Atlantic City Public Schools

World Languages
Grades 9-12
Curriculum Guide

Atlantic City Board of Education
2018-2019

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We wish to express our thanks to all who have helped and for the excellent work they have done in producing a guide that represents the current pedagogy within the teaching of World Language, as it relates to the needs of the teachers and students in the Atlantic City Public School System.

A final word of thanks to the Atlantic City Board of Education for the continued support and assistance that they provide to us, as we strive to improve our educational practices

Atlantic City High School
World Languages 2018

TABLE OF CONTENTS

Section I

        A. NJSLS-WL 7.1
        B. WL Performance Level Descriptors
        C. Grade Level Targets for Proficiency Levels
        D. Modes of Communication; Interpretive, Presentational and Interpersonal
        E. Role of Grammar in the World Language Classroom

Section II

Section III

Section IV

   Exit Level Proficiencies
        A. Interpersonal
        B. Interpretive
        C. Presentational

INTRODUCTION TO THE GUIDE

These two infographics illustrate the connections between the global economy of New Jersey and the nation as a whole. (http://mappingthenation.net/index.html)

World Languages Education in the 21st Century

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.

Atlantic City High School
World Languages 2018

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 21st 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.

Atlantic City High School
World Languages 2018

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.

WORLD LANGUAGE PHILOSOPHY

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.

Atlantic City High School
World Languages 2018

SUMMARY OF THE RESEARCH

The Atlantic City High SchoolWorld 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 foe 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 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 Student Learning Standards –
World Languages

Content Area	World Languages		
Standard	**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.		
Strand	**A. Interpretive Mode**		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Novice-Mid	**Linguistic:** o The Novice-Mid language learner understands and communicates at the **word** level and can independently identify and recognize *memorized words and phrases* that bring meaning to text. **Cultural:** o 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.) o 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.)	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
		7.1.NM.A.3	Recognize a few common gestures and cultural practices 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, culturally authentic materials on familiar topics.

- o 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.)
- o 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.)

- o 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.)

- o 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.)

o 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)**
Novice-High	**Linguistic:** The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to: o Identify the main idea and some supporting details when reading. o Understand the gist and some supporting details of conversations dealing with everyday life. o Infer the meaning of some unfamiliar words when used in familiar contexts. **Cultural:** o Immigration changes both the community of origin and the new	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 culturally authentic materials using electronic information sources related to targeted themes.
		7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
		7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
		7.1.NH.A.4	Identify people, places, objects, and activities in

	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.)		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.
	o 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.)	7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
	o 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.)		
	o 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.)		
	o 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.)

o   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.)

o   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.)

o   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].)

o   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. Interpretive Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

Atlantic City High School
World Languages 2018

	Linguistic: The Intermediate-Low language learner understands and communicates at the **sentence** level and can *use simple sentences* independently to: o Identify the main idea and some supporting details when reading. o Understand the gist and some supporting details of conversations dealing with everyday life. o Infer the meaning of some unfamiliar words when used in familiar contexts. **Cultural:** o 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.) o 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.) o Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.	7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources 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 cultural practices) 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, culturally authentic materials.
		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.

(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.)

o 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.)

o 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.)

o

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.)

o 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.)

o   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].)

o   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.)

	A. Interpretive Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Intermediate-Mid	**Linguistic:** The Intermediate-Mid language learner understands and communicates at the **sentence** level and can *use strings of sentences* independently to:	7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

o Identify the main idea and some supporting details when reading. o Understand the gist and some supporting details of conversations dealing with everyday life. o Infer the meaning of some unfamiliar words when used in familiar contexts. **Cultural:** o 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.) o 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.) o 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.)	7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) 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, culturally authentic materials. 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.

- o 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.)

- o 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.)

- o 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.)

