> <li>+ A New Century</li> <li>+ Growth &amp; Change</li> <li>+ New Jersey's Economy Today</li> <li>+ New Jersey's Government &amp; You</li> <li>+ The People of New Jersey</li> </ul>

**Note:** Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of study so that students build a solid foundation in the target language

### PACING FOR 5<sup>TH</sup> GRADE

<u>Time Frame</u>	<u>Hola Fifth Grade</u>
2 Classes	<b>Bienvenidos</b> Lección 1: ¡Hola! ¿Cómo te llamas? Lección 2: Hello and Good by Lección 3: What is this? Lección 4: Who is it? Lección 5: Numbers 1 to ten Lección 6 : Numbers 11 to 20
3 Classes	<b>Unidad 1: El salón de clase</b> Lección 1: What is it? Lección 2: What is on the desk? Lección 3: Talking about more than one Lección 4: Talking about people and things España
3 Classes	<b>Unidad 2 : Animales de varios colores</b> Lección 1: What color is it? Lección 2: What animal is it? Lección 3: Describing things Lección 4: Describing more than one Lección 5: Talking about things in general Mexico
4 Classes	<b>Unidad 3: ¿A dónde vas hoy?</b> Lección 1: What are the days of the week? Lección 2: Where are you going? Lección 3: Talking about going places. Lección 4: Who is going? La Republica Dominicana.
4 Classes	<b>Unidad 4: En la escuela</b> Lección 1: Where are you going? Lección 2: What are you going to do? Lección 3: What are people going to do? Lección 4: What do you do in your classes? Costa Rica
3 Classes	<b>Unidad 5: ¿Qué estación te gusta?</b> Lección1: What season do you like? Lección 2: What is the weather like now? Lección3: Talking about likes and dislikes Lección 4: Which one do you like? Puerto Rico
3 Classes	<b>Unidad 6: ¿Cuándo es tu cumpleaños?</b> Lección 1: What is the date? Lección 2: What do you like to do? Lección 3: Who is doing what? Lección 4: Describing how often you do something Puerto Rican Music

3 Classes	<b>Unidad 7: ¿Cómo estás?</b> Lección 1: What is the matter? Lección 2: Is she in a hurry? Lección 3: Talking with classmates and adults Lección 4: Saying what you have and how you are? Ecuador
3 Classes	<b>Unidad 8: ¿Qué hora es?</b> Lección 1: How much time is there? Lección 2: What time of the day is it? Lección 3: What time is it? Lección 4: Asking for information Argentina
3 Classes	<b>Unidad 9: Mis clases favoritas.</b> Lección 1: What is your favorite class? Lección 2: What is your opinion? Lección 3: Talking about things you like Lección 4: What do you do in school? Los Puertorriqueños en los Estados Unidos
2 Classes	<b>Unidad 10: Mi familia y yo</b> Lección 1: What are their names? Lección 2: Who is who? Lección 3: Talking about whom things belong to Lección 4: Describing People Nicaragua

## EXIT LEVEL PROFICIENCY: GRADE 5 INTERMEDIATE-LOW LEARNER RANGE

<b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow conversational sequences	7.1.IM.B.2
b. Respond to short oral commands by appropriate physical reactions	7.1.IM.B.3
c. Understand and respond to questions	7.1.IM.B.4
d. Match spoken words, sentences, and descriptions to pictures	7.1.IM.A.2
e. Listen for factual information	7.1.IM.A.2
f. Identify spoken words that contain a specific sound	7.1.IM.A.3
g. Role plays with appropriate actions while listening to a song, poem, or story	7.1.IM.B.5
h. Draw or select a picture based on spoken description	7.1.IM.A.2
i. Demonstrate that they understand short segments of spoken narrations	7.1.IM.A.2
j. Demonstrate that they associate meaning with sound	7.1.IM.A.2
k. Discriminate words which have somewhat similar sounds but different meanings	7.1.IM.A.2
l. Distinguish the differences among intonation patterns used for questions, exclamation, and statements	7.1.IM.B.3
m. Answer appropriately the questions: Who? What? When? Where? Why? How much? How many?	7.1.IM.B.4
n. Match spoken words, sentences, and descriptions to written sentences	7.1.IM.A.4
o. Use technology, materials, and resources as tools to develop listening skills	7.1.IM.A.1
p. Make an appropriate response to an oral or visual cue	7.1.IM.C.3
q. Answer yes/no and either-or questions	7.1.IM.C.3
r. Describe daily actions	7.1.IM.A.4
s. Complete oral open-ended statements drawing from a controlled vocabulary	7.1.IM.C.3
t. Initiate simple dialogues involving greetings and questions	7.1.IM.B.5
u. Role-play fixed and free dialogue	7.1.IM.C.2
v. Demonstrate familiarity with idiomatic expressions	7.1.IM.B.3
w. Express likes and dislikes	7.1.IM.B.4
x. Express feelings	7.1.IM.B.4
y. Tell time in relation to events or tenses	7.1.IM.B.5
z. Use numbers 1-1,000 to complete oral math functions	7.1.IM.B.5

















































aa. Ask for and give information	7.1.IM.B.4
bb. Demonstrate familiarity with concept of gender	7.1.IM.A.8
cc. Write the correct response to controlled questions introduced by the interrogatives	7.1.IM.B.4
dd. Reproduce the correct sound when looking at the written word	7.1.IM.A.3
ee. Read familiar material with comprehension	7.1.IM.A.5
ff. Read with proper phrasings, emphasis, and expressions	7.1.IM.A.3
gg. React to punctuation, accent, or diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm	7.1.IM.A.3
hh. Read and comprehend familiar material when presented in other contexts	7.1.IM.A.5
ii. Make an appropriate response to true/false or yes/no questions based on a text	7.1.IM.B.4
jj. Select the correct answer(s) from choices provided	7.1.IM.B.4
kk. Use technology, materials, and resources as tools to develop reading skills	7.1.IM.A.1
ll. Complete writing task using the correct spelling, punctuation, and diacritical marks of the target language	7.1.IM.A.8
mm. Write correctly all or part of a dictated sentence previously studied	7.1.IM.C.3
nn. Make appropriate written responses to simple questions	7.1.IM.C.3
oo. Make an appropriate written response by completing an open-ended sentence	7.1.IM.C.3
pp. Make an appropriate written response by making a structural change following a model	7.1.IM.C.3
qq. Write the answer to a yes/no question	7.1.IM.C.3
rr. Write the answer to an either/or question	7.1.IM.C.3
ss. Use technology materials, and resources as tools to develop writing skills	7.1.IM.A.1
tt. Write simple descriptions of pictures or visual cues, using previously learned lexical items and structures	7.1.IM.C.3
uu. Demonstrate knowledge of daily life of the culture	7.1.IM.C.5
vv. Demonstrate knowledge of songs, dances, and games of the culture	7.1.IM.C.2
ww. Demonstrate some knowledge of the geography associated with the target culture	7.1.IM.C.5
xx. Demonstrate knowledge of famous personalities associated with the target culture	7.1.IM.C.5
yy. Demonstrate knowledge of important geographical landmarks associated with the target culture	7.1.IM.C.5
zz. Demonstrate awareness of the culture of the target language in their community.	7.1.IM.C.5
aaa. Locate and organize cultural information	7.1.IM.C.5
bbb. Identify cultural misconceptions	7.1.IM.C.5
ccc. Use technology to acquire current cultural information in order to develop more accurate impressions of the culture studied.	7.1.IM.C.1

**WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS\***

INTERMEDIATE-LOW	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Simple sentences	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Inconsistently accurate Most accurate when expressing one's own ideas on previously studied and familiar topics Minimally accurate as creativity in language and/or production increases	
<b>VOCABULARY USE</b>	
Comprehends and produces vocabulary from a limited number of themes not previously studied Understands and uses a limited number of idiomatic expressions Uses false cognates (for languages that contain English cognates)	
<b>COMMUNICATION STRATEGIES</b>	Techniques to understand and to be understood As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.
<b>INTERPRETIVE</b>	
Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension. Infers meaning of unfamiliar words to aid comprehension Uses contextual clues Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension Rereads May paraphrase when reading or listening; asks questions of self about text Identifies type of text (narrative, expository, persuasive) Synthesizes Summarizes Evaluates Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this strategy)	
<b>INTERPERSONAL</b>	
Minimally: Asks for clarification Uses some cohesive devices Uses limited circumlocution Self-corrects when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	
<b>PRESENTATIONAL</b>	
Minimally: Uses limited circumlocution Uses some cohesive devices Repeats Paraphrases Self-corrects when not understood Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	
* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.	

## GRADE FIVE THEMES AND INTEGRATED CONTENT GUIDE

The World Language themes for grade five are aligned with the district Integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the fifth grade level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> <li> Count from 1-1000</li> <li> Likes and Dislikes</li> <li> Everyday Activities</li> <li> Life Cycle Plants and Animals</li> <li> Time Expressions</li> <li> Historical Landmarks in Latin America</li> <li> Slavery in Spanish Countries</li> <li> Extended Family</li> <li> Foods in a Restaurant</li> <li> Parts of the Body</li> <li> Community Helpers</li> <li> Professions</li> <li> Clothing</li> <li> Feelings/Emotions</li> <li> Spanish Celebrations and Holidays</li> <li> Spanish Customs</li> </ul>	<ul style="list-style-type: none"> <li> Properties of Matter</li> <li> Changes in Matter</li> <li> Forms of Energy</li> <li> Energy Transfer in Conservation</li> <li> Forces and Motion</li> <li> Organization &amp; Development</li> <li> Heredity &amp; Reproduction</li> <li> Evolution &amp; Diversity</li> <li> Matter &amp; Energy</li> <li> Transformations</li> <li> Interdependence</li> <li> Objects in the Universe</li> <li> History of the Earth</li> <li> Properties of Earth Materials</li> <li> Tectonics</li> <li> Climate &amp; Weather</li> <li> Biogeochemical Cycles</li> </ul>	<ul style="list-style-type: none"> <li> Early Exploration/Colonization</li> <li> The American Revolution</li> <li> Native Americans</li> <li> Amistad, Holocaust &amp; Genocide Education</li> <li> Empathy, Social Skills, Cultural Respect</li> <li> Native Americans</li> <li> Westward Expansion</li> <li> Slavery</li> <li> Civil War/Reconstruction</li> <li> World War I</li> <li> Industrialization</li> <li> World War II/Holocaust</li> <li> Civil Rights/Modern Era</li> </ul>

**Note:** Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of study so that students build a solid foundation in the target language.

## PACING FOR 6<sup>TH</sup>, 7<sup>TH</sup> AND 8<sup>TH</sup> GRADES

<u>Time Frame</u>	<u>Sixth Grade</u> <u>Realidades A</u>	<u>Time Frame</u>	<u>Seventh Grade</u> <u>Realidades A</u>	<u>Time Frame</u>	<u>Eight Grade</u> <u>Realidades B</u>
6 classes	Para empezar 1. Why study Spanish? 2. En la escuela 3. En la clase 4. El tiempo	6 classes	Para empezar 1. Why study Spanish? 2. En la escuela 3. En la clase 4. El tiempo	2 classes	Para empezar 1. Mis amigos y yo 2. La escuela 3. La comida 4. Los pasatiempos
6 classes	<b>Tema 1 Mis amigos y yo</b> 1A. ¿Qué te gusta hacer?	6 classes	<b>Tema 3 La Comida</b> 3A. ¿Desayuno o almuerzo?	6 classes	<b>Tema 5 Fiesta en Familia</b> 5A. Una fiesta de cumpleaños
6 classes	<b>Tema 1 Mis amigos y yo</b> 1B. Y tú, ¿Cómo eres?	6 classes	<b>Tema 3 La Comida</b> 3B. Para mantener la salud	6 classes	<b>Tema 5 Fiesta en Familia</b> 5B. ¡Vamos a un restaurante!
7 classes	<b>Tema 2 La Escuela</b> 2A. Tu día en la escuela	7 classes	<b>Tema 4 Los Pasatiempos</b> 4A. ¿Adónde vas?	6 classes	<b>Tema 6 La Casa</b> 6A. En mi dormitorio
6 classes	<b>Tema 2 La Escuela</b> 2B. Tu sala de clases	6 classes	<b>Tema 4 Los Pasatiempos</b> 4B. ¿Quieres ir conmigo?	6 classes	<b>Tema 6 La casa</b> 6B. ¿Cómo es tu casa?
				5 classes	<b>Tema 7 De Compras</b> 7A. ¿Cuánto cuesta?

**PACING FOR 6<sup>TH</sup> GRADE**

<b><u>Time Frame</u></b>	<b><u>Sixth Grade</u></b> <b><u>Realidades A</u></b>
3 classes	Para empezar 1. Why study Spanish? 2. En la escuela 3. En la clase 4. El tiempo
5 classes	<b>Tema 1 Mis amigos y yo</b> 1A. ¿Qué te gusta hacer?
5 classes	<b>Tema 1 Mis amigos y yo</b> 1B.Y tú, ¿Cómo eres?
5 classes	<b>Tema 2 La Escuela</b> 2A. Tu día en la escuela
5 classes	<b>Tema 2 La Escuela</b> 2B. Tu sala de clases
5 classes	<b>Tema 3 La Comida</b> 3A. ¿Desayuno o almuerzo?
5 classes	<b>Tema 3 La Comida</b> 3B. Para mantener la salud

## EXIT LEVEL PROFICIENCY: GRADE 6 INTERMEDIATE-LOW LEARNER RANGE

<b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow conversational sequence	7.1.IL.B.2
b. Respond to oral commands by appropriate physical reactions	7.1.IL.B.3
c. Understand and respond to questions	7.1.IL.B.4
d. Match spoken words, sentences, and descriptions to pictures	7.1.IL.A.2
e. Listen for factual information	7.1.IL.A.2
f. Answer appropriately the questions: Who? What? When? Where? Why? How much? How many?	7.1.IL.B.4
g. Make an appropriate response to an oral or visual cue	7.1.IL.C.3
h. Draw or select a picture based on spoken description	7.1.IL.A.2
i. Demonstrate that they understand short segments of spoken Narrations	7.1.IL.A.2
j. Demonstrate that they associate meaning with sound	7.1.IL.A.2
k. Distinguish the difference among intonation patterns used for questions, exclamation, and statements	7.1.IL.B.3
l. Demonstrate aural comprehension of interrogatives Who? What? When? Where? Why? How many? How much?	7.1.IL.A.2
m. Match spoken words, sentences, and descriptions to written sentences	7.1.IL.A.4
n. Use materials, resources, and technology as tools to develop reading, writing, listening and speaking skills	7.1.IL.A.1
o. Complete open-ended statements drawing from a controlled vocabulary	7.1.IL.C.3
p. Role-play fixed and free dialogue	7.1.IL.C.2
q. Describe pictures and situations orally	7.1.IL.A.4
r. Express likes and dislikes	7.1.IL.B.4
s. Express feelings	7.1.IL.B.4
t. Tell time in relation to events and tenses	7.1.IL.B.5
u. Use numbers 1-1,000 in oral math functions	7.1.IL.B.5
v. Describe everyday situations from a controlled vocabulary	7.1.IL.A.4
w. Describe habitual actions	7.1.IL.A.4
x. Demonstrate familiarity with idiomatic expressions	7.1.IL.B.3
y. Complete writing task using correct spelling, punctuation, and diacritical marks of the target language	7.1.IL.C.2, C.3
z. Write correctly all or part of a dictated sentence previously studied	7.1.IL.C.2, C.3

aa. Make appropriate written response to simple questions	7.1.IL.C.3
bb. Make an appropriate written response by completing an open-ended sentence	7.1.IL.C.3
cc. Make an appropriate written response by making a structural change following a model	7.1.IL.C.3 7.1.IL.C.3
dd. Write correctly all or part of a dictated sentence in which all of the material is not in the form originally learned	7.1.IL.C.3
ee. Write a logical response to a question asking how or why	7.1.IL.C.3
ff. Write the correct response to controlled questions introduced by the interrogatives	7.1.IL.C.3
gg. Write descriptions of pictures or visual cues, using previously learned lexical items and structures	7.1.IL.C.3
hh. Write a response to a question which requires a structural change in the answer	7.1.IL.C.3
ii. Write a response to a question, a command, or statement by selecting an answer form within their fund of knowledge	7.1.IL.C.3
jj. Write correctly all or part of a dictated sentence which includes a limited number of new words	7.1.IL.C.3
kk. Write a group of sentences or a simple paragraph in response to cues such as a series of questions or suggestions	7.1.IL.C.3
ll. Reproduce the correct sound when looking at the written word	7.1.IL.A.4
mm. Read familiar material with comprehension	7.1.IL.A.5
nn. Read with proper phrasing, emphasis, and expression	7.1.IL.A.3
oo. React to a punctuation, accent, or diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm a conversation or oral expression	7.1.IL.A.3
pp. Read and comprehend familiar material when presented in other contexts	7.1.IL.A.5
qq. Make an appropriate response to true/false, yes/no, or information questions based on a text	7.1.IL.A.1, B.4
rr. Select the correct answer(s) from choices provided	7.1.IL.B.4
ss. Select the line(s) that provide(s) information needed to be able to answer a question	7.1.IL.B.4
tt. Match written language to pictures	7.1.IL.A.2
uu. Read with comprehension simple passages containing familiar structural and lexical items	7.1.IL.A.5
vv. Read materials of different types: street signs, poster, selections from simplified editions of newspapers and magazines, and advertisements in magazines and newspapers	7.1.IL.A.5
ww. Select the line(s) of a passage that is (are) the key (s) in transmitting a summary of that passage and identify main idea in reading a selection	7.1.IL.A.1, A.5
xx. Demonstrate knowledge of daily life of the culture	7.1.IL.C.5
yy. Demonstrate knowledge of songs, dances, and games of the culture	7.1.IL.C.2
zz. Demonstrate some knowledge of the geography associated with the target culture	7.1.IL.C.5
aaa. Demonstrate knowledge of important geographical landmarks associated with the culture	7.1.IL.C.5

bbb.	Demonstrate knowledge of some famous personalities associated with the target culture	7.1.IL.C.5
ccc.	Indicate how the target cultures compare and contrast with their own	7.1.IL.C.5
ddd.	Identify countries, capitals, and other important cities where target language is spoken	7.1.IL.C.5
eee.	Demonstrate awareness of the diversity of traditions that exist within the cultures of the target language	7.1.IL.C.5
fff.	Demonstrate awareness of the target language of their own community	7.1.IL.C.5
ggg.	Demonstrate awareness of the diversity of traditions that exist within the cultures of the target language	7.1.IL.C.5
hhh.	Demonstrate awareness of the target language of their own community	7.1.IL.C.5
iii.	Use technology to acquire current cultural information in order to develop more accurate impressions of the culture studied	7.1.IL.C.1
jjj.	Locate and organize cultural information	7.1.IL.C.5
kkk.	Recognize cultural misconceptions	7.1.IL.C.5



WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS* INTERMEDIATE-LOW	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Simple sentences	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Inconsistently accurate Most accurate when expressing one's own ideas on previously studied and familiar topics Minimally accurate as creativity in language and/or production increases	
<b>VOCABULARY USE</b>	
Comprehends and produces vocabulary from a limited number of themes not previously studied Understands and uses a limited number of idiomatic expressions Uses false cognates (for languages that contain English cognates)	
<b>COMMUNICATION STRATEGIES</b>	Techniques to understand and to be understood As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.
<b>INTERPRETIVE</b>	
Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension. Infers meaning of unfamiliar words to aid comprehension Uses contextual clues Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension Rereads May paraphrase when reading or listening; asks questions of self about text Identifies type of text (narrative, expository, persuasive) Synthesizes Summarizes Evaluates Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this strategy)	
<b>INTERPERSONAL</b>	
Minimally: Asks for clarification Uses some cohesive devices Uses limited circumlocution Self-corrects when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	
<b>PRESENTATIONAL</b>	
Minimally: Uses limited circumlocution Uses some cohesive devices Repeats Paraphrases Self-corrects when not understood Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	
* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.	

## GRADE SIX THEMES AND INTEGRATED CONTENT GUIDE

The World Language themes for grade six are aligned with the district Integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade six level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> <li>+ Count from 1-1000</li> <li>+ Likes and Dislikes</li> <li>+ Everyday Activities</li> <li>+ Weather Patterns</li> <li>+ Family Heredity</li> <li>+ Incan and Aztec Society</li> <li>+ Geography</li> <li>+ Streets, Signs, and Advertisements</li> <li>+ Community Places</li> <li>+ Religions of the Spanish World</li> <li>+ Metric Units</li> <li>+ Time and Tense Relationships</li> <li>+ The Role of Spanish Culture in Colonization and Exploration of the Americas</li> </ul>	<ul style="list-style-type: none"> <li>+ Properties of Matter</li> <li>+ Changes in Matter</li> <li>+ Forms of Energy</li> <li>+ Energy Transfer in Conservation</li> <li>+ Forces and Motion</li> <li>+ Organization &amp; Development</li> <li>+ Heredity &amp; Reproduction</li> <li>+ Evolution &amp; Diversity</li> <li>+ Matter &amp; Energy Transformations</li> <li>+ Interdependence</li> <li>+ Objects in the Universe</li> <li>+ History of the Earth</li> <li>+ Properties of Earth Materials</li> <li>+ Tectonics</li> <li>+ Climate &amp; Weather</li> <li>+ Biogeochemical Cycles</li> </ul>	<ul style="list-style-type: none"> <li>+ New Forces in the World</li> <li>+ African Civilization</li> <li>+ Europe in Transition</li> <li>+ New Empires in Asia</li> <li>+ New Empires in Americas</li> <li>+ Amistad, Holocaust, &amp; Genocide Education</li> <li>+ Empathy, Social Skills, Cultural Respect</li> <li>+ Technology &amp; Expansion</li> <li>+ Revolution &amp; Expansion</li> <li>+ Troubled Times</li> <li>+ The Spread of Independence</li> <li>+ First Cultures</li> <li>+ Fertile Crescent</li> <li>+ Nile River Valley</li> <li>+ Indus River</li> <li>+ Huang He Valley</li> <li>+ Ancient Greece</li> <li>+ Ancient Rome</li> <li>+ Ancient Americas</li> <li>+ Arab World</li> </ul>

## PACING FOR 7<sup>TH</sup> GRADE

<u>Time Frame</u>	<u>Seventh Grade</u>  <u>Realidades A</u>
6 class	Para empezar 5. Why study Spanish? 6. En la escuela 7. En la clase 8. El tiempo
6 classes	<b>Tema 3 La comida</b> 3A. ¿Desayuno o almuerzo?
6 classes	<b>Tema 3 La comida</b> 3B. Para mantener la salud
7 classes	<b>Tema 4 Los Pasatiempos</b> 4A. ¿Adónde vas?
6 classes	<b>Tema 4 Los Pasatiempos</b> 4B. ¿Quieres ir conmigo?

## EXIT LEVEL PROFICIENCY: GRADE 7 INTERMEDIATE-LOW LEARNER RANGE

<b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow conversational sequence which contain familiar and some unfamiliar material	7.1.IL.A.4
b. Respond to short oral commands by appropriate physical reactions	7.1.IL.A.2, B.2
c. Understand and respond to questions	7.1.IL.B.4
d. Match spoken words, sentences, and descriptions to pictures and/or written words and sentences	7.1.IL.C.3
e. Listen for factual information	7.1.IL.A.2
f. Identify spoken words that contain a specific sound	7.1.IL.A.5
g. Role plays with appropriate actions while listening to a song, poem, or story	7.1.IL.C.2
h. Draw or select a picture based on spoken description	7.1.IL.C.3
i. Demonstrate that they understand short segments of spoken narrations	7.1.IL.A.5
j. Demonstrate that they associate meaning with sound	7.1.IL.C.3
k. Discriminate words which have somewhat similar sounds but different meanings	7.1.IL.A.3
l. Distinguish the differences among national patterns used for questions, exclamation, and statements	7.1.IL.A.5
m. Demonstrate aural comprehension of interrogatives: Who? What? When? Where? Why? How much? How many?	7.1.IL.A.2, B.4
n. Use technology, materials, and resources as tools to enhance listening skills	7.1.IL.A.1, B.1
o. Respond orally to an oral or visual cue	7.1.IL.B.2, B.4
p. Ask for and give information	7.1.IL.B.4
q. Create new dialogues for cues	7.1.IL.A.4
r. Describe everyday situations from a controlled vocabulary	7.1.IL.A.2, B.5
s. Describe habitual actions	7.1.IL.A.2, B.4
t. Role-play fixed and free dialogue	7.1.IL.C.2
u. Demonstrate familiarity with idiomatic expressions	7.1.IL.B.5
v. Manipulate the vocabulary and structures of familiar material	7.1.IL.C.3
w. Show understanding of new vocabulary and more complex structures when used in context by performing an appropriate action or making and appropriate oral response	7.1.IL.A.2, A.5
x. Respond to most routine questions, statements, and commands	7.1.IL.B.4
y. Speak using vocabulary sufficient to express oneself	7.1.IL.B.4
z. Discuss situations relevant to everyday life	7.1.IL.A.2

aa.	Expand the ability to initiate original dialogue	7.1.IL.A.5
bb.	Initiate, sustain, and close a general conversation on a number of content related topics.	7.1.IL.B.5
cc.	Recite poems	7.1.IL.C.2
dd.	Use technology, materials, and resources as tools to enhance speaking skills	7.1.ILA.1, B.1
ee.	Reproduce the correct sound when looking at the written word	7.1.IL.A.1
ff.	Read familiar material with comprehension	7.1.IL.A.2
gg.	Read with proper phrasing, emphasis, and expression	7.1.IL.A.4
hh.	React to punctuation, accent or diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm	7.1.IL.A.3, B.3
ii.	Read and comprehend familiar material when presented in other contexts	7.1.IL.A.4, B.3
jj.	Make an appropriate response to true/false, yes/no or information questions based on a text	7.1.IL.A.2, B.4
kk.	Select the line (s) of a passage that provide (s) information needed to be able to answer a question	7.1.IL.B.2
ll.	Select the correct answer (s) from choices provided	7.1.IL.B.2
mm.	Match written language to pictures	7.1.IL.A.3
nn.	Read with comprehension (at a sitting) simple passages containing familiar structural and lexical items	7.1.IL.B.3, A.1
oo.	Deduce the meanings of new vocabulary in an advertisement, poster or street sign from the visual provided and/or the situation in which it is found	7.1.IL.B.2, B.3
pp.	Deduce the meaning of new items in passage through the general context of the passage	7.1.IL.A.7
qq.	Select the line (s) of a passage that contain the answer to questions	7.1.IL.A.1, B.2
rr.	Select the line (s) of passage that are the keys in transmitting a summary of that passage	7.1.IL.A.1, B.2
ss.	Read materials of different types: short stories, graded reading selections, street signs, posters, and advertisements in magazines or newspapers	7.1.IL.A.5, B.3
tt.	Pronounce correctly new words met in reading, through experience with similarly pronounced words	7.1.IL.A.7, B.3
uu.	Explain vocabulary learned passively through association with previously mastered vocabulary or situational context	7.1.IL.C.3
vv.	Use technology, materials, and resources as tools to enhance reading skills	7.1.IL.A.1, B.1
ww.	Make appropriate written response to questions, fill-in exercises, and completion drills	7.1.IL.B.2
xx.	Make appropriate written responses by making a structural change following a model	7.1.IL.B.2
yy.	Write the answer to a yes/no question	7.1.IL.B.2
zz.	Write the answer to an either or question	7.1.IL.B.2
aaa.	Write the correct response to controlled questions introduced by the interrogatives: Who? What? When? Where? Why? How much? How many?	7.1.IL.B.4
bbb.	Write a correct question or answer to complete and open-ended basic dialogue	7.1.IL.B.2
ccc.	Write correctly all or part of a dictated sentences which includes a limited number of new words	7.1.IL.B.2

ddd.	Write simple descriptions of pictures or visual cues, using previously learned lexical items and structures	7.1.IL.C.3
eee.	Write correctly all or part of a dictated sentence in which all of the material is not in the form originally learned	7.1.IL.C.3
fff.	Write a response to a question which requires a structural change in the answer	7.1.IL.A.4
ggg.	Write a response to a question, a command or a statement by selecting an answer from their personal knowledge	7.1.IL.A.4, A.5
hhh.	Recombine familiar vocabulary and structures in somewhat different order or format	7.1.IL.A.5
iii.	Write a more detailed description of a picture or visual cue	7.1.IL.C.3
jjj.	Write a group of sentences or a paragraph in response to cues such as a series of questions or suggestions	7.1.IL.C.3
kkk.	Write weekly journal entries	7.1.IL.B.2, C.3
lll.	Use technology materials, and resources as tools to enhance writing skills	7.1.IL.A.1, B.1
mmm.	Use the language both within and beyond the school setting	7.1.IL.B.5
nnn.	Make proper introductions	7.1.IL.B.5
ooo.	Apologize appropriately	7.1.IL.B.5
ppp.	Compare and contrast aspects of the target cultures with the students' own culture (s)	7.1.IL.A.3., C.5
qqq.	Demonstrate knowledge of some famous personalities associated with the target culture	7.1.IL.A.4
rrr.	Identify countries, capitals, and other important cities where the target language is spoken	7.1.IL.A.3, C.5
sss.	Demonstrate knowledge of important geographical landmarks associated with the target culture	7.1.IL.B.5
ttt.	Demonstrate awareness of the diversity of traditions that exist within the cultures of the target language	7.1.IL.C.5
uuu.	Demonstrate knowledge of some famous historical figures associated with the culture	7.1.IL.A.4
vvv.	Demonstrate some knowledge of major historical events of the civilization(s) of the culture(s) being studied	7.1.IL.A.3
www.	Locate and organize cultural information	7.1.IL.A.6
xxx.	Demonstrate awareness of the cultural connotations of common words and phrases	7.1.IL.A.3
yyy.	Identify the impact of different linguistic traditions in American life	7.1.IL.A.3
zzz.	Demonstrate awareness of the culture of the target language in their own community	7.1.IL.A.3
aaaa.	Explore employment opportunities where languages are advantageous	7.1.IL.C.6
bbbb.	Use technology to acquire current cultural information in order to develop more accurate impressions of the culture studied	7.1.IL.A.1, B.1

**WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTIONS\***  
**INTERMEDIATE-LOW**

**TEXT TYPE** Quantity of Language Produced

Simple sentences

**LANGUAGE CONTROL** Grammatical Accuracy

Inconsistently accurate

Most accurate when expressing one's own ideas on previously studied and familiar topics

Minimally accurate as creativity in language and/or production increases

**VOCABULARY USE**

Comprehends and produces vocabulary from a limited number of themes not previously studied

Understands and uses a limited number of idiomatic expressions

Uses false cognates (for languages that contain English cognates)

**COMMUNICATION STRATEGIES** Techniques to understand and to be understood

As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.

**INTERPRETIVE**

Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension.

Infers meaning of unfamiliar words to aid comprehension

Uses contextual clues

Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension

Rereads

May paraphrase when reading or listening; asks questions of self about text

Identifies type of text (narrative, expository, persuasive)

Synthesizes

Summarizes

Evaluates

Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this strategy)

**INTERPERSONAL**

Minimally:

Asks for clarification

Uses some cohesive devices

Uses limited circumlocution

Self-corrects when

not understood

Repeats and asks for repetition

Paraphrases

Imitates modeled words

States lack of understanding

Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives

**PRESENTATIONAL**

Minimally:

Uses limited circumlocution

Uses some cohesive devices

Repeats

Paraphrases

Self-corrects when not understood

Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives

\* *The ACTFL Performance Guidelines for K-12 Learners* (ACTFL, 1998), *ACTFL Proficiency Guidelines - Speaking* (ACTFL, 1999), and *ACTFL Proficiency Guidelines - Writing* (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

**PACING FOR 8<sup>TH</sup> GRADE**

<b><u>Time Frame</u></b>	<b><u>Eight Grade</u></b> <b><u>Realidades B</u></b>
2 classes	Para empezar 1. Mis amigos y yo 2. La escuela 3. La comida 4. Los pasatiempos
6 classes	<b>Tema 5 Fiesta en Familia</b> 5A. ¿Cuánto cuesta?
6 classes	<b>Tema 5 Fiesta en Familia</b> 5B. ¡Vamos a un restaurant!
6 classes	<b>Tema 6 La casa</b> 6A. En mi dormitorio
6 classes	<b>Tema 6 La Casa</b> 6B. ¿Cómo es tú casa?
5 classes	<b>Tema 7 De Compras</b> 7A. ¿Cuánto cuesta?



## EXIT LEVEL PROFICIENCY: GRADE 8 INTERMEDIATE-MID LEARNER RANGE

<b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow more sophisticated conversational sequences	7.1.IM.A.2, B.5
b. Respond to short oral commands by appropriate physical reactions	7.1.IM.B.2
c. Understand and respond to questions in all major time frames	7.1.IM.B.2, B.4
d. Match spoken words, sentences, and descriptions to pictures	7.1.IM.A.2, B.2
e. Listen for factual information	7.1.IM.A.4, B.4
f. Identify spoken words that contain a specific sound	7.1.IM.A.4, B.4
g. Role-play with appropriate actions while listening to a song, poem, or story	7.1.IM.C.2
h. Draw or select a picture based on spoken description	7.1.IM.B.2
i. Demonstrate that they understand short segments of spoken narrations	7.1.IM.A.5, B.3
j. Demonstrate that they associate meaning with sound	7.1.IM.A.2, B.3
k. Distinguish the differences among intentional patterns used for questions, exclamations, and statements	7.1.IM.A.3, B.3
l. Demonstrate aural comprehension of interrogatives	7.1.IM.B.4
m. Match spoken words, sentences, and descriptions to written sentences	7.1.IM.A.2, B.2
n. Show understanding of new vocabulary used in context	7.1.IM.A.5, B.4
o. Show understanding of the general idea of an expression in which a limited number of familiar vocabulary items are used	7.1.IM.A.7, B.4
p. Comprehend grammatical structures	7.1.IM.B.2
q. Show enough understanding to be able to sustain conversations	7.1.IM.A.5, B.5
r. Participate in and enhance comprehension by asking for clarification or repetition when needed	7.1.IM.A.5, B.4
s. Use technology, materials, and resources as tools to enhance listening skills	7.1.IM.A.1, B.1
t. Respond to an oral cue	7.1.IM.A.5, B.4
u. Respond to a visual cue	7.1.IM.A.5, C.3
v. Ask for and give information	7.1.IM.B.1, B.4
w. Create new dialogues from cues	7.1.IM.A.5, C.3
x. Describe everyday situations from a controlled vocabulary	7.1.IM.B.2
y. Describe habitual actions	7.1.IM.B.2
z. Role-play fixed and free dialogue	7.1.IM.C.2
aa. Demonstrate familiarity with idiomatic expressions	7.1.IM.B.3
bb. Demonstrate familiarity with concepts such as agreement and case	7.1.IM.B.3
cc. Demonstrate familiarity with linguistic concepts such as synonyms and antonyms	7.1.IM.A.5, B.2
dd. Show understanding of new vocabulary and structures when used in context by performing an appropriate action or making an appropriate oral response	7.1.IM.A.5, B.2
ff. Speak intelligibly and use vocabulary sufficient to express oneself	7.1.IM.B.3
gg. Discuss situations relevant to everyday life.	7.1.IM.B.4

hh. Expand the ability to initiate original dialogue	7.1.IM.B.1, B.5
ii. Initiate sustain, and close a general conversation on a number of given topics	7.1.IM.B.1, B.5
jj. Use technology, materials, and resources as tools to enhance speaking skills	7.1.IM.B.1, B.5
kk. Reproduce the correct sound when looking at the written word	7.1.IM.B.2
ll. Read familiar material with comprehension	7.1.IM.A.4
mm. Read with proper phrasing, emphasis, and expression	7.1.IM.B.4
nn. React to punctuation, accent or diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm in conversation or oral expression	7.1.IM.A.6, B.3
oo. Read and comprehend familiar material when presented in other contexts	7.1.IM.A.7, B.5
pp. Make an appropriate response to true/false, yes/no or information questions based on a text	7.1.IM.A.8, B.4
qq. Select the line(s) of a passage that provide(s) information needed to be able to answer a question such as how? or why?	7.1.IM.A.8, B.4
rr. Match written language to pictures	7.1.IM.A.8
ss. Read with comprehension (at a sitting) simple passages, one or more pages in length containing familiar structural and lexical items	7.1.IM.A.5
tt. Select from provided choices the correct response to questions asking how? or why?	7.1.IM.A.6
uu. Read materials of different types: street signs, posters, selection from simplified editions of new papers, magazines, advertisements in magazines, newspapers, graded reading selections, and short stories	7.1.IM.A.6
vv. Read selective excerpts of children's literature	7.1.IM.A.6
ww. Deduce the meaning of new vocabulary in an advertisement, poster or street sign from the visuals provided and/or the situation in which it is found	7.1.IM.A.8
xx. Deduce meanings of new items in a passage through the general context of the passages	7.1.IM.A.8
yy. Select the line (s) of a passage that are the keys in transmitting a summary of that passage	7.1.IM.A.8
zz. Pronounce correctly new words met in reading, through experience with similarly pronounced words	7.1.IM.A.5
aaa. Explain vocabulary learned passively through association with previously mastered vocabulary or situational context	7.1.IM.A.6
bbb. Read aloud with proper phrasing, emphasis, and expression a short paragraph that has first been read silently	7.1.IM.A.6
ccc. Deduce the meaning of new vocabulary from the same family or compound of a new word already known	7.1.IM.A.5
ddd. Comprehend longer sentences containing more complex structures	7.1.IM.A.5
eee. Deduce the meaning of an extended number of new items in a passage through the general context of the passage	7.1.IM.A.6
fff. Use technology to enhance reading skills	7.1.IM.B.1
ggg. Make appropriate writing responses to questions, fill-in exercises, and completion drills	7.1.IM.A.2, B.2

hhh.	Write a series of dictated sentences with a minimum of spelling or structural errors	7.1.IM.B.2
iii.	Write a complete sentence in response to all types of questions	7.1.IM.B.2
jjj.	Write a response to a question which requires a structural change in the answer	7.1.IM.B.2
kkk.	Write a response to a question, a command or a statement by selecting an answer from their personal knowledge	7.1.IM.B.2
lll.	Recombine familiar vocabulary and structures in somewhat different order or format	7.1.IM.B.3
mmm.	Write a more detailed description of a picture or visual cues, using previously learned lexical items and structures	7.1.IM.B.2, C.3
nnn.	Write a personal letter	7.1.IM.B.2, C.3
ooo.	Write a short dialogue from suggested phrases or brief narration	7.1.IM.B.2, C.3
ppp.	Write a short paragraph to summarize a reading passage	7.1.IM.C.3
qqq.	Write a paragraph expressing a personal thoughts or belief	7.1.IM.C.3
rrr.	Use technology materials, and resources as tools to enhance writing skills	7.1.IM.A.1
sss.	Utilize the dictionary to expand vocabulary and ascertain usage of words	7.1.IM.A.8
ttt.	Use the telephone correctly	7.1.IM.B.1
uuu.	Demonstrate knowledge of some famous personalities associated with the target culture	7.1.IM.A.3
vvv.	Identify countries, capitals, and other important cities where target language is spoken	7.1.IM.A.4
www.	Demonstrate awareness of the diversity of traditions that exist within the cultures of the target language	7.1.IM.A.4
xxx.	Identify the impact of different linguistic traditions on American life	7.1.IM.A.3
yyy.	Compare and contrast aspects of the target cultures with the students' own culture(s)	7.1.IM.A.3, C.5
zzz.	Demonstrate knowledge of some famous historical figures associated with the culture	7.1.IM.A.6
aaaa.	Demonstrate knowledge of major historical events of the civilization of culture(s) being studied	7.1.IM.A.6
bbbb.	Examine, locate, and organize cultural information regarding to tangible products of the target culture	7.1.IM.A.6, C.5
cccc.	Demonstrate awareness of the cultural connotations of common words and phrases	7.1.IM.A.3
dddd.	Understand common taboos, sensitivities, and rules of etiquette	7.1.IM.A.3
eeee.	Understanding the role of stereotyping in forming and sustaining prejudice	7.1.IM.A.3
ffff.	Explore employment opportunities where languages are advantageous	7.1.IM.A.3
gggg.	Use technology to acquire current cultural information in order to develop more accurate impressions of the culture studied	7.1.IM.A.1, B.1