- o 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.)

o 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].)	
o 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. Interpretive Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Intermediate-High	**Linguistic:** The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the **paragraph** level and can *use connected sentences and paragraphs* independently to: o Analyze written and oral text. o Synthesize written and oral text.	7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information sources 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 formal and informal

o Identify most supporting details in written and oral text.	settings, through appropriate responses.
o Infer meaning of unfamiliar words in new contexts.	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.
o Infer and interpret author's intent.	
o Identify some cultural perspectives.	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.
o Identify the organizing principle in written and oral text.	
Cultural:	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
o 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].)	7.1.IH.A.6 Analyze and critique readings from culturally authentic materials.
	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.
o 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.)

o 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.)

o 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.)

o 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.)

o 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	A. Interpretive Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Advanced-Low	**Linguistic:** The Advanced-Low language learner understands and communicates at the **paragraph** level and can *use paragraph-level discourse independently* to:	7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
	o Analyze written and oral text.	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 informal and some formal settings.
	o Synthesize written and oral text.		
	o Identify most supporting details in written and oral text.		
	o Infer meaning of unfamiliar words in new contexts.	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 cultural perspectives are reflected in cultural products and cultural practices.
	o Infer and interpret author's intent.		
	o Identify some cultural perspectives.		
	o Identify the organizing principle in written and oral text.	7.1.AL.A.4	Evaluate, from multiple cultural perspectives, 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.
	Cultural: o 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].)

o   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.)

o   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.)

o   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

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 culturally authentic texts 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.

are not limited to: career
awareness, exploration, and
preparation and business,
financial, economic, and
entrepreneurial literacy.)

o 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.)

o 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.)

Content Area	World Languages
Standard	**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.
Strand	**B. Interpersonal Mode**

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Novice-Mid	**Linguistic:** The Novice-Mid language learner understands and communicates at the **word** level and can *use memorized words and phrases* independently to: ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. **Cultural:** ○ 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.) ○ 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.)	7.1.NM.B.1	Use digital tools 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 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.

	o 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.) o 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.) o 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.) o 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.)		

| | o 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	**B. Interpersonal Mode**

Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**

Novice-High	**Linguistic:** The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences independently* to:
	
	o Ask and answer questions related to everyday life.
	
	o Handle simple transactions related to everyday life:
	
	    ▪ Initiate, maintain, and end a conversation.
	
	    ▪ Ask for and give permission.
	
	    ▪ Express needs.
	
	    ▪ Give reasons.
		7.1.NH.B.1	Use digital tools 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 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.

- Request, suggest, and make arrangements.

- Extend, accept, and decline an invitation.

- Express an opinion and preference.

Cultural:

o 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.)

o 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.)

o 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.)

- o 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.)

- o 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.)

- o 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.)

- o 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.)

- o 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].)
	o 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. Interpersonal Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Intermediate-Low	**Linguistic:** The Intermediate-Low language learner understands and communicates at the **sentence** level and can *use simple sentences* independently to: o Ask and answer questions related to everyday life. o Handle simple transactions related to everyday life: ▪ Initiate, maintain, and end a conversation. ▪ Ask for and give permission.	7.1.IL.B.1	Use digital tools 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

- Express needs.

- Give reasons.

- Request, suggest, and make arrangements.

- Extend, accept, and decline an invitation.

- Express an opinion and preference.

Cultural:

o 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.)

o 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.)

o 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

	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.

to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

o 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.)

o 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.)

o 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.)

o 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.)

o 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].)

o 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. Interpersonal Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-Mid	**Linguistic:** The Intermediate-Mid language learner understands and communicates at the **sentence** level and can *use strings of sentences* independently to: o Ask and answer questions related to everyday life.	7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

o Handle simple transactions related to everyday life: ▪ Initiate, maintain, and end a conversation. ▪ Ask for and give permission. ▪ Express needs. ▪ Give reasons. ▪ Request, suggest, and make arrangements. ▪ Extend, accept, and decline an invitation. ▪ Express an opinion and preference. **Cultural:** o 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.) o 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.)	**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.

o 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.)

o 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.)

o 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.)

o 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.)

- o 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.)

- o 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].)

- o 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. Interpersonal Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-High	**Linguistic:** The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding	7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

and communicating at the **paragraph** level and can *use connected sentences and paragraphs* independently to:

o Infer meaning of unfamiliar words in new contexts.

o Identify some cultural perspectives.

o Narrate and describe across a wide-range of topics.

o Compare and contrast.

o Offer and support opinions.

o Persuade someone to change a point of view.

o Make and change plans.

o Offer advice.

o Handle a situation with a complication.