<b>WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*</b> <b>INTERMEDIATE-MID</b>	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Strings of Sentences	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Evidence of control of grammar when using simple sentences and basic verb form Demonstrates some ability to use grammatical and stylistically cohesive elements	
<b>VOCABULARY USE</b>	
Comprehends and produces vocabulary on a wider range of everyday themes Understands and uses some idiomatic expressions and culturally authentic expressions Searches for adequate vocabulary	
<b>COMMUNICATION STRATEGIES</b>	Techniques to understand and to be understood
<p>As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.</p>	
<b>INTERPRETIVE</b>	
Uses knowledge of own culture and target culture to deduce meaning Derives meaning by examining familiar and unfamiliar structures Effectively uses resources, such as target language dictionaries and online resources, to aid comprehension	
<b>INTERPERSONAL</b>	
Consistently: Asks for clarification Uses some cohesive devices Uses circumlocution Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives	
<b>PRESENTATIONAL</b>	
Consistently: Uses circumlocution Uses some cohesive devices Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives Self-corrects when not understood Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	
<p>* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.</p>	

## Spanish Language Program Pacing Chart High School

Books and Levels	Classes
Descubre 1 Lecciones 1-6	Spanish 1
Descubre 1 Lecciones 7-9 Descubre 2 Lecciones 1-3	Spanish 2
Descubre 2 Lecciones 4-9	Spanish 3
Descubre 3 Lecciones 1-5	Spanish 4
Temas	Spanish AP Language
Taller de escritores	Spanish Grammar & Composition
Taller de escritores	Spanish Grammar & Literature
Word by Word, Abriendo Paso Gramatica, y Manual de gramática y ortografía para hispanos	Language Arts Literacy Bilingual

## French Language Program Pacing Chart High School

Books and Levels	Classes
D'accord 1 Unités 1-5	French 1
D'accord 1 Unités 6-8 D'accord 2 Unités 1-2	French 2
D'accord 2 Unités 3-7	French 3
D'accord 3 Leçons 1-5	French 4
Thèmes	French Language AP

**Italian Language Program Pacing Chart  
High School**

<b>Books and Levels</b>	<b>Classes</b>
Sentieri Unità 1-4	Italian 1
Sentieri Unità 5-8	Italian 2
Sentieri Unità 9-12	Italian 3

**Latin Language Program Pacing Chart  
High School**

<b>Books and Levels</b>	<b>Classes</b>
Ecce Roman Chapters 1-17, Latin for Americans Chapters 1-21	Latin I
Latin for Americans Chapters 22-24	Latin II and II Honors
Cicero's First, Carcinarian Conspiracy	Latin III
Vergil's Aeneid	Latin IV
Translations of Works by Catullus, Cicero, Orose and Vergil	AP Latin Literature

<b>WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*</b> <b>NOVICE-MID (Level 1)</b>	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Words, phrases, and memorized simple sentences	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Accurate when producing memorized language	
<b>VOCABULARY USE</b>	
Comprehends and produces vocabulary related to common objects and actions in familiar categories Uses words and phrases primarily as lexical items without awareness of grammatical structure	
<b>COMMUNICATION STRATEGIES</b>	Techniques to understand and to be understood
As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.	
<b>INTERPRETIVE</b>	
Identifies a limited number of cognates and loanwords to aid comprehension Uses visual cues to aid comprehension Uses background experience to enhance comprehension	
<b>INTERPERSONAL</b>	
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners	
<b>PRESENTATIONAL</b>	
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners.	
<i>* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.</i>	

## LISTENING EXIT LEVEL PROFICIENCIES: LEVEL I NOVICE-MID LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow conversational sequence which contains familiar and unfamiliar material	7.1.NM.A.1, B.1, B.3
b. Respond to oral command(s) by an appropriate physical reaction	7.1.NM.A.1, B.4
c. Understand and respond to yes-no questions	7.1.NM.A.2, B.3
d. Understand and respond to either-or-questions	7.1.NM.A.2, B.3
e. Understand and respond to information questions	7.1.NM.A.2, B.3
f. Match spoken words, sentences, and descriptions to pictures and/or written words or sentences	7.1.NM.A.2, A.3
g. Listen for factual information	7.1.NM.A.6, B.4
h. Identify spoken words that contain a specific sound	7.1.NM.A.2
i. Role play with appropriate actions while listening to a song, poem or story	7.1.NM.C.1, C.2
j. Demonstrate understanding of short segments of spoken narration	7.1.NM.A.1, B.1
k. Discriminate words which have somewhat similar sounds but different meanings	7.1.NM.A.1, C.2
l. Distinguish between intonational patterns used for questions, exclamations, and statements	7.1.NM.B.2, B.3
m. Demonstrate aural comprehension of change in person, number, gender, or case	7.1.NM.A.3, A.4
n. Show understanding of vocabulary that is somewhat abstract when it is explained in simpler form in the language being taught	7.1.NM.A.2, B.5
o. Demonstrate aural comprehension of interrogatives:	7.1.NM.B.3, B.4
p. Who? What? When? Where? Why? How much? How many?	
q. Use technology, materials, and resources as tools to enhance listening skills	7.1.NM.C.1



## SPEAKING EXIT LEVEL PROFICIENCIES: LEVEL I NOVICE-MID LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow conversational sequence	7.1.NM.A.4
b. Answer elementary questions	7.1.NM.B.3, B.4
c. Ask elementary questions	7.1.NM.B.2, B.3
d. Identify an object or a person	7.1.NM.A.3
e. Describe health	7.1.NM.A.4
f. Describe physical characteristics	7.1.NM.A.1, A.3
g. Express greetings/leave takings	7.1.NM.B.2, C.2
h. Identify parts of the body	7.1.NM.A.1, B.4
i. Identify self and others	7.1.NM.A.2, A.3
j. Sing simple songs	7.1.NM.A.2, C.1
k. Describe weather	7.1.NM.A.4
l. Name primary colors	7.1.NM.A.1, A.4
m. Use formulas of courtesy	7.1.NM.A.1, B.2
n. Identify some foods	7.1.NM.A.3, A.5
o. Describe objects in terms of color, shape, size	7.1.NM.A.4, C.2
p. Name foods important in the target culture	7.1.NM.A.5, C.4
q. Identify articles of clothing	7.1.NM.A.1, A.3
r. Identify rooms and furnishings of a house	7.1.NM.A.1, A.3
s. Name the days of the week	7.1.NM.A.5, C.2
t. Name the months of the year	7.1.NM.A.5, C.2
u. Express any given date	7.1.NM.B.2,C.2
v. Respond to a visual cue	7.1.NM.A.2
w. Ask for and give information	7.1.NM.B.4
x. Create new dialogues from cues	7.1.NM.C.1
y. Describe everyday situations from a controlled vocabulary	7.1.NM.A.1, A.2, A.3
z. Describe habitual actions	7.1.NM.A.1, A.2,A.3
aa. Role play fixed and free dialogues	7.1.NM.C.1
bb. Demonstrate familiarity with idiomatic expressions	7.1.NM.C.2, C.3
cc. Make an appropriate response to an oral cue with acceptable pronunciation, intonation, and rhythm	7.1.NM.B.2
dd. Answer yes-no and either-or questions	7.1.NM.B.2, B.3
ee. Complete open-ended statements drawing from a controlled vocabulary	7.1.NM.C.2, C.3
ff. Initiate simple dialogues involving questions	7.1.NM.C.1
gg. Role-play fixed and free dialogues	7.1.NM.C.1, C.2
hh. Express likes and dislikes	7.1.NM.B.2, B.3
ii. Express feelings	7.1.NM.A.1, A.4
jj. Tell time	7.1.NM.C.2

kk. Count from 1-1,000,000	7.1.NM.A.5
ll. Express any given phone number	7.1.NM.A.5
mm. Respond appropriately to questions containing the interrogatives: Who? What? When? Where? Why? How much? How many?	7.1.NM.B.3
nn. Describe pictures and situations orally in simple terms	7.1.NM.A.3
oo. Demonstrate familiarity with idiomatic expressions	7.1.NM.C.2, C.3
pp. Demonstrate familiarity with concepts such as agreement, person, number, gender and case	7.1.NM.C.3
qq. Use technology, materials, and resources as tools to develop speaking skills	7.1.NM.C.1
rr. Use the language within and beyond the school setting	7.1.NM.A.1, A.2, A.3, A.4
ss. Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment	7.1.NM.C.4
tt. Demonstrate knowledge of daily life of the culture	7.1.NM.A.1
uu. Demonstrate knowledge of songs, dances, and games of the culture	7.1.NM.A.4
vv. Demonstrate some knowledge of the geography associated with the target culture	7.1.NM.A.4
xx. Demonstrate awareness of the culture of the target language in their own community	7.1.NM.B.2
yy. Imitate culturally appropriate etiquette in verbal and non verbal communication during daily classroom interaction	7.1.NM.B.1
zz. Reproduce a variety of tangible products typical of the target culture(s)	7.1.NM.C.1
aaa. Identify and reproduce expressive products typical of the target culture(s)	7.1.NM.C.2
bbb. Participate in age-appropriate activities related to special events celebrated in the target culture(s)	7.1.NM.C.3

# READING EXIT LEVEL PROFICIENCIES: LEVEL I

## NOVICE-MID LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Reproduce the correct sound when looking at the written word	7.1.NM.A.1, A.2, A.3
b. Read familiar material with comprehension	7.1.NM.A.1, A.2, A.3
c. Read with proper phrasing, emphasis, and expression	7.1.NM.A.1, A.2, A.3
d. React to a punctuation, accent, and diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm	7.1.NM.A.1, A.2, A.3
e. Read and comprehend familiar material when presented in other contexts	7.1.NM.A.1, A.2, A.3
f. Make an appropriate response to true-or-false or yes-or-no questions based on a text	7.1.NM.A.1, A.2, A.3
g. Select the line(s) that provide (s) information needed to be able to answer a question	7.1.NM.A.1, A.2, A.3
h. Select the correct answer(s) from choices provided	7.1.NM.A.1, A.2, A.3
i. Match written language to pictures	7.1.NM.A.1, A.2, A.3
j. Read with comprehension simple passages containing familiar structural and lexical items	7.1.NM.A.1, A.2, A.3
k. Read materials of different types-such as street signs and posters, selections from simplified editions of newspapers and magazines, and advertisements in magazines and newspapers	7.1.NM.A.1, A.2, A.3
l. Select the line(s) of a passage that are the keys in transmitting a summary of that passage	7.1.NM.B.5
m. Use technology, materials, and resources as tools to enhance reading skills	7.1.NM.C.1
n. Demonstrate knowledge of important geographical landmarks associated with the target language	7.1.NM.A.2
o. Indicate how the target culture contrasts with their own	7.1.NM.A.1
p. Demonstrate knowledge of some famous personalities associated with the target culture	7.1.NM.A.3
q. Identify countries, capitals, and other important cities where target language is spoken	7.1.NM.A.2
r. Identify stereotyping in given situations: when, where, and why it occurs	7.1.NM.A.3
s. Use technology to acquire current culture information, in order to develop more accurate impressions of the culture	7.1.NM.B.2, C.1
t. Research language related to employment opportunities	7.1.NM.C.1

## WRITING EXIT LEVEL PROFICIENCIES: LEVEL I NOVICE-MID LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Copy familiar material duplicating the spelling, punctuation, and diacritical marks of the original	7.1.NM.C.2
b. Write correctly all or part of a dictated sentence previously studied	7.1.NM.B.3
c. Make appropriate written response to simple questions	7.1.NM.B.3
d. Make an appropriate written response by completing an open-ended sentence	7.1.NM.C.2, C.3
e. Make an appropriate written response by making a structural change following a model	7.1.NM.C.2
f. Write the answer to a yes-no question	7.1.NM.B.3
g. Write the answer to an either-or question	7.1.NM.B.3, C.2, C.3
h. Write correctly all or part of a dictated sentence in which all of the material is not in the form originally learned	7.1.NM.C.2, C.3
i. Write a logical response to questions asking how or why (not necessary a complete sentence)	7.1.NM.B.3
j. Write a response to a question which requires a structural change in the answer	7.1.NM.B.1, B.3
k. Write a response to a question, a command, or a statement by selecting an answer from within their fund of knowledge	7.1.NM.B.3
l. Re-combine familiar vocabulary and structures in somewhat different order to format while adhering to the original sentence	7.1.NM.B.3
m. Write simple descriptions of pictures or visual cues, using previously learned lexical items and structures	7.1.NM.C.2
n. Write the correct response to controlled questions introduced by the interrogatives	7.1.NM.B.3
o. Write a correct question or answer to complete an open-ended basic dialogue	7.1.NM.B.3
p. Write correctly all or part of a dictated sentence which includes a limited number of new words	7.1.NM.C.2, C.3
q. Write a group of sentences or a simple paragraph in response to cues such as a series of questions or suggestions	7.1.NM.B.3, C.3
r. Re-write the lines of a reading selection that are the keys in transmitting a summary of that passage	7.1.NM.B.5
s. Use technology, materials, and resources as tools to enhance writing skills	7.1.NM.C.1
t. Demonstrate knowledge of daily life of the culture	7.1.NM.A.1

u. Demonstrate knowledge of songs, dances, and games of the culture	7.1.NM.A.4
v. Demonstrate awareness of the culture of the target language in their own community	7.1.NM.B.2
w. Demonstrate some knowledge of the geography associated with the target culture	7.1.NM.A.4
x. Demonstrate knowledge of important geographical landmarks associated with the culture	7.1.NM.A.2
y. Indicate how the target culture contrasts with their own	7.1.NM.A.2
z. Demonstrate knowledge of some famous personalities associated with the target culture	7.1.NM.A.3
aa. Identify countries, capitals, and other important cities where target language is spoken	7.1.NM.A.2
bb. Demonstrate awareness of the diversity of transitions that exist within the cultures of the target language	7.1.NM.A.1
cc. Identify stereotyping in given situations: when, where and why it occurs	7.1.NM.A.3
dd. Use technology to acquire current culture information, in order to develop more accurate impressions of the culture	7.1.NM.B.2, C.1
ee. Research language-related employment opportunities	7.1.NM.C.1
ff. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and daily classroom interactions	7.1.NM.B.1
gg. Reproduce a variety of tangible products typical of the target culture(s)	7.1.NM.C.1
hh. Identify and reproduce expressive products typical of the target culture(s)	7.1.NM.C.2
ii. Participate in age-appropriate activities related to special events celebrated in the target culture(s)	7.1.NM.C.3

**WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS\***  
**NOVICE-HIGH (Level II)**

**TEXT TYPE Quantity of Language Produced**

**Words, lists, and simple sentences**

**LANGUAGE CONTROL Grammatical Accuracy**

Inconsistently accurate

Most accurate when expressing one's own ideas on previously studied and familiar topics

Minimally accurate as creativity in language and/or production increases

**VOCABULARY USE**

Comprehends and produces an expanding amount of vocabulary from previously studied themes

Understands and uses a few memorized idiomatic expressions

Uses false cognates (for languages that contain English cognates)

**COMMUNICATION STRATEGIES** Techniques to understand and to be understood

As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.

**INTERPRETIVE**

Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension

Skims and scans

Infers meaning of some unfamiliar words to aid comprehension

Predicts

**INTERPERSONAL**

Generally, but not always:

Asks for clarification

Uses limited circumlocution

Self-corrects when not understood

Repeats and asks for repetition

Paraphrases

Imitates modeled words

States lack of understanding

Is understood by sympathetic speakers used to dealing with non-natives

**PRESENTATIONAL**

Generally, but not always:

Uses limited circumlocution

Repeats

Paraphrases

Self-corrects when not understood

Is understood by sympathetic speakers used to dealing with non-natives

\* *The ACTFL Performance Guidelines for K-12 Learners* (ACTFL, 1998), *ACTFL Proficiency Guidelines - Speaking* (ACTFL, 1999), and *ACTFL Proficiency Guidelines - Writing* (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

## LISTENING EXIT LEVEL PROFICIENCIES: LEVEL II NOVICE-HIGH LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow conversational sequence which contains familiar or some unfamiliar material	7.1.NH.A.1, A.4
b. Respond to a short oral command by an appropriate physical reaction	7.1.NH.A.1
c. Understand and respond to questions	7.1.NH.A.1, B.3
d. Match spoken words, sentences, and descriptions to pictures	7.1.NH.A.1, A.3
e. Listen for factual information	7.1.NH.A.6, B.4
f. Identify spoken words that contain a specific sound	7.1.NH.A.1, A.2
g. Demonstrate that they understand short segments of spoken narration	7.1.NH.A.1, A.4
h. Demonstrate that they associate meaning with sound	7.1.NH.A.1
i. Discriminate words which have somewhat similar sounds but different meanings	7.1.NH.A.1
j. Distinguish between intonational patterns used for questions, exclamations and statements	7.1.NH.A.2
k. Demonstrate aural comprehension of interrogatives: Who? What? Where? When? Why? How much? How many?	7.1.NH.B.3
l. Match spoken words, sentences and, descriptions to written sentences	7.1.NH.A.3
m. Demonstrate aural comprehension of change in person, number, gender, and case	7.1.NH.A.1
n. Demonstrate aural comprehension of change in tense	7.1.NH.A.1
o. Show understanding of vocabulary that is somewhat abstract when it is explained in simpler form in the language being taught	7.1.NH.A.2
p. Use technology, materials and resources as tools to enhance listening skills	7.1.NH.A.4