Cultural:

o 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;

7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
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.

environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

o 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.)

o 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.)

o 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.)

o 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.)

o 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. Interpersonal Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Advanced-Low	**Linguistic:** The Advanced-Low language learner understands and communicates at the **paragraph** level and can *use paragraph-level discourse independently* to: o Infer meaning of unfamiliar words in new contexts. o Identify some cultural perspectives. o Narrate and describe across a wide-range of topics.	7.1.AL.B.1	Use digital tools 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

o Compare and contrast.	culturally appropriate verbal and non-verbal communication strategies.
o Offer and support opinions.	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 informal and some formal settings.
o Persuade someone to change a point of view.	
o Make and change plans.	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.
o Offer advice.	
o Handle a situation with a complication.	7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.

Code	Description
	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 informal and some formal 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.

Left column content:

o Compare and contrast.

o Offer and support opinions.

o Persuade someone to change a point of view.

o Make and change plans.

o Offer advice.

o Handle a situation with a complication.

Cultural:

o 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].)

o 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.)

o 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.)

o 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.)

o 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.)

o	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.)	

Content Area	World Languages		
Standard	**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.		
Strand	C. **Presentational Mode**		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Novice-Mid	**Linguistic:** The Novice-Mid language learner understands and communicates at the **word** level and can *use memorized words and phrases* independently to: o Make lists. o State needs and preferences. o Describe people, places, and things. **Cultural:** o 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	7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation 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, culturally authentic materials orally or in writing.

		7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
	should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)		
	o 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.)		
	o 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.)		
	o 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.)		
	o 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.)		

	o 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.) o 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	C. Presentational Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Novice-High	**Linguistic:** The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences independently* to: o Handle simple transactions related to everyday life: ▪ Express needs.	7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation 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.

	▪ Give reasons.	7.1.NH.C.3	Describe in writing people and things from the home and school environment.
	▪ Express an opinion and preference.	7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	▪ Request and suggest.	7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Cultural:

o 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.)

o 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.)

o 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.)

o 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.)

o   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.)

o   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.)

o   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.)

o   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].)

o 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	C. Presentational Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Intermediate-Low	**Linguistic:** The Intermediate-Low language learner understands and communicates at the **sentence** level and can *use simple sentences* independently to: o Handle simple transactions related to everyday life ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. **Cultural:**	7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation 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 culturally authentic materials orally and in writing.

o 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.)	**7.1.IL.C.5** Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
o 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.)	**7.1.IL.C.6** Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.
o 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.)	
o 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.)	

o 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.)

o 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.)

o 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.)

o 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].)

o 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	C. Presentational Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Intermediate-Mid	**Linguistic:** The Intermediate-Mid language learner understands and communicates at the **sentence** level and can *use strings of sentences* independently to: o Handle simple transactions related to everyday life ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. **Cultural:** o 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.)	7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation 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 culturally authentic materials.
		7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and

		cultural practices associated with each.
	o 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.)	
	o 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.)	
	o 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.)	
	o 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.)

o   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.)

o   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.)

o   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].)

o   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	C. Presentational Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Intermediate-High	**Linguistic:** The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the **paragraph** level and can *use connected sentences and paragraphs* independently to: o Synthesize written and oral text. o Identify some cultural perspectives. o Narrate and describe across a wide-range of topics. o Compare and contrast. o Offer and support opinions. o Persuade someone to change a point of view. o Offer advice. **Cultural:** o 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	7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation 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 cultural perspectives 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 cultural perspectives found in culturally authentic materials.
		7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices 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

	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].)	variety of professions and careers within the global workforce.
	o 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.)	
	o 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.)	
	o 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.)

o   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.)

o   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. Presentational Mode		
Proficiency Level	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Advanced-Low	**Linguistic:** The Advanced-Low language learner understands and communicates at the **paragraph** level and can *use paragraph-level discourse* independently to: o Synthesize written and oral text. o Identify some cultural perspectives.	7.1.AL.C.1	Create a research-based multimedia-rich presentationto 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 cultural perspectives associated with the target culture(s) and another world culture.

	o Narrate and describe across a wide-range of topics.	7.1.AL.C.3	Use language creatively in writing for personal, career, or academic purposes.
	o Compare and contrast.	7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
	o Offer and support opinions.		
	o Persuade someone to change a point of view.	7.1.AL.C.5	Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
	o Offer advice. **Cultural:** o 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].) o 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.)	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.