## SPEAKING EXIT LEVEL PROFICIENCIES: LEVEL II NOVICE-HIGH LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Respond to an oral or visual cue	7.1.NH.C.3
b. Ask for and give information	7.1.NH.B.3
c. Create new dialogues from cues	7.1.NH.C.1
d. Describe every day situations from a controlled vocabulary	7.1.NH.B.3
e. Describe habitual actions	7.1.NH.C.3
f. Role play fixed and free dialogues	7.1.NH.C.1
g. Demonstrate familiarity with idiomatic expressions	7.1.NH.B.2
h. Demonstrate familiarity with concepts such as tense, agreement, and case	7.1.NH.A.5
i. Demonstrate familiarity with linguistic concepts such as synonyms, antonyms, and definitions	7.1.NH.A.5
j. Manipulate the vocabulary and structures of familiar material	7.1.NH.C.1
k. Show understanding of a new vocabulary and more complex structures when used in context by performing an appropriate action or making an appropriate oral response	7.1.NH.A.1
l. Respond to most routine questions, statements, and commands	7.1.NH.B.3
m. Speak intelligibly and use vocabulary sufficient to express oneself simply	7.1.NH.B.3
n. Discuss situations relevant to everyday life	7.1.NH.B.3
o. Expand the ability to initiate original dialogue	7.1.NH.C.1
p. Initiate, sustain, and close a general conversation on a number of topics	7.1.NH.B.4
q. Describe past actions	7.1.NH.C.3
r. Describe planned future actions	7.1.NH.C.3
s. Express choices and reasons for them	7.1.NH.B.3
t. Recite poems	7.1.NH.C.1
u. Use the language both within and beyond the school setting	7.1.NH.B.1, B.3
v. Use technology, materials, and resources as tools to develop speaking skills	7.1.NH.C.1
w. Show evidence of becoming life-long learners by using the language for personal enrichment and enjoyment	7.1.NH.B.3
x. Make proper introductions	7.1.NH.B.1
y. Apologize appropriately using the language	7.1.NH.B.1



## READING EXIT LEVEL PROFICIENCIES: LEVEL II NOVICE-HIGH LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Reproduce the correct sound when looking at the written word	7.1.NH.B.2
b. Read familiar material with comprehension	7.1.NH.A.4
c. Read with proper phrasing, emphasis, and expression	7.1.NH.B.2
d. React to a punctuation, accent, and diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm	7.1.NH.B.2
e. Read and comprehend familiar material when presented in other contexts	7.1.NH.B.4
f. Make an appropriate response to true-false, yes-no, or information questions based on a text	7.1.NH.A.3, B.5
g. Select the line(s) of a passage that provide(s) information needed to be able to answer a question	7.1.NH.B.5
h. Select the correct answer(s) from choices provided	7.1.NH.B.5
i. Match written language to pictures	7.1.NH.A.3
j. Read with comprehension (at a sitting) simple materials, one or more pages in length, containing both familiar and unfamiliar structural and lexical items	7.1.NH.B.5
k. Deduce the meaning of a new vocabulary in an advertisement, poster, or street sign from the visuals provided and/or the situation in which it is found	7.1.NH.A.4
l. Deduce meaning of new items in a passage through the general context of the passage	7.1.NH.B.5
m. Select the line(s) of a passage that are the keys in transmitting a summary of that passage	7.1.NH.B.5
n. Read materials of different types, such as a short story, graded reading selections, street signs and posters, and advertisements in magazines or newspapers	7.1.NH.A.4, B.5
o. Pronounce correctly new words met in reading, through experience with similarly pronounced words	7.1.NH.B.2
p. Explain vocabulary learned passively through association with previously mastered vocabulary or situational context	7.1.NH.C.3, C.4
q. Use technology, materials, and resources as tools to enhance reading skills	7.1.NH.C.1
r. Locate and organize cultural information	7.1.NH.B.2
s. Demonstrate awareness of the cultural connotations of common words and phrases	7.1.NH.B.1
t. Use technology to acquire current information in order to develop more accurate impressions of the culture	7.1.NH.A.4
u. Identify stereotyping in given situations: when, where, and why it occurs	7.1.NH.A.3
v. Identify countries, capitals, and other important cities where the target language is spoken	7.1.NH.A.2

x. Identify the impact of different linguistic traditions in American life	7.1.NH.C.1, C.3
y. Research language related to employment opportunities	7.1.NH.C.1, C.3
z. Compare and contrast aspects of the target cultures with the students' own culture(s)	7.1.NH.C.1

## WRITING EXIT LEVEL PROFICIENCIES: LEVEL II NOVICE-HIGH LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Make appropriate written responses to questions, fill-in exercises, and completion drills	7.1.NH.B.3
b. Write correctly all or part dictated sentence in which all of the ,material is not in the form originally learned	7.1.NH.B.3
c. Write a response to a question which requires a structural change in the answer	7.1.NH.B.3
d. Write a response to a question, a command, or a statement by selecting an answer from within their fund of knowledge	7.1.NH.B.3
e. Recombine familiar vocabulary and structure in somewhat different order or format	7.1.NH.C.3
f. Write more detailed descriptions of pictures or visual cues, using previously learned lexical items and structures	7.1.NH.C.2
g. Write a group of sentences or a paragraph in response to cues such as a series of questions or suggestions	7.1.NH.B.3
h. Rewrite the lines of a reading selection that are the keys in transmitting a summary of that passage	7.1.NH.B.5
i. Write weekly journal entries	7.1.NH.C.2
j. Write a brief summary of something seen or heard	7.1.NH.C.2
k. Write a correct question or answer to complete an open-ended dialogue	7.1.NH.B.4
l. Use technology, materials, and resources as tools to enhance writing skills	7.1.NH.C.1
m. Demonstrate knowledge some famous personalities associated with the target culture	7.1.NH.A.3
n. Demonstrate knowledge of important geographical landmarks associated with the target culture	7.1.NH.A.2
o. Demonstrate awareness of the diversity of traditions that exist within the culture of the target language	7.1.NH.A.1, A.2
p. Demonstrate knowledge of some famous historical figures associated with culture	7.1.NH.A.3
q. Demonstrate some knowledge of major historical events of the civilizations of the culture(s) being studied	7.1.NH.A.3
r. Demonstrate awareness of culture and language in their own	7.1.NH.C.1, C.2, C.3

<b>WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*</b> <b>INTERMEDIATE-LOW (Level III)</b>	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Simple sentences	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Inconsistently accurate Most accurate when expressing one's own ideas on previously studied and familiar topics Minimally accurate as creativity in language and/or production increases	
<b>VOCABULARY USE</b>	
Comprehends and produces vocabulary from a limited number of themes not previously studied Understands and uses a limited number of idiomatic expressions Uses false cognates (for languages that contain English cognates)	
<b>COMMUNICATION STRATEGIES</b>	Techniques to understand and to be understood

As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.
<b>INTERPRETIVE</b>
Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension. Infers meaning of unfamiliar words to aid comprehension Uses contextual clues Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension Rereads May paraphrase when reading or listening; asks questions of self about text Identifies type of text (narrative, expository, persuasive) Synthesizes Summarizes Evaluates Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this strategy)
<b>INTERPERSONAL</b>
Minimally: Asks for clarification Uses some cohesive devices Uses limited circumlocution Self-corrects when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives
<b>PRESENTATIONAL</b>
Minimally: Uses limited circumlocution Uses some cohesive devices Repeats Paraphrases Self-corrects when not understood Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives
<p><i>* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.</i></p>

## LISTENING EXIT LEVEL PROFICIENCIES: LEVEL III INTERMEDIATE-LOW LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow more sophisticated conversational sequences	7.1.IL.A.4, A.5

b. Respond to short oral commands by appropriate physical reactions	7.1.IL.A.1
c. Understand and respond to questions in all major time frames	7.1.IL.A.1, A.7
d. Match spoken words, sentences, and descriptions to pictures	7.1.IL.A.3
e. Listen for factual information	7.1.IL.A.3
f. Identify spoken words that contain a specific sound	7.1.IL.B.2
g. Role play with appropriate actions while listening to a song, poem or story	7.1.IL.C.1
h. Select a picture based on spoken description	7.1.IL.A.3
i. Demonstrate understanding of short segments of spoken narration	7.1.IL.A.4
j. Demonstrate the association of meaning with sound	7.1.IL.B.2
k. Discriminate words which have somewhat similar sounds but different meanings	7.1.IL.B.2
l. Distinguish the difference among intonation patterns used for questions, exclamations, and statements	7.1.IL.B.2, B.3
m. Demonstrate aural comprehension of interrogatives	7.1.IL.B.3
n. Match spoken words, sentences, and descriptions to written statements	7.1.IL.A.3
o. Demonstrate aural comprehension of change in person, number, gender, and case	7.1.IL.A.5
p. Demonstrate aural comprehension of change in tense	7.1.IL.A.7
q. Show understanding of vocabulary that is somewhat abstract when it is explained in simpler form in the language being taught	7.1.IL.A.3
r. Show understanding of new vocabulary used in context	7.1.IL.A.5
s. Show understanding of the general idea of an expression in which a limited number of familiar vocabulary items are used	7.1.IL.A.3
t. Comprehend more complex grammatical structures	7.1.IL.A.7
u. Show enough understanding to be able to sustain expanded conversations	7.1.IL.B.4
v. Participate in and enhance comprehension by asking for clarification or repetition when needed	7.1.IL.B.4
w. Use technology, materials, and resources as tools to enhance listening skills	7.1.IL.C.1

### SPEAKING EXIT LEVEL PROFICIENCIES: LEVEL III INTERMEDIATE LOW-LEARNER RANGE

**STANDARD: 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI**

a. Respond to an oral or visual cue	7.1.IL.C.3
b. Ask for and give information	7.1.IL.B.3

c. Create new dialogues from cues	7.1.IL.C.1
d. Describe every day situations	7.1.IL.B.3
e. Describe habitual actions	7.1.IL.C.3
f. Role play fixed and free dialogue	7.1.IL.C.1
g. Demonstrate familiarity with idiomatic expressions	7.1.IL.B.2
h. Demonstrate familiarity with concepts such as tense, agreement, and case	7.1.IL.A.7
i. Demonstrate familiarity with linguistic concepts such as synonyms, antonyms, and definitions	7.1.IL.A.7
j. Show understanding of new vocabulary and more complex structures when used in context by performing an appropriate action or making an appropriate oral response	7.1.IL.A.1
k. Respond to most routine questions, statements, and commands	7.1.IL.B.3
l. Speak intelligibly and use vocabulary sufficient to express oneself	7.1.IL.B.4
m. Discuss situations relevant to every life	7.1.IL.B.4
n. Expand the ability to initiate original dialogue	7.1.IL.C.1
o. Initiate, sustain, and close a general conversation on a given number of topics	7.1.IL.B.4
p. Make a short oral report on a given topic	7.1.IL.C.1
q. Describe actions in all major time frames	7.1.IL.A.7
r. Express choices and reasons for them	7.1.IL.B.3
s. Recite poems	7.1.IL.C.1
t. Retell familiar material with expanded vocabulary	7.1.IL.B.4
u. Express opinions and substantiate them	7.1.IL.B.3
v. Use technology, materials, and resources as tools to enhance speaking skills	7.1.IL.C.1
w. Dramatize situations related to everyday life	7.1.IL.C.1
x. Use the language both within and beyond the school setting	7.1.IL.B.1, B.3
y. Show evidence of life-long learning by using the language for personal enjoyment and enrichment	7.1.IL.B.3
z. Use telephone correctly	7.1.IL.B.1
aa. Demonstrate knowledge of some famous historical figures associated with the culture	7.1.IL.A.1, A.3, B.5
bb. Demonstrate knowledge of major historical events of the civilizations of the culture(s) being studied	7.1.IL.A.1, A.3, B.5

### READING EXIT LEVEL PROFICIENCIES: LEVEL III INTERMEDIATE LOW-LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Reproduce the correct sound when looking at the written word	7.1.IL.B.2

b. Read familiar material with comprehension	7.1.IL.A.4
c. Read with proper phrasing, emphasis, and expression	7.1.IL.A.3
d. React to a punctuation, accent or diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm	7.1.IL.B.2
e. Read and comprehend familiar material when presented in other contexts	7.1.IL.B.4
f. Make an appropriate response to true-false, yes-no, or information questions based on a text	7.1.IL.B.5
g. Select the line(s) that provide(s) information needed to be able to answer a question	7.1.IL.B.5
h. Select the correct answer(s) from choices provided	7.1.IL.B.5
i. Match written language to pictures	7.1.IL.A.3
j. Read (at a sitting) with comprehension passages of one or more pages in length containing both familiar and unfamiliar structural and lexical items	7.1.IL.B.5
k. Select from provided choices the correct responses to questions	7.1.IL.B.5
l. Deduce the meanings of new vocabulary in an advertisement, poster, or street sign from the visuals provided and/or the situation in which it is found	7.1.IL.A.4,B.5
m. Deduce meanings of new items in a passage through the general context of the passage	7.1.IL.B.5
n. Select the line(s) of a passage that contain the answers to questions that ask, How? Or Why?	7.1.IL.B.3
o. Select the line(s) of a passage that are the keys in transmitting a summary of that passage	7.1.IL.B.5
p. Read materials of different types: short story, graded reading selections, street signs and posters, and newspapers and magazines	7.1.IL.A.4, B.5
q. Pronounce correctly new words met in reading, through experience with similarly pronounced words	7.1.IL.B.2
r. Explain vocabulary learned passively through association with previously mastered vocabulary or situational context	7.1.IL.C.3, C.4
s. Read a simplified edition of a novel	7.1.IL.C.3
t. Read aloud with proper phrasing, emphasis, and expression of a passage that has first been read silently	7.1.IL.C.3
u. Deduce the meaning of new vocabulary which is from the same family or compound of a word already known	7.1.IL.C.3
v. Comprehend longer sentences containing subordinate clauses and more complex structures	7.1.IL.C.3
w. Deduce the meaning of an extended number of new items in a passage through the general context of the passage	7.1.IL.C.3
x. Utilize the dictionary to expand vocabulary and ascertain correct usage of words	7.1.IL.C.1, C.3
y. Appreciate and assimilate literature as a new way of looking at oneself and things outside the classroom	7.1.IL.B.5
z. Use technology, materials, and resources as tools to enhance reading skills	7.1.IL.C.1
aa. Use metric system	7.1.IL.A.4



bb. Identify countries, capitals, and other important cities where the target language is spoken	7.1.IL.A.2
cc. Locate and organize cultural information	7.1.IL.C.1
dd. Demonstrate awareness of the cultural connotations of common words and phrases	7.1.IL.B.1, B.2, B.3
ee. Understand common taboos, sensitivities, and rules of etiquette	7.1.IL.B.1, B.2, B.3
ff. Identify the impact different linguistic traditions on American Life	7.1.IL.B.3, B.4
gg. Identify stereotyping in given situations: when, where, and why it occurs	7.1.IL.A.3
hh. Use technology to acquire current cultural information in order to develop more accurate impressions of the culture	7.1.IL.C.1
ii. Research language related to employment opportunities	7.1.IL.C.1, C.2

### WRITING EXIT LEVEL PROFICIENCIES: LEVEL III INTERMEDIATE-LOW LEARNER

**STANDARD: 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI**

a. Make appropriate written responses to questions, fill-in exercises and completion drills	7.1.IL.B.3
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b. Write a response to a question which requires a structural change in the answer	7.1.IL.B.3
c. Write a response to a question, a command, or a statement by selecting an answer from within their fund of knowledge	7.1.IL.B.3
d. Recombine familiar vocabulary and structures in somewhat different order or format while adhering to the original sentence	7.1.IL.C.3
e. Write more detailed descriptions of pictures or visual cues, using previously learned lexical items and structures	7.1.IL.C.2
f. Write in the major time frames and moods	7.1.IL.A.7
g. Write weekly journal entries	7.1.IL.C.2
h. Write a personal letter	7.1.IL.C.2
i. Write a series of dictated sentences, containing material not previously heard, with a minimum of spelling or structural errors	7.1.IL.C.2
j. Write a complete sentence in response to all types of questions	7.1.IL.B.3
k. Write a complex sentence in response to a question	7.1.IL.B.3
l. Rewrite a short dialogue in narrative form, using the third person	7.1.IL.C.2
m. Write a short dialogue from suggested phrases or brief narration	7.1.IL.C.2
n. Write a short paragraph to summarize a reading passage	7.1.IL.C.3
o. Write a few paragraph expressing a personal thought or belief	7.1.IL.C.2
p. Use technology, materials. and resources as tools to enhance writing skills	7.1.IL.C.1
q. Demonstrate knowledge of some famous personalities associated with the target culture	7.1.IL.A.3
r. Compare and contrast aspects of the target cultures with the students' own culture(s)	7.1.IL.A.1

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*	
INTERMEDIATE-MID	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Strings of sentences	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Evidence of control of grammar when using simple sentences and basic verb forms Demonstrates some ability to use grammatical and stylistically cohesive elements	
<b>VOCABULARY USE</b>	
Comprehends and produces vocabulary on a wider range of everyday themes Understands and uses some idiomatic expressions and culturally authentic expressions	

Searches for adequate vocabulary
<b>COMMUNICATION STRATEGIES</b> Techniques to understand and to be understood As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.
<b>INTERPRETIVE</b>
Uses knowledge of own culture and target culture to deduce meaning Derives meaning by examining familiar and unfamiliar structures Effectively uses resources, such as target language dictionaries and online resources, to aid comprehension
<b>INTERPERSONAL</b>
Consistently: Asks for clarification Uses some cohesive devices Uses circumlocution Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives
<b>PRESENTATIONAL</b>
Consistently: Uses circumlocution Uses some cohesive devices Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives Self-corrects when not understood Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives
* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

## LISTENING EXIT LEVEL PROFICIENCIES: LEVEL IV INTERMEDIATE-MID LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow more sophisticated conversational sequences	7.1.IM.A.4
b. Show understanding of new vocabulary used in context	7.1.IM.A.1
c. Show understanding of the general idea of an expression in which a limited number of familiar vocabulary items are used	7.1.IM.A.1

d. Demonstrate understanding of vocabulary that is somewhat abstract when it is explained in simpler form in the language being taught	7.1.IM.A.6
e. Comprehend more complex grammar structures	7.1.IM.A.7
f. Show understanding of some regional variations of speech by performing an appropriate action or making an appropriate oral response	7.1.IM.A.1
g. Show understanding of a response to a question posed to a native speaker by performing an appropriate action or making an appropriate oral response	7.1.IM.B.3
h. Participate in and enhance comprehension by asking for clarification or repetition when needed	7.1.IM.B.1
i. Understand the essential elements about a variety of topics from materials produced for the native speaker	7.1.IM.A.1
j. Comprehend extended discourse in standard speech delivered with repetition by a native speaker	7.1.IM.A.1
k. Use technology, materials, and resources as tools to enhance listening skills	7.1.IM.C.1

## SPEAKING EXIT LEVEL PROFICIENCIES: LEVEL IV INTERMEDIATE-MID LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Use target language for all classroom business and interactions	7.1.IM.A.1, B.2

b. Show understanding of a new vocabulary and more complex structures when used in context by performing an appropriate action or making an appropriate oral response	7.1.IM.A.1
c. Respond to most routine questions, statements and commands	7.1.IM.B.3
d. Speak intelligibly and use vocabulary sufficient to express oneself	7.1.IM.B.3, B.4
e. Discuss situations relevant to everyday life	7.1.IL.B.4
f. Expand the ability to initiate original dialogue	7.1.IM.B.4
g. Initiate, sustain, and close a general conversation on a number of topics	7.1.IM.B.1
h. Make a short oral report on a given topic	7.1.IM.C.1
i. Use all major time frames and moods when speaking	7.1.IM.B.4
j. Express choices and reasons for them	7.1.IM.B.3
k. Recite poems	7.1.IM.C.1
l. Retell familiar material with expanded vocabulary	7.1.IM.C.3
m. Dramatize situations related to everyday life	7.1.IM.C.1
n. Express opinions in extended discourse	7.1.IM.B.3
o. Participate in conversations on topics beyond the most immediate needs	7.1.IM.B.4
p. Practice rhythm, stress, and intonation in interviews	7.1.IM.B.4, B.5
q. Show evidence of connected discourse, particularly in narratives and descriptions	7.1.IM.B.4
r. Pose questions to a native speaker in order to get information or directions	7.1.IM.A.1, B.4
s. Sustain a conversation in the language with another advanced student or the teacher	7.1.IM.A.1, B.4
t. Introduce and identify themselves in situations requiring introduction and identification	7.1.IM.B.3, B.5
u. Use the language both within and beyond the school setting	7.1.IM.B.5
v. Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment	7.1.IM.B.5
w. Demonstrate some knowledge of major historical events of the civilizations of the culture(s) being studied	7.1.IM.A.1, B.5
x. Demonstrate knowledge of the forms of government of the countries where the target language is spoken	7.1.IM.A.1, B.5

## READING EXIT LEVEL PROFICIENCIES: LEVEL IV INTERMEDIATE-MID LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
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a. Deduce the meanings of a new vocabulary in an advertisement, poster, or street sign from the visuals provided and/or the situation in which it is found	7.1.IM.A.4
b. Deduce meanings of new items in a passage through the general context of the passage	7.1.IM.A.5
c. Select the line(s) of a passage that contain the answers to questions	7.1.IM.A.6
d. Select the line(s) of a passage that are the keys in transmitting a summary of that passage	7.1.IM.A.1, A.6
e. Read (at a sitting) materials of increasing length that contain both familiar and unfamiliar lexical and structural items	7.1.IM.A.7
f. Read materials of different types: short stories, graded reading selections, street signs and posters, and magazines or newspapers	7.1.IM.A.7
g. Pronounce correctly new words met in reading, through experience with similarly pronounced words	7.1.IM.A.1
h. Explain vocabulary learned passively through association with previously mastered vocabulary or situational context	7.1.IM.B.1
i. Read a novel, play or poetry	7.1.IM.C.1
j. Read aloud with proper phrasing, emphasis, and expression a short paragraph that first been read silently	7.1.IM.C.1
k. Deduce the meaning of new vocabulary which is from the same family or compound of a word already known	7.1.IM.A.5
l. Comprehend longer sentences containing subordinate clauses and more complex structures	7.1.IM.A.5
m. Deduce the meaning of an extend number of new items in a passage through the general context of the passage	7.1.IM.A.5
n. Comprehend narrative passages that contain more complex structures and idiomatic language	7.1.IM.A.4
o. Utilize the dictionary to expand vocabulary and ascertain correct usage of words	7.1.IM.A.7
p. Appreciate and assimilate literature as a new way of looking at oneself and things outside the classroom	7.1.IM.B.5
q. Use technology, materials, and resources as tools to enhance reading skills	7.1.IM.C.1
r. Demonstrate knowledge of some famous historical figures associated with the culture	7.1.IM.A.1, B.5
s. Understand the impact of the foreign culture on other civilizations and cultures	7.1.IM.A.4, B.3, B.4, B.5
t. Experience various aspects of another culture	7.1.IM.C.4
u. Identify the cultural factors that determine and, or the influence the impact of literacy works of the target culture	7.1.IM.B.2
v. Determine the impact, if any, that literature has on the target culture	7.1.IM.B.2
w. Demonstrate an awareness and appreciation of the literature, the art, the music, and the architecture of the target language	7.1.IM.B.2
x. Research and organize information about the target culture and civilizations from the library, mass media, people, and personal observation	7.1.IM.A.3
y. Identify stereotyping in given situations: when, where, and why it occurs	7.1.IM.A.3, C.1

z. Use technology to acquire current cultural information, in order to develop more accurate impressions of the culture	7.1.IM.C.1
aa. Research language related to employment opportunities	7.1.IM.C.2

### **WRITING LEVEL PROFICIENCIES: LEVEL IV INTERMEDIATE-MID LEARNER RANGE**

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language	<b>CPI</b>
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and culture studied with their own, and participate in home and global communities.	
a. Make appropriate written responses to questions, fill-in exercises, and completion drills	7.1.IM.B.1
b. Write correctly all of part of dictated sentences in which the material is not in the form originally learned	7.1.IM.B.4
c. Write logical responses to all types of questions	7.1.IM.B.3
d. Write more detailed descriptions of pictures, visual cues, or events	7.1IM.B.4
e. Write summaries of reading selections	7.1.IM.C.3
f. Write in all major time frames and moods	7.1.IM.B.4
g. Write weekly journals entries	7.1.IM.B.2
h. Write a complex sentence in response to any of question	7.1.IM.B.3
i. Write a review of a literary work written in the target language	7.1.IMC.3
j. Write a composition on a given theme	7.1.IM.C.2
k. Write a paragraph to answer a general or broad question requesting concrete information	7.1.IM.C.2
l. Write a business letter	7.1.IM.B.4
m. Write a cooperative short story an/or play	7.1.IM.C.4
n. Use technology, materials and resources as tools to enhance reading skills	7.1.IM.C.1
o. Demonstrate awareness of the cultural connotations of common words and phrases	7.1.IM.B.1
p. Compare and contrast attitudes and values of the target cultures with the students' own culture(s)	7.1.IM.A.4

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*	
INTERMEDIATE-HIGH	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Connected sentences and paragraphs	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Generally accurate when narrating and describing in present time	
Less accurate in past and future time	
Applies familiar structures to new situations	



<b>VOCABULARY USE</b>
Comprehends and produces vocabulary from an expanding variety of themes Understands and uses idiomatic expressions and culturally authentic expressions Uses specialized and precise vocabulary for a limited number of topics
<b>COMMUNICATION STRATEGIES</b> Techniques to understand and to be understood As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.
<b>INTERPRETIVE</b>
Identifies the organizing principle(s) of oral or written text Infers and interprets the intent of the author
<b>INTERPERSONAL</b>
Uses cohesive devices Probes for details in order to clarify meaning Uses circumlocution Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives
<b>PRESENTATIONAL</b>
Consistently: Uses circumlocution Uses cohesive devices to organize presentation Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives
<i>* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.</i>

## LISTENING EXIT LEVEL PROFICIENCIES: LEVEL V INTERMEDIATE-HIGH LEARNER RANGE

<b>STANDARD:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<b>CPI</b>
a. Follow more sophisticated conversational sequences	7.1.IH.A.4

b. Show understanding of a new vocabulary used in context	7.1.IH.A.1
c. Show understanding of the general idea of an expression	7.1.IH.A.1
d. Demonstrate understanding of vocabulary that is somewhat abstract when it is explained in similar form in the language being taught	7.1.IH.A.6
e. Comprehend more complex grammar structures	7.1.IH.A.7
f. Show understanding of some regional variations of speech by performing an appropriate action or making an appropriate oral response	7.1.IH.A.1
g. Show understanding of a question posed to a native speaker by performing an appropriate action or making an appropriate oral response	7.1.IH.B.3
h. Show understanding of the general idea and some of the specific details of a longer expressions containing some unfamiliar vocabulary and structures by making an appropriate physical or oral response	7.1.IH.A.1
i. Sustain a conversation in the language with another advanced student, the teacher or native speaker	7.1.IH.A.1, B.4
j. React to vocabulary of increasing abstraction as it is used or when it is explained or clarified in the foreign language	7.1.IH.B.1
k. Use technology, materials, and resources as tools to enhance listening skills	7.1.IH.C.1
l. Demonstrate intellectual curiosity about other Spanish-speaking cultures an empathy toward their peoples	7.1.IH.A.1, B.5
m. Demonstrate knowledge of the impact of the foreign cultures of the own in historical context	7.1.IH.A.5

## SPEAKING EXIT LEVEL PROFICIENCIES: LEVEL V INTERMEDIATE-HIGH LEARNER RANGE

**STANDARD: 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI**

a. Demonstrate speech patterns whose pronunciation, intonation, and rhythm make the expressions readily understandable to a native speaker	7.1.IM.A.1
b. Pose questions to a native speaker in order to get information or directions	7.1.IH.B.1
c. Speak in sentences which have more complex structures needed to enrich or enhance the simpler ones	7.1.IH.B.4
d. Use synonyms in their speech to vary their utterances	7.1.IH.B.6
e. Introduce and identify themselves in situations requiring introduction and identification	7.1.IH.B.3
f. Narrate a personal experience	7.1.IH.C.1
g. Express a personal reaction to something heard, read or observed	7.1.IH.B.4
h. Sustain a conversation in the language with another advanced student or a native speaker	7.1.IH.A.1, B.4
i. Supply use of concrete vocabulary with idiomatic expressions and abstract words in conveying facts, ideas or opinions	7.1.IH.A.1
j. Express an original thought or idea which is the result of personal reasoning of thought process and which is within the limit of their fund of knowledge in the language	7.1.IH.B.4
k. Use the language both within and beyond the school setting	7.1.IH.B.6
l. Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment	7.1.IH.B.6
m. Demonstrate knowledge of the impact of the foreign culture(s) on their own in historical context	7.1.IH.A.2, A.3, A.4, B.3, B.4
n. Demonstrate knowledge of the impact of the foreign culture(s) on other civilizations and cultures	7.1.IH.C.1, C.5

## READING EXIT LEVEL PROFICIENCIES: LEVEL V INTERMEDIATE-HIGH LEARNER RANGE

**STANDARD: 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI**

a. Pronounce correctly new words met in reading, through experience with similarly pronounced words	7.1.IH.A.1
b. Read aloud with proper phrasing, emphasis, and expression a short paragraph that has first been read silently	7.1.IH.C.1
c. Deduce the meaning of a new vocabulary which is from the same family or compound of a word already known	7.1.IH.A.5
d. Comprehend longer sentences containing subordinate clauses and more complex structures	7.1.IH.A.5
e. Deduce the meaning of an extended number of a new items in a passage through the general context of the passage	7.1.IH.A.4
f. Comprehend narrative passages that contain more complex structures and idiomatic language	7.1.IH.C.1
g. Understand passages which contain abstract ideas presented in simple language	7.1.IH.A.6
h. Read one or more pages of more complex material at sitting	7.1.IH.A.5
i. Read several pages of simple material for comprehension without looking up the meaning of many words or expressions	7.1.IH.B.5
j. Select from a short complex passage or longer simple one, phrases and sentences that are the keys in transmitting a summary of that passage	7.1.IH.A.6
k. Read from a variety of materials (magazines, newspapers, selected readings , short stories, a play or a novel) with some degree of facility in comprehension	7.1.IH.A.6
l. Use technology, materials and resources as tolls to enhance reading skills	7.1.IH.C.1
m. Demonstrate intellectual curiosity about the target culture and empathy toward its people	7.1.IH.A.1, A.2, A.3, A.4, B.1
n. Trace the development of the civilization(s) of the language being studied	7.1.IH.A.2, A.3, A.4, B.3, B.4
o. Use technology to acquire current information, in order to develop more accurate impression of the culture	7.1.IH.C.1, C.2
p. Research language related to employment opportunities	7.1.IH.C.2

## WRITING EXIT LEVEL PROFICIENCIES: LEVEL V INTERMEDIATE-HIGH LEARNER RANGE

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language	<b>CPI</b>
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and culture studied with their own, and participate in home and global communities.	
a. Write weekly journals entries	7.1.IH.B.2
b. Write a series of dictated sentences, containing material not previously heard, within a minimum of spelling or structural errors	7.1.IH.B.4
c. Write a complex sentence in response to a question	7.1.IH.B.3
d. Rewrite a dialogue in narrative form, using the third person	7.1.IH.C.3
e. Write a dialogue from suggested phrases or brief narration	7.1.IH.C.2
f. Write a summary of a reading passage	7.1.IH.C.3
g. Write an original short story and/or play	7.1.IH.C.1
h. Create a foreign language newspaper composed of students' contributions (editorials, news reports, comics, current school topics or concerns, horoscopes, advertisements, etc.)	7.1.IH.C.1
i. Use technology, materials, and resources as tools to enhance writing skills	7.1.IH.C.2
j. Research language related to employment opportunities	7.1.IH.C.2
k. Identify stereotyping in given situations: when, where, and why it occurs	7.1.IH.B.2

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS* INTERMEDIATE-HIGH	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Connected sentences and paragraphs	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Generally accurate when narrating and describing in present time Less accurate in past and future time	

Applies familiar structures to new situations
<b>VOCABULARY USE</b>
Comprehends and produces vocabulary from an expanding variety of themes Understands and uses idiomatic expressions and culturally authentic expressions Uses specialized and precise vocabulary for a limited number of topics
<b>COMMUNICATION STRATEGIES</b> Techniques to understand and to be understood As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.
<b>INTERPRETIVE</b>
Identifies the organizing principle(s) of oral or written text Infers and interprets the intent of the author
<b>INTERPERSONAL</b>
Uses cohesive devices Probes for details in order to clarify meaning Uses circumlocution Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives
<b>PRESENTATIONAL</b>
Consistently: Uses circumlocution Uses cohesive devices to organize presentation Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives
* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

## LISTENING EXIT LEVEL PROFICIENCIES SPANISH GRAMMAR AND COMPOSITION INTERMEDIATE-HIGH LEARNER RANGE

**STANDARD: 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also

**CPI**

gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
a. Develop an appreciation, understanding and acceptance of regional dialectal variants	7.1.IH.A.1, A.2, B.1, C.1
b. Recognize dialectal variants in their own and others' speech	7.1.IH.A.2, A.3, B.2
c. Analyze the differences in dialects	7.1.IH.A.2, A.3, B.2
d. Compare and contrast the world standard with his/her own dialect	7.1.IH.A.2, A.3, B.2, B.3, C.2
e. Identify the country of origin as Spanish speakers through their speech	7.1.IH.A.2, A.3, B.2, B.3, C.2
f. Differentiate various speech styles	7.1.IH.A.2, A.3, B.2, B.3, C.2
g. Compare difference in syntactic patterns and variant pronunciations	7.1.IH.A.2, A.3, B.2, B.3, C.2
h. Recognize "regional" and "world" variant in lexicon	7.1.IH.A.2, A.3, B.2, B.3, C.2
i. Recognize "regional" and "world" variant in morphology	7.1.IH.A.2, A.3, B.2, B.3, C.2
j. Recognize "regional" and "world" variant in syntax	7.1.IH.A.2, A.3, B.2, B.3, C.2
k. Recognize "regional" and "world" variant in idiom	7.1.IH.A.2, A.3, B.2, B.3, C.2
l. Use technology to enhance listening skills	7.1.IH.A.2, A.3

**SPEAKING EXIT LEVEL PROFICIENCIES  
SPANISH GRAMMAR & COMPOSITION  
INTERMEDIATE-HIGH LEARNER RANGE**

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language	<b>CPI</b>
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and culture studied with their own, and participate in home and global communities.	
a. Develop self confidence as a speaker of his own dialect in Spanish	7.1.IH.A.2, A.3, B.2, C.2
b. Express himself in world standard Spanish as well as his own dialect	7.1.IH.A.2, A.3, B.2, C.2
c. Recognize the appropriateness of different styles of speaking in different situations	7.1.IH.A.2, A.3, B.2, C.2
d. Increase his repertory of speech styles	7.1.IH.A.2, A.3, B.2, C.2
e. Recognize the differences between his dialect and the other dialects used in the classroom	7.1.IH.A.2, A.3, B.2, C.2
f. Recognize the differences between his dialect and world standard	7.1.IH.A.2, A.3, B.2, C.2
g. Restate language presented in dialect in world standard Spanish	7.1.IH.A.2, A.3, B.2, C.2
h. Restate world standard Spanish in his own dialect	7.1.IH.A.2, A.3, B.2, C.2
i. Present one speech to persuade	7.1.IH.A.2, A.3, B.2, C.2
j. Present one speech to inform	7.1.IH.A.2, A.3, B.2, C.2
k. Present one speech to demonstrate	7.1.IH.A.2, A.3, B.2, C.2
l. Show awareness of the audience	7.1.IH.A.2, A.3, B.2, C.2
m. Take part in the preparation and presentation of an organized group discussion	7.1.IH.A.2, A.3, B.2, C.2
n. Use technology, materials, and resources as tools to enhance and practice various speech patterns	7.1.IH.A.2, A.3, B.2, C.2
o. Use world standard Spanish both within and beyond the school setting	7.1.IH.A.2, A.3
p. Demonstrate intellectual curiosity about other Spanish-speaking cultures an empathy toward their peoples	7.1.IH.A.1, B.5
q. Demonstrate knowledge of the impact of the foreign cultures of their own in historical context	7.1.IH.A.5,
r. Demonstrate knowledge of the impact of their own cultures on other cultures aand civilizations	7.1.IH.C.2
s. Develop an appreciation understanding and acceptance of the peoples cultures in which the regional dialectal variants exist	7.1.IH.C.1

**READING EXIT LEVEL PROFICIENCIES  
SPANISH GRAMMAR & COMPOSITION  
INTERMEDIATE-HIGH LEARNER RANGE**

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken	<b>CPI</b>
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and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
a. Develop a self confidence as reader of their own dialect of Spanish	7.1.IH.C.3
b. Identify synonyms of assigned words	7.1.IH.A.7
c. Identify antonyms of assigned words	7.1.IH.A.7
d. Identify words in context	7.1.IH.A.7
e. Identify implied meaning of words	7.1.IH.A.7
f. Recognize syntactic use of words	7.1.IH.A.7
g. Recognize idiomatic use of words	7.1.IH.A.7, B.2
h. Identify analogy relationships (synonym, antonym, cause-effect )	7.1.IH.A.7
i. Identify words in sentence completion exercises	7.1.IH.A.7
j. Read and identify narrative literary genres (novel, short story, poetry, drama)	7.1.IH.A.6, A.7, A.7, B.5
k. Identify character's motive	7.1.IH.A.6, A.7, B.5
l. Identify main idea	7.1.IH.A.6, A.7, B.5
m. Identify setting	7.1.IH.A.6, A.7, B.5
n. Identify plot development details	7.1.IH.A.6, A.7, B.5
o. Identify other supporting details	7.1.IH.A.6, A.7, B.5
p. Identify relevant figurative language	7.1.IH.A.6, A.7, B.5
q. Identify relevant literary devices	7.1.IH.A.6, A.7, B.5
r. Read informational nonfiction (newspapers articles, essays, texts)	7.1.IH.A.6, A.7, B.5
s. Read persuasive/argumentative non fiction (editorials, letters to the editor)	7.1.IH.A.4.C.2
t. Identify main idea in persuasive/argumentative nonfiction	7.1.IH.A.4, C.2
u. Identify supporting details in persuasive/argumentative non fiction	7.1.IH.A.4, C.2
v. Identify examples of comparison/contrast persuasive/argumentative non fiction	7.1.IH.A.6
w. Identify persuasive idioms in persuasive/argumentative non fiction	7.1.IH.A.7, B.2
x. Infer characters' motives	7.1.IH.A.6, B.5
y. Infer main idea	7.1.IH.A.6, B.5
z. Infer supporting details	7.1.IH.A.6, B.2
aa. Interpret relevant figurative language	7.1.IH.A.6, B.5
bb. Interpret relevant literary devices	7.1.IH.A.6, B.5
cc. Infer main idea from informational non fiction	7.1.IH.A.6, B.5
dd. Infer supporting details from informational non fiction	7.1.IH.A.6, B.5
ee. Make judgment and draw conclusions from informational non fiction	7.1.IH.A.6, B.5
ff. Infer main idea from persuasive/argumentative non fiction	7.1.IH.A.6, B.5
gg. Infer supporting details from persuasive/argumentative non fiction	7.1.IH.A.6, B.5

hh.	Infer author's point of view form persuasive/argumentative non fiction	7.1.IH.A.6, B.5
ii.	Identify examples of comparisons/contrasts from persuasive/argumentative non fiction	7.1.IH.A.6, B.5
jj.	Distinguish facts form opinion in persuasive/argumentative non fiction	7.1.IH.A.6, B.5
kk.	Identify and use charts maps and diagrams	7.1.IH.A.5
ll.	Take notes from board	7.1.IH.A.5
mm.	Outline by topic	7.1.IH.A.1, B.4
nn.	Read magazines and newspapers that develop interest and expand knowledge of the world	7.1.IH.B.3
oo.	Expand and reinforce vocabulary	7.1.IH.A.6, B.5
pp.	Use designated time in library, classroom or home for silent reading	7.1.IH.A.6
qq.	Develop appreciation of ethnic literature	7.1.IH.A.6, C.1
rr.	Use designated time in class for oral reading	7.1.IH.A.6, B.2, B.4
ss.	Use technology, materials and resources to enhance reading skills	7.1.IH.B.6, C.1
tt.	Identify professions and careers that require proficiency in a language other than English	7.1.IH.B.6
uu.	Compare and contrast the life-styles, actions, roles, values, and beliefs of the target student population with those of English speaking Americans	7.1.IH.B.3, B.4
vv.	Demonstrate intellectual curiosity about other Spanish-speaking cultures an empathy toward their peoples	7.1.IH.A.1, B.5
xx.	Trace the development of the civilization(s) of the language being studied	7.1.IH.A.5
yy.	Recognize the contributions of their own culture to other cultures	7.1.IH.C.2
zz.	Recognize the contributions of other cultures to their own	7.1.IH.A.1, C.1, C.2
aaa.	Identify stereotyping in given situations: when, where, and why it	7.1.IH.A.1
bbb.	Use technology to acquire current cultural in formation, in order to develop more accurate impressions of the culture	7.1.IH.C.1
ccc.	Research language related to employment opportunities	7.1.IH.C.1

## **WRITING EXIT LEVEL PROFICIENCIES SPANISH GRAMMAR & COMPOSITION INTERMEDIATE-HIGH LEARNER RANGE**

**STANDARD: 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also

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gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
a. Write several paragraphs comparing or contrasting two people, places or things	7.1.IH.A.3
b. Use appropriate organizational pattern (either item-by-item or feature by feature)	7.1.IH.A.5
c. Adapt comparison/contrast essay to special needs and interests of audience	7.1.IH.C.2
d. Provide sufficient detail for clarity and full understanding	7.1.IH.C.1, C.2
e. Write a persuasive speech that can be presented in 3-5 minutes	7.1.IH.C.2, C.3
f. Organized message in a way that reflects the special nature and requirements of public address	7.1.IH.C.3
g. Use arguments that are likely to persuade audience	7.1.IH.C.3
h. Use result of own investigation to support argument	7.1.IH.C.2, C.3
i. Write an interpretation of a short story	7.1.IH.C.3
j. Write a portion of a memoir of a real person	7.1.IH.C.1
k. Write about one key event in the person's life	7.1.IH.A.3, A.4
l. Describe setting for that event, using sensory images	7.1.IH.A.3, A.4
m. Provide accurate historical detail about the event	7.1.IH.A.3, C.1
n. Present details of actions, thoughts, and statements that reveal personality of historical figures	7.1.IH.A.3, A.4, C.1
o. Describe objects in terms of color, shape, size	7.1.IH.C.2
p. Write an informative speech that can be presented in 3-5 minutes	7.1.IH.C.3
q. Apply correct punctuation to writing	7.1.IH.A.6, A.7
r. Apply correct capitalization to writing	7.1.IH.A.6, A.7
s. Apply spelling concepts to writing	7.1.IH.A.6, A.7
t. Use correct agreement in writing	7.1.IH.A.6, A.7
u. Use the correct form of regular and irregular verbs	7.1.IH.A.6, A.7
v. Use consistency of tense	7.1.IH.A.6, A.7
w. Use correct active and passive forms of verbs	7.1.IH.A.6, A.7
x. Use correct comparisons	7.1.IH.A.6, A.7
y. Use correct pronoun forms	7.1.IH.A.6, A.7
z. Use correct possessive forms	7.1.IH.A.6, A.7
aa. Correct fragment and run-on sentences	7.1.IH.A.6, A.7
bb. Combine sentences using words, phrases, clauses	7.1.IH.A.6, A.7
cc. Expand sentences using words, phrases, clauses, verbs, and figures of speech	7.1.IH.A.6, A.7
dd. Use parallel structure	7.1.IH.A.6, A.7
ee. Use transition words and phrases between sentences and paragraphs to reflect comparison and contrast, cause and effect sequence (chronological order, order of importance, and spatial relationship)	7.1.IH.A.6, A.7
ff. Vary sentence beginning and sentence structure	7.1.IH.A.6, A.7
gg. Recognize and correct misplaced dangling modifiers	7.1.IH.A.6, A.7
hh. Use vocabulary which addresses audience, purpose and situations	7.1.IH.A.6, A.7
ii. Use synonym to avoid monotony	7.1.IH.A.6, A.7
jj. Use antonyms for contrast	7.1.IH.A.6, A.7
kk. Avoid over used, unnecessary and vague words	7.1.IH.A.6, A.7
ll. Recognize and use correct denotation and connotation of words	7.1.IH.A.6, A.7

mm.	Use the dictionary and thesaurus as editing tools	7.1.IH.C.1
nn.	Develop self confidence as a writer of his own dialect of Spanish	7.1.IH.C.2
oo.	Use technology, materials, and resources as tools to enhance writing skills	7.1.IH.C.1
pp.	Identify professions and careers that require proficiency in a language other than English	7.1.IH.B.6

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS* INTERMEDIATE-HIGH	
<b>TEXT TYPE</b>	<b>Quantity of Language Produced</b>
Connected sentences and paragraphs	
<b>LANGUAGE CONTROL</b>	<b>Grammatical Accuracy</b>
Generally accurate when narrating and describing in present time Less accurate in past and future time	

Applies familiar structures to new situations
<b>VOCABULARY USE</b>
Comprehends and produces vocabulary from an expanding variety of themes Understands and uses idiomatic expressions and culturally authentic expressions Uses specialized and precise vocabulary for a limited number of topics
<b>COMMUNICATION STRATEGIES</b> Techniques to understand and to be understood As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.
<b>INTERPRETIVE</b>
Identifies the organizing principle(s) of oral or written text Infers and interprets the intent of the author
<b>INTERPERSONAL</b>
Uses cohesive devices Probes for details in order to clarify meaning Uses circumlocution Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives
<b>PRESENTATIONAL</b>
Consistently: Uses circumlocution Uses cohesive devices to organize presentation Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives
* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

## LISTENING EXIT LEVEL PROFICIENCIES SPANISH GRAMMAR& LITERATURE INTERMEDIATE-HIGH LEARNER RANGE

**STANDARD: 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language

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and culture studied with their own, and participate in home and global communities.	
a. Recognize dialectal; variants in their own and other's speech	7.1.IH.A.1, A.2
b. Analyze the differences in dialects	7.1.IH.A.2
c. Compare the world standard with their own dialect(s)	7.1.IH.A.3
d. Identify the country of origin of Spanish speakers through their speech	7.1.IH.A.2
e. Differentiate various speech styles	7.1.IH.A.5, A.8
f. Carry different syntactic patterns and variant pronunciation	7.1.IH.A.2, A.7
g. Recognize "regional" and "world" variants in lexicon	7.1.IH.A.7
h. Recognize "regional" and "world" variants in morphology	7.1.IH.A.6, A.7
i. Recognize "regional" and "world" variants in syntax	7.1.IH.A.1, A.6, A.7
j. Recognize "regional" and "world" in idiom	7.1.IH.A.1, A.6
k. Use world standard Spanish both within and beyond the school Setting	7.1.IH.A.7, A.8
l. Show evidence of becoming life-long learners	7.1.IH.A.2
m. Use technology, materials and resources as tools to enhance speaking skills	7.1.IH.B.1, B.6

**SPEAKING EXIT LEVEL PROFICIENCIES  
SPANISH GRAMMAR & LITERATURE  
INTERMEDIATE-HIGH LEARNER RANGE**

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also	<b>CPI</b>
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gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
a. Increase self confidence as a speaker of his/her own dialect of Spanish	7.1.IH.A.5, B.4
b. Change the style of speech to fit the appropriateness of different Situations	7.1.IH.B.4
c. Increase and improve the ability to express himself/herself in world standard Spanish as well as his/her own dialects	7.1.IH.A.5
d. Increase and improve his/her repertory of speech styles	7.1.IH.B.4
e. Compare and contrast his/her dialect with the other dialects used in the classroom	7.1.IH.A.2, B.3
f. Compare and contrast his/her dialect with world standard	7.1.IH.A.2, B.3
g. Increase and improve ability to restate world standard Spanish in his/her own dialect	7.1.IH.A.2
h. Increase and improve ability to restate world standard Spanish in his/her own dialect	7.1.IH.C.3
i. Restate world standard Spanish in any given dialect	7.1.IH.A.6
j. Present short dramatic skits	7.1.IH.A.6
k. Present short speeches in both world standard Spanish and their own Dialect	7.1.IH.C.1
l. Identify differences in materials presented in their own dialects and world standard Spanish	7.1.IH.B.4
m. Show awareness of the audience	7.1.IH.B.3, C.1
n. Take apart in the preparation and presentation of an organized group discussion	7.1.IH.C.1
o. Prepare same material for both an audience of their peers and a formal audience	7.1.IH.A.7
p. Explain an alternative way, lexical or syntactical, of expressing an idea	7.1.IH.A.7, C.2
q. Master the use of paraphrasing	7.1.IH.A.4
r. Discuss regional variants of speech found in Spanish-language films from various countries	7.1.IH.A.7
s. Memorize and master jokes in various dialects	7.1.IH.A.7
t. Use world standard Spanish both within and beyond the school setting	7.1.IH.C.3
u. Show evidence of becoming life-long learners	7.1.IH.B.4
v. Use technology material and resources as tools to enhance speaking skills	7.1.IH.A.4, C.2
w. Trace the development of the civilizations of the Spanish-speaking World	7.1.IH.A.1, C.1
x. Demonstrate knowledge of the impact of their own culture on non Spanish cultures in areas of history literatures, government, art, music, and social economic life	7.1.IH.A.3, B.2, B.5, C.1
y. Development an appreciation, understanding, and cultures in which the regional dialectal variants exist	7.1.IH.C.1

**READING EXIT LEVEL PROFICIENCIES  
SPANISH GRAMMAR & LITERATURE  
INTERMEDIATE-HIGH LEARNER RANGE**

**STANDARD: 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also

**CPI**



gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
a. Increase self confidence as readers of both their own dialects and world standard Spanish	7.1.IH.C.3
b. Write about personal decision-making process	7.1.IH.A.7
c. Examine etymological roots of words	7.1.IH.A.7
d. Examine idioms	7.1.IH.A.7
e. Identify complex analogy relationships	7.1.IH.A.7
f. Read selections from narrative genres (novel, short story, poetry and drama)	7.1.IH.A.6
g. Compare and contrast methods of characterization	7.1.IH.A.6
h. Analyze main ideas/authors purpose	7.1.IH.A.6, C.1
i. Analyze theme	7.1.IH.A.6
j. Analyze details supporting characterization and theme	7.1.IH.A.6
k. Analyze relevant literary devices	7.1.IH.A.6
l. Analyze autobiographical influences on style and content	7.1.IH.A.6
m. Analyze relevant figurative language to identify author's style	7.1.IH.A.6
n. Demonstrate general knowledge of history as it relates to literature study	7.1.IH.A.3, A.5
o. Read complex informational nonfiction (biography, autobiography, essay, primary historical sources)	7.1.IH.A.3
p. Analyze main idea of informational nonfiction	7.1.IH.A.6
q. Analyze supporting details of informational nonfiction	7.1.IH.A.6
r. Evaluate validity of charts, maps and diagrams	7.1.IH.A.5
s. Infer main idea and author's purpose	7.1.IH.A.6, C.1
t. Infer theme	7.1.IH.A.6, C.1
u. Infer details supporting characterization and theme	7.1.IH.A.6, C.1
v. Interpret relevant figurative language to identify author's style	7.1.IH.A.6, C.1
w. Interpret relevant literary devices	7.1.IH.A.6, C.1
x. Relate general knowledge of history to literature study	7.1.IH.A.3, A.5
y. Infer autobiographical influences on style and content	7.1.IH.A.6
z. Infer main idea of complex informational non fiction	7.1.IH.A.6
aa. Develop awareness of materials about career choices	7.1.IH.B.6, C.1
bb. Use technology, material, and resources to enhance reading skills	7.1.IH.A.5
cc. Use technology to acquire current cultural information, in order to develop more accurate impressions of the culture	7.1.IH.A.3
dd. Research language related to employment opportunities	7.1.IH.C.2

## **WRITING EXIT LEVEL PROFICIENCIES SPANISH GRAMMAR & LITERATURE INTERMEDIATE-HIGH LEARNER RANGE**

<b>STANDARD: 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language	<b>CPI</b>
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study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
a. Write about personal decision-making process	7.1.IH.B.4, C.2
b. Identify a personal decision that the writer has made (career, higher education, vacation, place of residence)	7.1.IH.B.4, B.6
c. Explain the process that was used in making that decision	7.1.IH.B.4, B.6
d. Explain why that decision was or was not personally satisfying	7.1.IH.B.4, B.6
e. Write a formal essay of argumentation about a current issue	7.1.IH.A.5, B.4, B.6
f. Use rebuttal to knowledge and refute opposing arguments	7.1.IH.B.3
g. Use logical reasoning and persuasive techniques to persuade audience	7.1.IH.B.3
h. Show awareness of the audience	7.1.IH.B.3
i. Use language that shows control of tone	7.1.IH.A.6, B.5, C.3
j. Write an analysis of conflict in a novel	7.1.IH.A.6, B.5, C.3
k. Identify source and nature of conflict in a novel	7.1.IH.B.5, C.3
l. Analyze conflict and its resolution in relation to choices made by the protagonist	7.1.IH.B.5, C.3
m. Use specific material from a novel to support analysis	7.1.IH.A.5, B.5, C.3
n. Demonstrate ability to make valid inferences about character and conflict	7.1.IH.A.5, B.5, C.3
o. Write a short story	7.1.IH.C.1, C.2
p. Describe the main character of the short story in depth	7.1.IH.A.5, B.5, C.3
q. Describe setting of the short story with sensory images	7.1.IH.A.5, B.5, C.3
r. Dramatize key conflict by providing appropriate details	7.1.IH.A.6, B.5
s. Use dialogue to increase interest	7.1.IH.C.1
t. Write a career report	7.1.IH.C.1
u. Use three or more current sources of information about the career	7.1.IH.C.1
v. Report on the following issues: description of career, choice, requirements of career, rewards of career, career opportunities in near future, personal reason for choosing a career	7.1.IH.A.5, B.4, B.5, C.1
w. Apply correct punctuation and accentuation to writing	7.1.IH.A.7
x. Apply correct capitalization to writing	7.1.IH.A.7
y. Apply spelling concepts to writing	7.1.IH.A.7
z. Apply good usage to writing	7.1.IH.A.7
aa. Apply correct sentence structure to writing	7.1.IH.A.7
bb. End sentences using words, phrases, clauses, and figures of speech	7.1.IH.A.7
cc. Use parallel structure	7.1.IH.A.7
dd. Use transition words and phrases between sentences and paragraphs to reflect comparison and contrast, cause and effect, and sequence (chronological order, order of importance and spatial relationships)	7.1.IH.A.7
ee. Vary sentence beginning and sentence structure	7.1.IH.A.7

ff. Recognize and correct misplaced and dangling modifiers	7.1.IH.A.7
gg. Use vocabulary which addresses audience, purpose and situation	7.1.IH.A.7
hh. Use synonyms to avoid monotony	7.1.IH.C.2
ii. Use antonyms for contrast	7.1.IH.C.2
jj. Avoid overused, unnecessary and vague words	7.1.IH.C.2
kk. Recognize and use correct denotation and connotation of words	7.1.IH.A.7
ll. Use the dictionary and thesaurus as editing tools	7.1.IH.C.1
mm. Transcribe lexical and syntactical alternatives of expression	7.1.IH.A.7
nn. Use technology, materials and resources as tools to enhance writing skills	7.1.IH.C.1

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*	
ADVANCED-LOW	
TEXT TYPE	Quantity of Language Produced
Paragraph-level discourse	
LANGUAGE CONTROL Grammatical Accuracy	
Sustained control of simple target-language sentence structures and partial control of more complex structures	
Grammatical unevenness with some control of aspect	
Some grammatical errors in control of aspect	

<b>VOCABULARY USE</b>
<p>Comprehends and produces vocabulary on an expanding variety of themes, including some abstract topics related to interest and aptitude</p> <p>Understands and uses idiomatic expressions and culturally authentic expressions</p> <p>Uses specialized and precise vocabulary for a wider range of topics</p> <p>Employs generic vocabulary</p>
<p><b>COMMUNICATION STRATEGIES</b> Techniques to understand and to be understood</p> <p>As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.</p>
<b>INTERPRETIVE</b>
<p>Handles linguistic challenges with a complication or handles an unexpected turn of events within familiar contexts and routine situations</p>
<b>INTERPERSONAL</b>
<p>Rephrases</p> <p>Conveys message without misrepresentation or confusion</p> <p>Is understood by native speakers unaccustomed to dealing with non-natives</p>
<b>PRESENTATIONAL</b>
<p>Rephrases</p> <p>Conveys message without misrepresentation or confusion</p> <p>Is understood by native speakers unaccustomed to dealing with non-natives</p>
<p><i>* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.</i></p>

## LISTENING EXIT LEVEL PROFICIENCIES ADVANCED PLACEMENT LANGUAGE ADVANCED-LOW LEARNER RANGE

**STANDARD: 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language

**CPI**

study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
a. Take notes on lectures given to introduce a new unit, author or cultural topic	7.1.AL.B.4
b. Comprehend dictated short paragraphs taken from literary selection studies	7.1.AL.A.1, B.4
c. Comprehend familiar or unfamiliar material read aloud by their students or teachers	7.1.AL.A.1, B.3
d. Answer questions based on selections readings	7.1.AL.B.1
e. Answer questions based on films, recordings and radio broadcast	7.1.AL.A.4, B.1
f. Demonstrate familiarity with a variety of voices in a variety of circumstances	7.1.AL.A.4, B.1
g. Answer direct, multiple choice or true-false questions based on Passages of gradually length and difficulty	7.1.AL.B.2
h. Take notes on short lectures given by teacher or other students to ascertain level of comprehension	7.1.AL.A.1, B.4
i. Interpret messages, lectures, and other materials spoken using a variety of regional dialects (pronunciation, dialects, and aural syntax)	7.1.AL.A.7
j. Use information, complete grids, or use organizers, learning to extract details versus main idea	7.1.AL.AL.A.6
k. Demonstrate listening comprehension of familiar or unfamiliar material by paraphrasing or retelling it	7.1.AL.A.1
l. Formulate within a given period of time answers to the type of situation questions employed on the Advanced Placement Test	7.1.AL.A.5, B.1
m. Apply strategies individually when using audio sources as inputs for both the essay and formal speaking sections of the AP Test	7.1.AL.A.7
n. Use technology to enhance and practice listening skills	7.1.AL.A.4
o. Demonstrate intellectual curiosity about the target culture and empathy toward its people	7.1.AL.C.2, C.3

### SPEAKING EXIT LEVEL PROFICIENCIES ADVANCED PLACEMENT LANGUAGE ADVANCED-LOW LEARNER RANGE

<b>STANDARD:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas,	<b>CPI</b>
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compare the language and culture studied with their own, and participate in home and global communities.	
a. Use target language for all classroom business and interactions	7.1.AL.A.5
b. Manipulate vocabulary in and out of context	7.1.AL.A.3
c. Recount a story suggested by a sequence of drawings	7.1.AL.C.1
d. Answer within a limited amount of time the type of situation question employed by the Advanced Placement Test	7.1.AL.B.1, C.2
e. Demonstrate command of grammatical structures, e. g., person, number, gender, case	7.1.AL.A.6, B.1
f. Describe in a controlled or spontaneous situation pictures, cartoons and/or individual objects	7.1.AL.A.3, C.4
g. Debate informally	7.1.AL.B.2, B.4
h. Improvise conversations or situations assigned by the teacher	7.1.AL.C.1, C.2
i. Create commercials to be presented in class	7.1.AL.B.1, C.2
a. Answer questions from the review tapes of the Advanced Placement Test	7.1.AL.C.1
b. Memorized and recite selected poetry or prose	7.1.AL.C.1
c. Give demonstrations in class , e.g., how to prepare a foreign dish, how to brush your teeth, how to play a game, etc.	7.1.AL.B.3, C.4
d. Use the language both within and beyond the school setting	7.1.AL.C.1
e. Show evidence of becoming life-learners by using the language for personal enjoyment and enrichment	7.1.AL.C.1, C.2
f. Respond to conversational prompts, such as interviews, voice mail, asking directions, advice, storytelling, and giving speeches, using rich vocabulary, accuracy in structure and syntax	7.1.AL.C.1
g. Speak with fluency, accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation and intonation	7.1.AL.A.6, A.7
h. Use technology to enhance and practice speaking skills	7.1.AL.C.1

**READING EXIT LEVEL PROFICIENCIES  
ADVANCED PLACEMENT LANGUAGE  
ADVANCED-LOW LEARNER RANGE**

<b>STANDARD:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language	<b>CPI</b>
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study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
a. Retelling stories by students	7.1.AL.A.6
b. Answer questions based on selections read	7.1.AL.A.6
c. Answer questions based on passages of gradually increasing length and difficulty	7.1.AL.C.1
d. Infer the meanings of words	7.1.AL.A.5, B.1
e. Recognize and understand idioms	7.1.AL.A.1, B.1
f. Deduce the meaning of new vocabulary which is from the same family or compound of a word already known	7.1.AL.B.4, C.2
g. Deduce the meaning of an extend number of new items in a passage through the general context and meanings of many words or expressions	7.1.AL.B.6, C.2
h. Read several pages of material for comprehension without looking up the meanings of many words or expressions	7.1.AL.B.2
i. Select the word or phrase that is grammatically correct in the context of the sentence	7.1.AL.A.5, B.1
j. Recognize grammatical errors in the context of a sentence	7.1AL.C.1, C.2
k. Select from a passage phrases and sentences that are the keys in transmitting a summary of that passage	7.1.AL.C.1, C.2
l. Synthesize vocabulary and structures to broaden understanding in reading newspapers, magazine articles, and literary pieces with increasing ease and accuracy	7.1.AL.C.1
m. Use technology to enhance and practice reading skills	7.1.AL.C.2
n. Use authentic reading resources and engage to create and to present Synthesis	7.1.AL.C.1, C.2
o. Acquire and enrich vocabulary and grasp structures that enable to manipulate a variety of reading and aural materials. Improve vocabulary through	7.1.AL.A.7, C.1
p. Understand and appreciate the culture of the language being studied in areas of literature, government, economic and social life, history, art and music	7.1.AL.C.3, C.4
q. Identify stereotyping in given situations: when, where, and why it occurs	7.1.AL.C.3
r. Use technology to acquire current cultural in formation in order to develop more accurate impressions of the culture	7.1.AL.A.4
s. Research language related to employment opportunities	7.1.AL.C.3, C.4

## **WRITING EXIT LEVEL PROFICIENCIES** **ADVANCED PLACEMENT LANGUAGE** **ADVANCED-LOW LEARNER RANGE**

<b>STANDARD:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language	<b>CPI</b>
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and culture studied with their own, and participate in home and global communities.	
a. Demonstrate command of grammatical structures, e. g., person, number, gender, case, tense	7.1.AL.A.6, B.1
b. Write the correct form of a given word needed to complete a passage that is both logical and grammatically correct	7.1.AL.A.7, C.2
c. Write a free or controlled, timed compositions on announced or unannounced topics of at least 200 words in length	7.1.AL.A.7, C.2
d. Rewrite compositions making necessary grammatical, structural or orthographic changes	7.1.AL.A.7
e. Write weekly journals	7.1.AL.C.2
f. Write a one-sentence précis of a short paragraph	7.1.AL.C.2
g. Rewrite a short reading selection using different vocabulary	7.1.AL.C.2
h. Prepare reports of news items	7.1.AL.C.1, C.6
i. Translate given passages to test fluency and accuracy	7.1.AL.B.4, C.2
j. Write purposeful communication , e. g., special occasion messages, invitations, and business	7.1.AL.C.2, C.3
k. Write personal letters via E-mail	7.1.AL.C.2
l. Write a summaries of work read	7.1.AL.C.2
m. Write biographies (of historical and literary people, of friends, relatives and parents)	7.1.AL.A.7, C.2
n. Write an autobiography	7.1. AL.A.7, C.2
o. Correct grammatical errors, e. g., sentences, paragraphs, passages	7.1.AL.A.4, A.7
p. Implement a variety of grammatical structures using proper concordance (subject-verb; subject adjective; gender-noun agreement, tense agreement, sequence of tenses), correct mechanics and superior language control	7.1.AL.A.4, A.7
q. Use transitions to introduce an idea, add another idea, express a contrasting point of view, emphasize, give examples, draw a conclusion	7.1.AL.A.4, A.7
r. Use idiomatic expressions, cognates, synonyms and antonyms correctly	7.1.AL.A.4, A.7
s. Use technology to enhance and practice writing skills	7.1.AL.A.3
t. Develop a familiarity with literary analysis vocabulary, to compare and contrast overarching themes, and to write critically about literary-beyond a plot summary	7.1.AL.A.7, C.2

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*	
ADVANCED-LOW	
TEXT TYPE	Quantity of Language Produced
Paragraph-level discourse	
LANGUAGE CONTROL Grammatical Accuracy	



Sustained control of simple target-language sentence structures and partial control of more complex structures Grammatical unevenness with some control of aspect Some grammatical errors in control of aspect
<b>VOCABULARY USE</b>
Comprehends and produces vocabulary on an expanding variety of themes, including some abstract topics related to interest and aptitude Understands and uses idiomatic expressions and culturally authentic expressions Uses specialized and precise vocabulary for a wider range of topics Employs generic vocabulary
<b>COMMUNICATION STRATEGIES</b> Techniques to understand and to be understood As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.
<b>INTERPRETIVE</b>
Handles linguistic challenges with a complication or handles an unexpected turn of events within familiar contexts and routine situations
<b>INTERPERSONAL</b>
Rephrases Conveys message without misrepresentation or confusion Is understood by native speakers unaccustomed to dealing with non-natives
<b>PRESENTATIONAL</b>
Rephrases Conveys message without misrepresentation or confusion Is understood by native speakers unaccustomed to dealing with non-natives
* <i>The ACTFL Performance Guidelines for K-12 Learners</i> (ACTFL, 1998), <i>ACTFL Proficiency Guidelines - Speaking</i> (ACTFL, 1999), and <i>ACTFL Proficiency Guidelines - Writing</i> (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

## LISTENING EXIT LEVEL PROFICIENCIES ADVANCED PLACEMENT LITERATURE ADVANCED-LOW LEARNER RANGE

**STANDARD** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

**CPI**

a. Listen and comprehend a series of taped short dialogues and narratives	7.1.AL.A.1
b. Select the correct answer(s) to questions about the dialogues and narratives	7.1.AL.A.2
c. Recognize thematically major thoughts and trends in Spanish and Latin American literature	7.1.AL.A.2, A.5
d. Use technology to enhance and practice reading skills	7.1.AL.A.6, C.1

**SPEAKING EXIT LEVEL PROFICIENCIES  
ADVANCED PLACEMENT LITERATURE  
ADVANCED-LOW LEARNER RANGE**

<b>STANDARD 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities	<b>CPI</b>
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a. Participate actively in discussions on literary topics	7.1.AL.B.6
b. Analyze and interpret all facets of the literary work, e. g., characterization, theme, main idea, setting, purpose, and author's style	7.1.AL.A.6, B.5
c. Analyze and interpret orally passages of all literary genres whose authors may or may not be familiar	7.1.AL.A.6, B.5
d. Analyze and interpret relevant literary work	7.1.AL.B.5
e. Compare and contrast themes of related works	7.1.AL.A.2, B.5
f. Dramatize a scene from a literary work	7.1.AL.B.5
g. Analyze autobiographical influences on style and content	7.1.AL.A.2, B.5
h. Develop and report as a group on a theme, stylistic device, etc	7.1.AL.C.1
i. Define and manipulate vocabulary in and out of context	7.1.AL.A.6, B.5
j. Use the language both within and beyond the school setting	7.1.AL.C.1, C.2
k. Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment	7.1.AL.A.5, C.1
l. Discuss the works of the author's outlined with reference to their relative position within given literary movements	7.1.AL.B.5, B.6
m. Use technology to enhance speaking skills	7.1.AL.A.3

**READING EXIT LEVEL PROFICIENCIES  
ADVANCED PLACEMENT LITERATURE  
ADVANCED-LOW LEARNER RANGE**

**STANDARD 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

**CPI**

a. Recognized vocabulary in and out of context	7.1.AL.A.6, B.4
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b. Read and comprehend passages whose authors may or may not be familiar	7.1.AL.B.5
c. Select the correct answer to questions about the passages	7.1.AL.A.5
d. Infer the meanings of words	7.1.AL.A.7
e. Recognized and understand idioms	7.1.AL.A.7
f. Identify complex analogy relationships	7.1.AL.A.7
g. Analyze and interpret passage whose authors may or may not be familiar	7.1.AL.B.5
h. Recognize (or infer) all facets of the literary work, e. g., characterization, theme, main idea, setting, purpose and author's style	7.1.AL.A.6, B.5
i. Recognize relevant literary devices	7.1.AL.A.4
j. Compare and contrast similarities and differences presentation and development of theme, choice of vocabulary and use of literary and rhetorical	7.1.AL.A.2, C.2
k. Read and comprehend the style and characteristics of the authors work as well as the authors life, activities, and aspirations	7.1.AL.B.5
l. Use references throughout the year and as a study tool to review at the end of the year before the Advanced Placement Literature Test	7.1.AL.A.7, B.5
m. Use technology to enhance and practice reading skills	7.1.AL.A.3

**WRITING EXIT LEVEL PROFICIENCIES  
ADVANCED PLACEMENT LITERATURE  
ADVANCED-LOW LEARNER RANGE**

<b>STANDARD 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities	<b>CPI</b>
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a. Manipulate vocabulary in and out of context	7.1.AL.A.2, A.6
b. Take notes on recorded lectures on literary topics	7.1.AL.A.2, A.7
c. Compare and contrast similarities and differences in presentation and development of theme, choice of vocabulary, and use of literary and rhetorical devices	7.1.AL.A.2, C.1
d. Analyze such elements as structures and tone	7.1.AL.A.2, C.1
e. Transfer a poem into another medium, e. g., dialogue	7.1.AL.A.1, B.6
f. Write original poems	7.1.AL.B.4
g. Write essays analyzing poems and other literary works	7.1.AL.B.4
h. Write reaction papers on work being studied	7.1.AL.B.4
i. Maintain a daily journal recording ideas derived from the readings and themes	7.1.AL.B.4
j. Write an analysis of autobiographical influences on style and content	7.1.AL.A.6, B.5
k. Analyze prose and poetry, specially the imagery in the writings to understand how the works relate to the author, period, and Spanish/Latin American thinking in general	7.1.AL.A.6, B.5
l. Write an essay using the guideline questions from the AP Literature Exam as practice for the Advanced Placement Literature Test	7.1.AL.B.1, B.4
m. Analyze critically the form and content of literary works, learning the terms and tools to engage in literary analysis, and responding through integrated writing activities	7.1.AL.A.6, B.5
n. Use technology to enhance writing skills	7.1.AL.A.3, C.1

# APPENDIX-A

## Preschool Teaching and Learning Standards

### **WORLD LANGUAGES**

The diverse nature of our society necessitates that children develop an understanding of languages other than their own. The World Languages standard addresses this need by describing what all preschool children should learn and what teachers should teach to encourage awareness of different languages. In preschool, children are just beginning to learn all about language and how it works. Some of their language learning will focus on the languages spoken in their homes, and some of this

learning will focus on the languages they encounter in their community. With the growing number of young children in New Jersey that come from different home languages, preschool teachers and classrooms must be equipped to support children's learning in more than one language. Being bilingual can be an asset for all children. Teachers can integrate words from languages other than English into the classroom through songs, daily routines and storybooks. Labels written in a language other than English can be used to identify items within the classroom. Parents and community members who speak a language other than English can be a valuable resource in helping children both understand and respect the linguistic diversity present in our culture, and should be invited to share their language with the children. Special consideration needs to be given to children who already know more than one language. Materials should be available that represent and support the native language and culture of the children and adults in the class. Teachers should understand that all languages are learned in context as children interact with and explore their world. Teachers should plan for opportunities to extend children's language throughout the day and across all content areas.

**STANDARD 1: Children know that others may use different languages (including sign) to communicate and will express simple greetings, words, and phrases in a language other than their own.**

### **Preschool Teaching Practices**

#### **Teachers will:**

- ❖ Provide opportunities for children to hear simple greetings, words or phrases in a language other than their own (including sign language) in appropriate contexts (e.g., during dramatic play, in stories, when greeting visitors).
- ❖ Expose children to words or phrases in a language other than their own in the following topics related to self: family, friends, home, school, community, wellness, leisure activities, basic needs and animals. Begin to expose children to topics that extend beyond self, such as simple geography and weather.
- ❖ Provide conversations and stories in different languages through a variety of media;(e.g., teachers, peers, visitors, videotapes.).
- ❖ Identify what language is spoken by a classmate, parent, or visitor and explain that people use different languages.
- ❖ Put written labels on some items in the room using various languages.
- ❖ Use visual aids available in the classroom such as story props, play planning, pictures, and daily photo schedule to enhance comprehension of world languages.
- ❖ Read and display children's books in different languages.
- ❖ Provide rhymes and songs for children in different languages.
- ❖ Give simple commands or instructions in a language other than English.

### **Preschool Learning Outcomes**

#### **Children will:**

- 1.1 Acknowledge that a language other than his/her own is being spoken or used as in a story, rhyme or song.
- 1.2 Say simple greetings, words and phrases in a language other than his/her own.















































- 1.3 Comprehend previously learned simple vocabulary in a language other than his/her own.
- 1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

**WORLD LANGUAGES PRE-K  
LIST OF EXPECTATIONS**

**Pre-K World Language Focus Skills**

<b>September</b>	<b>October</b>
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<ul style="list-style-type: none"> <li> Greetings, salutations, leave-takings</li> <li> Count 1-10</li> <li> Introduce number concepts “1-2”</li> <li> Introduce color concept “green”</li> <li> Identify self (Me llamo...)</li> </ul> <p><b>Culture:</b> September 15- October 15 El mes de la Herencia Hispana</p>	<ul style="list-style-type: none"> <li> Greeting, salutations, leave-takings</li> <li> Count 1-10,</li> <li> Introduce number concept “3”</li> <li> Introduce color concept “orange”</li> <li> Naming people (Se llama...)</li> </ul> <p><b>Culture:</b> October 12- Día de la raza</p>
<p style="text-align: center;"><b>November</b></p> <ul style="list-style-type: none"> <li> Greetings, salutations, leave-takings</li> <li> Identify self and others</li> <li> Count 1-10</li> <li> Introduce number concept “4”</li> <li> Introduce color concept “brown”</li> </ul> <p><b>Culture:</b> El día de los Muertos</p>	<p style="text-align: center;"><b>December</b></p> <ul style="list-style-type: none"> <li> Describe weather</li> <li> Count 1-10</li> <li> Introduce number concept “5”</li> <li> Introduce color concept “red”</li> </ul> <p><b>Culture:</b> Las posadas</p>
<p style="text-align: center;"><b>January</b></p> <ul style="list-style-type: none"> <li> Parts of the Body</li> <li> Count 1-10</li> <li> Introduce number concept “6”</li> <li> Introduce color concept “white”</li> </ul> <p><b>Culture:</b> El día de los reyes</p>	<p style="text-align: center;"><b>February</b></p> <ul style="list-style-type: none"> <li> Parts of the Body</li> <li> Count 1-10</li> <li> Introduce numbers concept “7”</li> <li> Introduce color concept black</li> <li> Winter season</li> </ul> <p><b>Culture:</b> El día de la amistad</p>
<p style="text-align: center;"><b>March</b></p> <ul style="list-style-type: none"> <li> Parts of the Body</li> <li> Count 1-10</li> <li> Introduce number concept “8”</li> <li> Introduce color concept “blue”</li> <li> Poetry</li> </ul> <p><b>Culture:</b> El día de San Patricio</p>	<p style="text-align: center;"><b>April</b></p> <ul style="list-style-type: none"> <li> Shapes</li> <li> Count 1-10</li> <li> Introduce number concept “9”</li> <li> Introduce color concept “yellow”</li> <li> Spring season</li> </ul> <p><b>Culture:</b> El día de pascua</p>
<p style="text-align: center;"><b>May</b></p> <ul style="list-style-type: none"> <li> Shapes</li> <li> Count 1-10</li> <li> Introduce number concept “10”</li> <li> Introduce color concept “purple”</li> </ul> <p><b>Culture:</b> Cinco de mayo</p>	<p style="text-align: center;"><b>June</b></p> <ul style="list-style-type: none"> <li> Weather</li> <li> Count 1-10</li> <li> Rainbow colors</li> <li> Summer season</li> </ul> <p><b>Culture:</b> El día de San Juan Bautista (P.R.)</p>

# APPENDIX-B

## Performance Level Descriptors

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*					
TEXT TYPE					
Quantity of Language Produced					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE- MID	INTERMEDIATE-HIGH	ADVANCED-LOW

<b>Words, phrases, and memorized simple sentences</b>	<b>Words, lists, and simple sentences</b>	<b>Simple sentences</b>	<b>Strings of sentences</b>	<b>Connected sentences and paragraphs</b>	<b>Paragraph-level discourse</b>
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## LANGUAGE CONTROL

### Grammatical Accuracy

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Accurate when producing memorized language	<p>Inconsistently accurate</p> <p>Most accurate when expressing one's own ideas on previously studied and familiar topics</p> <p>Minimally accurate as creativity in language and/or production increases</p>	<p>Inconsistently accurate</p> <p>Most accurate when expressing one's own ideas on previously studied and familiar topics</p> <p>Minimally accurate as creativity in language and/or production increases</p>	<p>Evidence of control of grammar when using simple sentences and basic verb forms</p> <p>Demonstrates some ability to use grammatical and stylistically cohesive elements</p>	<p>Generally accurate when narrating and describing in present time</p> <p>Less accurate in past and future time</p> <p>Applies familiar structures to new situations</p>	<p>Sustained control of simple target language sentence structures and partial control of more complex structures</p> <p>Grammatical unevenness with some control of aspect</p> <p>Some grammatical errors in control of aspect</p>

### VOCABULARY USE

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Comprehends and produces vocabulary related to common objects and actions in familiar categories</p> <p>Uses words and phrases primarily as lexical items without awareness of grammatical structure</p>	<p>Comprehends and produces an expanding amount of vocabulary from previously studied themes</p> <p>Understands and uses a few memorized idiomatic expressions</p> <p>Uses false cognates (for languages that contain English cognates)</p>	<p>Comprehends and produces vocabulary from a limited number of themes not previously studied</p> <p>Understands and uses a limited number of idiomatic expressions</p> <p>Uses false cognates (for languages that contain English cognates)</p>	<p>Comprehends and produces vocabulary on a wider range of everyday themes</p> <p>Understands and uses some idiomatic expressions and culturally authentic expressions</p> <p>Searches for adequate vocabulary</p>	<p>Comprehends and produces vocabulary from an expanding variety of themes</p> <p>Understands and uses idiomatic expressions and culturally authentic expressions</p> <p>Uses specialized and precise vocabulary for a limited number of topics</p>	<p>Comprehends and produces vocabulary on an expanding variety of themes, including some abstract topics related to interests and aptitude</p> <p>Understands and uses idiomatic expressions and culturally authentic expressions</p> <p>Uses specialized and precise vocabulary for</p>

					<p>wider range of topics</p> <p>Employs general vocabulary</p>
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## COMMUNICATION STRATEGIES

Techniques to understand and to be understood

As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.

## INTERPRETIVE

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Identifies a limited number of cognates and loanwords to aid comprehension</p> <p>Uses visual cues to aid comprehension</p> <p>Uses background experience to enhance comprehension</p>	<p>Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension</p> <p>Skims and scans</p> <p>Infers meaning of some unfamiliar words to aid comprehension</p> <p>Predicts</p>	<p>Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension</p> <p>Infers meaning of unfamiliar words to aid comprehension</p> <p>Uses contextual clues</p> <p>Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension</p> <p>Rereads</p> <p>May paraphrase when reading or listening; asks questions of self about text</p> <p>Identifies type of text (narrative,</p>	<p>Uses knowledge of own culture and target culture to deduce meaning</p> <p>Derives meaning by examining familiar and unfamiliar structures</p> <p>Effectively uses resources, such as target language dictionaries and online resources, to aid comprehension</p>	<p>Identifies the organizing principle(s) of oral or written text</p> <p>Infers and interprets the intent of the author</p>	<p>Handles linguistic challenges with complication or handles an unexpected turn of events within familiar context and routine situations</p>

		<p>expository, persuasive)</p> <p>Synthesizes</p> <p>Summarizes</p> <p>Evaluates</p> <p>Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this strategy)</p>			
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### INTERPERSONAL

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Uses gestures and sometimes resorts to English</p> <p>Repeats</p> <p>Is understood by sympathetic speakers used to dealing with language learners</p>	<p>Generally, but not always:</p> <p>Asks for clarification</p> <p>Uses limited circumlocution</p> <p>Self-corrects when not understood</p> <p>Repeats and asks for repetition</p> <p>Paraphrases</p> <p>Imitates modeled words</p> <p>States lack of understanding</p> <p>Is understood by sympathetic speakers used to dealing with non-natives</p>	<p>Minimally:</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses limited circumlocution</p> <p>Self-corrects when not understood</p> <p>Repeats and asks for repetition</p> <p>Paraphrases</p> <p>Imitates modeled words</p> <p>States lack of understanding</p> <p>Is generally understood by sympathetic speakers, particularly by those accustomed</p>	<p>Consistently:</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses circumlocution</p> <p>Occasionally self-corrects when not needed for comprehension</p> <p>Is understood by sympathetic native speakers accustomed to dealing with non-natives</p>	<p>Uses cohesive devices</p> <p>Probes for details in order to clarify meaning</p> <p>Uses circumlocution</p> <p>Self-corrects even when not needed for comprehension</p> <p>Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives</p>	<p>Rephrases</p> <p>Conveys message without misrepresentation or confusion</p> <p>Is understood by native speakers unaccustomed to dealing with non-natives</p>

		to dealing with non-natives			
<b>PRESENTATIONAL</b>					
<b>NOVICE-MID</b>	<b>NOVICE-HIGH</b>	<b>INTERMEDIATE-LOW</b>	<b>INTERMEDIATE-MID</b>	<b>INTERMEDIATE-HIGH</b>	<b>ADVANCED-LOW</b>
<p>Uses gestures and sometimes resorts to English</p> <p>Repeats</p> <p>Is understood by sympathetic speakers used to dealing with language learners.</p>	<p>Generally, but not always:</p> <p>Uses limited circumlocution</p> <p>Repeats</p> <p>Paraphrases</p> <p>Self-corrects when not understood</p> <p>Is understood by sympathetic speakers used to dealing with non-natives</p>	<p>Minimally:</p> <p>Uses limited circumlocution</p> <p>Uses some cohesive devices</p> <p>Repeats</p> <p>Paraphrases</p> <p>Self-corrects when not understood</p> <p>Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives</p>	<p>Consistently:</p> <p>Uses circumlocution</p> <p>Uses some cohesive devices</p> <p>Occasionally self-corrects when not needed for comprehension</p> <p>Is understood by sympathetic native speakers accustomed to dealing with non-natives</p>	<p>Uses circumlocution</p> <p>Uses cohesive devices to organize presentation</p> <p>Self-corrects even when not needed for comprehension</p> <p>Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives</p>	<p>Rephrases</p> <p>Conveys message without misrepresentation or confusion</p> <p>Is understood by native speakers unaccustomed to dealing with non-natives</p>

\* *The ACTFL Performance Guidelines for K-12 Learners* (ACTFL, 1998), *ACTFL Proficiency Guidelines - Speaking* (ACTFL, 1999), and *ACTFL Proficiency Guidelines - Writing* (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

# APPENDIX-C

## Native Language Guided Reading Resources

Grade	Theme	Title	Level	Publisher	Resource
Pre-K-K	Colors	Yo veo los peces	Nivel 3 (C-D)	Scholastic Purple	Guided Reading
Pre-K-K	Identify Self and Others	¿Quién soy yo?	Nivel 3 (C-D)	Scholastic Purple	Guided Reading
Pre-K-K	Identify Self and Others	Yo	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading

Pre-K-K	Identify Self and Others	Mamá	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Identify Self and Others	Papá	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Identify Self and Others	Mi familia	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Fall Season	Los disfraces	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Fall Season	disfraces	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Fall Season	Las estaciones	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo B	Guided Reading
Pre-K-K	Weather	El día lluvioso	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo A	Guided Reading
Pre-K-K	Weather	Míranos	Nivel aa	Rigby Básicos 2 Colección PM	Guided Reading
Pre-K-K	Winter Seasons	Las estaciones	Nivel 2 (B)	Rigby Chiquilibros Chiquicentos Grupo B	Guided Reading
Pre-K-K	Shapes	Quien soy yo	Nivel 1 (A-B)	Scholastic Purple	Guided Reading
Pre-K-K	Spring Season	Las estaciones	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo B	Guided Reading
Pre-K-K	Summer Season	Las estaciones	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo A	Guided Reading
Pre-K-K	Community Helpers	Nosotros vivimos aquí	Nivel 2 (B)	Scholastic Purple	Guided Reading
Pre-K-K	Community Helpers	El dentista	Nivel aa	Rigby Chiquilibros	Guided Reading
Pre-K-K	Community Helpers	La doctora	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo B	Guided Reading



Pre-K-K	Community Helpers	En la biblioteca	Nivel 2 (B)	Rigby Básicos 2 colección PM	Guided Reading
Pre-K-K	Pets	Mascota	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Pets	El garitito hambriento	Nivel C	Rigby nivel amarillo Colección PM	Guided Reading
Pre-K-K	Pets	El gato	Nivel 2 (B)	Rigby Cuentos Listos Grupo D Chiquilibros	Guided Reading
Pre-K-K	Pets	¿Donde esta mi mascota?	Nivel 2 (B)	Rigby Listos Libros Grupo D Chiquilibros	Guided Reading
Pre-K-K	Pets	Mi perrito	Nivel 2 (B)	Rigby Básico 2 Colección PM	Guided Reading
Pre-K-K	Pets	Un día de escuela	Nivel 1 (A-B)	Scholastic Purple	Guided Reading
Pre-K-K	Pets	El día de escuela	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo B	Guided Reading
Pre-K-K	Family Members	Mamá	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Family Members	Papá	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Ocean	En la playa	Nivel 2 (B)	Rigby Listos Libros Grupo D Chiquilibros	Guided Reading
Grade 1	Self and Others	¿Quién soy yo?	Nivel 3 (C-D)	Scholastic Purple	Guided Reading
Grade 1	Self & Others	Omar batea un jonron	Nivel F	Rigby Nivel Azul Colección PM	Guided Reading
Grade 1	Self & Others	Omar va al desfile	Nivel F	Rigby Nivel Azul Colección PM	Guided Reading
Grade 1	Self & Others	La hermanita y yo	Nivel D	Rigby Nivel Amarillo Colección PM	Guided Reading
Grade 1	Self & Others	La canción de Omar	Nivel G	Rigby Nivel Verde Colección PM	Guided Reading
Grade 1	Self & Others	Yo puedo ver	Nivel 3 (C-D)	Rigby Básicos 2 Colección PM	Guided Reading
Grade 1	Self & Others	Mi mochila	Nivel 3 (C-D)	Rigby Básicos 2 Colección PM	Guided Reading
Grade 1	Self & Others	Los zapatos de Mari	Nivel C	Rigby Básicos 2 Colección PM	Guided Reading
Grade 1	Self & Others	¡Recoge tus juguetes!	Nivel C	Rigby Básicos 2 Colección PM	Guided Reading

Grade 1	Colors	Colores	Nivel C	Rigby Básicos 2 Colección PM	Guided Reading
Grade 1	Colors	Yo veo los peces	Nivel 3 (C-D)	Scholastic Purple	Guided Reading
Grade 1	Herencia Hispana	Ellen Ochoa	Nivel 5( E-G)	Scholastic Purple	Guided Reading
Grade 1	Food	La ensalada de frutas	Nivel C	Scholastic Purple	Guided Reading
Grade 1	Food	Tiempo de calabazas	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 1	Food	Mi taco	Nivel C	Rigby Nivel Amarillo Colección PM	Guided Reading
Grade 1	Food	En el supermercado	Nivel 2 (B)	Rigby Cuentos Libros Grupo D Chiquilibros	Guided Reading
Grade 1	Food	Hongos para la cena	Nivel G	Rigby Nivel Azul Colección PM	Guided Reading
Grade 1	Likes & Dislikes	A la luz de una vela	Nivel G	Rigby Nivel Azul Colección PM	Guided Reading
Grade 1	Weather	Y Siguió Lloviendo	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 1	Weather	El sol y la lluvia de la Amazona	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 1	Family	El papá de Julio	Nivel D	Rigby Nivel Amarillo Colección PM	Guided Reading
Grade 1	Family	La piñata de Omar	Nivel D	Rigby Nivel Amarillo Colección PM	Guided Reading
Grade 1	Family	Mi papá	Nivel D	Rigby Nivel Amarillo Colección PM	Guided Reading
Grade 1	Family	Mis abuelitos	Nivel D	Rigby Nivel Amarillo Colección PM	Guided Reading
Grade 1	Family	Mi hermano mayor	Nivel D	Rigby Nivel Amarillo Colección PM	Guided Reading
Grade 1	Family	La hermanita	Nivel D	Rigby Nivel Amarillo Colección PM	Guided Reading

Grade 1	Family	La hermanita y yo	Nivel D	Rigby Nivel Amarillo Colección PM	Guided Reading
Grade 1	Family	Un regalo para abuelito	Nivel H	Rigby Nivel Verde Colección PM	Guided Reading
Grade 1	Family	Los regalos de abuelita	Nivel F	Rigby Nivel Azul Colección PM	Guided Reading
Grade 1	Body Parts	El diente de Julio	Nivel G	Rigby Nivel Verde Colección PM	Guided Reading
Grade 1	Life on a Farm	La semilla de zanahoria	Nivel 5 (E-G)	Scholastic Purple	Guided Reading
Grade 1	Life on a Farm	Tiempo de calabazas	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 1	Life on a Farm	Pollita chiquita	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 1	Neighbors & Neighborhoods	En la biblioteca	Nivel 2 (B)	Scholastic Purple	Guided Reading
Grade 1	Neighbors & Neighborhoods	Fútbol en el parque	Nivel D	Rigby Nivel Amarillo Colección PM	Guided Reading
Grade 1	Animals & Animal Life	¿Dónde están los bebés?	Nivel 2 (B)	Rigby Básicos 2 Colección PM	Guided Reading
Grade 1	Animals & Animal Life	El lápiz	Nivel 3 (C-D)	Rigby Básicos 2 Colección PM	Guided Reading
Grade 1	Animals & Animal Life	Mi perrito	Nivel 3 (C-D)	Rigby Básicos 2 Colección PM	Guided Reading
Grade 1	Animals & Animal Life	Los animales nos ayudan	Nivel 5 (E-G)	Scholastic Purple	Guided Reading
Grade 1	Animals & Animal Life	Pollita chiquita	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 1	Animals & Animal Life	Los animales se acostaron	Nivel 2 (P)	Rigby Cuentos Listos Grupo D Chiquilibros	Guided Reading
Grade 1	Animals & Animal Life	El cochinito dormilón	Nivel C	Rigby Nivel Rojo Colección PM	Guided Reading
Grade 1	Safety	¡Alto!	Nivel 2 (B)	Rigby Básicos 2 Colección PM	Guided Reading
Grade 2	Classroom Objects	Así vamos a la escuela	Nivel 7 (J-K)	Scholastic Purple	Guided Reading
Grade 2	Animal Life Cycle	Los murciélagos	Nivel 9(L-M)	Scholastic Purple	Guided Reading

Grade 2	Animal Life Cycle	La linda tela araña	Nivel H	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Herencia Hispana	Ellen Ochoa	Nivel 5 (G-H)	Scholastic Purple	Guided Reading
Grade 2	Family	Los regalos de abuelita	Nivel F	Rigby Nivel Azul Colección PM	Guided Reading
Grade 2	Family	Un regalo para abuelito	Nivel H	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Body Parts	El diente de Julio	Nivel G	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Planets	Mi planeta	Nivel 2 (B)	Rigby Cuentos Listos Grupo D Chiquilibros	Guided Reading
Grade 2	Planets	Mi hogar	Nivel 2 (B)	Rigby Cuentos Listos Grupo D Chiquilibros	Guided Reading
Grade 2	Seasons	Tiempo de calabazas	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 2	Seasons	Perros de trineo	Nivel 8 (K-L)	Scholastic Purple	Guided Reading
Grade 2	Seasons	En el verano	Nivel H	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Seasons	En el invierno	Nivel H	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Community	Trenes	Nivel 8 (K-L)	Scholastic Purple	Guided Reading
Grade 2	Community	Omar va al desfile	Nivel F	Rigby Nivel Azul Colección PM	Guided Reading
Grade 2	Community	La canción de Omar	Nivel G	Rigby Nivel Azul Colección PM	Guided Reading
Grade 2	Community	La Optometrista	Nivel G	Rigby Nivel Azul Colección PM	Guided Reading
Grade 2	Community	El doctor	Nivel G	Rigby Nivel Azul Colección PM	Guided Reading

Grade 2	Weather	Y siguió lloviendo	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 2	Weather	El sol y la lluvia del Amazona	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 2	People Who Make a Difference	Ellen Ochoa	Nivel 5 (E-G)	Scholastic Purple	Guided Reading
Grade 2	People Who Make a Difference	La optometrista	Nivel G	Rigby Nivel Azul Colección PM	Guided Reading
Grade 2	People Who Make a Difference	El doctor	Nivel G	Rigby Nivel Azul Colección PM	Guided Reading
Grade 3	Weather-Seasons	Relámpagos	Nivel 12 (P-Q)	Scholastic Purple	Guided Reading
Grade 3	Family	Una canasta de cumpleaños para tía	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 3	Animals and Habitats	Perros de trineos	Nivel 8 ( K-L)	Scholastic Purple	Guided Reading
Grade 3	Animals and Habitats	Los murciélagos	Nivel 9 (L-M)	Scholastic Purple	Guided Reading
Grade 3	Animals and Habitats	Llamas	Nivel 11 (N-P)	Scholastic Purple	Guided Reading
Grade 3	Animals and Habitats	El pony de barro	Nivel 11 (M-P)	Scholastic Purple	Guided Reading
Grade 3	Animals and Habitats	Oye, hormiguita	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 3	Food & Restaurants	El libro de palomitas de maíz	Nivel 11 (N-P)	Scholastic Purple	Guided Reading
Grade 3	Places in the Community	Trenes	Nivel 8 ( K-L)	Scholastic Purple	Guided Reading
Grade 3	Places in the Community	Los bomberos	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 3	Classroom	Así vamos a la escuela	Nivel 7 (J-K)	Scholastic Purple	Guided Reading
Grade 3	Hispanic Customs & Culture	Frida	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 4	Food, Market, Restaurant	El libro de palomitas de maíz	Nivel 11 (M-P)	Scholastic Purple	Guided Reading
Grade 4	Animals & Plants	Plantas que comen animales	Nivel 8 (K-L)	Scholastic Purple	Guided Reading
Grade 4	Animals & Plants	Perros de trineos	Nivel 8 (K-L)	Scholastic Purple	Guided Reading

Grade 4	Animals & Plants	Los murciélagos	Nivel 9 ( L-M)	Scholastic Purple	Guided Reading
Grade 4	Animals & Plants	Oye, hormiguitas	Nivel 10( M-N)	Scholastic Purple	Guided Reading
Grade 4	Animals & Plants	Llamas	Nivel 11 (N-P)	Scholastic Purple	Guided Reading
Grade 4	Animals & Plants	El poni de barro	Nivel 11 (N-P)	Scholastic Purple	Guided Reading
Grade 4	Weather	Perro de trineo	Nivel 8 ( K-L))	Scholastic Purple	Guided Reading
Grade 4	Weather	¡Relámpagos!	Nivel 12 (P-Q)	Scholastic Purple	Guided Reading
Grade 4	Around the World	Avenida Pennsylvania N. 1600	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 4	Around the World	El secreto de las momias	Nivel 12 (P-Q)	Scholastic Purple	Guided Reading
Grade 4	Family	Una canasta de cumpleaños para tía	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 4	Hispanic Customs & Culture	Frida	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 5	Everyday Activities	Así vamos a la escuela	Nivel 7 (J-K)	Scholastic Purple	Guided Reading
Grade 5	Everyday Activities	Trenes	Nivel 8 (K-L)	Scholastic Purple	Guided Reading
Grade 5	Life Cycle of Plants and Animals	Plantas que comen animales	Nivel 8 (K-L)	Scholastic Purple	Guided Reading
Grade 5	Life Cycle of Plants and Animals	Los murciélagos	Nivel 9 (L-M)	Scholastic Purple	Guided Reading
Grade 5	Life Cycle of Plants and Animals	Llamas	Nivel 11 (L-P)	Scholastic Purple	Guided Reading
Grade 5	Extended Family	Una canasta de cumpleaños para tía	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 5	Community Helpers	Los bomberos	Nivel 10 (M-N)	Scholastic Purple	Guided Reading

Grade 5	Hispanic Customs and Cultures	Frida	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 6	Everyday Activities	Así vamos a la escuela	Nivel 7 (J-K)	Scholastic Purple	Guided Reading
Grade 6	Everyday Activities	Trenes	Nivel 8 ( K-L)	Scholastic Purple	Guided Reading
Grade 6	Weather	¡Relámpagos!	Nivel 12 (P-Q)	Scholastic Purple	Guided Reading
Grade 6	Geography	Avenida Pennsylvania N. 1600	Nivel 10 (M-N)	Scholastic Purple	Guided Reading
Grade 6	Geography	El secreto de las momias	Nivel 12 (P-Q)	Scholastic Purple	Guided Reading

# APPENDIX-D

## Annotated Glossary with Resources