- o 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.)

- o 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.)

- o 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.)

- o 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.)	

ARTICULATION WITH DISTRICT PROGRAMS AND ASSESSMENT

The 2014 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.

It is appropriate for world language teachers to assess students in all domains using rubrics. Students are currently assessed on the PARCC 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 Perforamnce 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

Graduation Requirements

 N.J.A.C. 6A:8-5.1 requires that all students in New Jersey earn at least five credits in world languages to graduate from high school. Districts can and many do require more than the minimum of five credits of world language study as part of local graduation requirements.

Atlantic City High School
World Languages 2018

Modifications and Accommodations The following outlines ways in which teachers can make modifications and accommodations for students who are working on, below, and above grade level.				
504 Plans	**Special Education**	**At-Risk**	**Gifted**	**English Language Learners**
All teachers of students with special needs must review each student's 504 Plan. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-	*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.* ● Collaborate with after-school programs or clubs to extend learning opportunities. ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids;	The possible list of modifications/accommodations identified for Special Education students can be utilized for At- Risk students as well. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. ● Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and	● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments **Accommodations for Gifted Students in the General Education Classroom**	● Provide ELL students with multiple literacy strategies. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). ● Use project-based learning

auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). ● Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). ● Use project-based learning	pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). ● Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue.	cultures (e.g. multiple representation and multimodal experiences). ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● Allow extended time for assignment completion.		● Structure the learning around explaining or solving a social or community-based issue. ● Allow extended time for assignment completion. ● Students can utilize technology such as text to speech software or Google drive to complete assignments ● Allow time for peer consultation/editing ● Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● **Bilingual/ESL Curriculum Handbook for Integrated ESL/ELA/Sci/SS** ● **Supporting ELL During Content Instruction** ● **Modifications for ELLs** ● HYPERLINK "https://drive.google.com/a/acboe.org/file/d/0B8-

- Structure the learning around explaining or solving a social or community-based issue. - Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). - Allow extended time for assignment completion. - Preferential seating	- Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). - Allow extended time for assignment completion. *kj*			POzNOyk1xeWJJU2VrNS1TUTA/view?usp=sharing" **Accommodations for ELLs**

Assessments

Formative Assessments : Students are assessed via the three modes of communication; interpretive, interpersonal, and presentational.

Interpretive Mode: Students interpret authentic written and video/audio texts such as magazine articles, blogs, community bulletin boards, infographics, and advertisements

Interpersonal Mode: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language in the community.

Presentational Mode: Students use sentence level discourse to present on unit topics.

Summative Assessments: Lesson quizzes and Unit Tests. This summative assessments are taken online using the district adopted textbook website, Vista Higher Learning.

Summative Benchmark Assessments are also given once per marking period via EdConnect. This data is used in the World Language Professional Learning Communities to ensure all students are making adequate progress towards proficiency.

Consortium for Assessment Performance Standards (CAPS) Rubrics **http://flenj.org/CAPS/**		
Interpretive Rubrics	**Interpersonal Rubrics**	**Presentational Rubrics**
Interpretive Novice Interpretive Intermediate Interpretative-Pre-advanced	Interpersonal Speaking Rubric Interpersonal Novice Interpersonal Intermediate Interpersonal Pre-advanced	Presentational Writing Rubric Presentational Novice Presentational Speaking-Novice Presentational Writing-Novice Presentational Intermediate Presentational Pre-advanced

ALTERNATIVE ASSESSMENT

In the World Language Classroom, a variety of assessments provide a better understanding of student learning and instruction. The list below offers different types of classroom assessments through the New Jersey World Languages Curriculum Framework.

■ **Performance Assessment:** Students are required to create a product or formulate a response that demonstrates proficiency in a skill or understanding of a process or a concept. Typically, performance assessments are "authentic" in that they are structured around real-life problems or situations.

■ **Teacher Observation:** The teacher observes students engaging in a variety of tasks or activities using checklists, rating scales, etc., to record his or her judgment about a student's performance in reaching a specific benchmark.

■ **Dialogue:** The teacher to student or student to student dialogue to evaluate the student's progress on reaching one or more specific goals.

■ **Self-Assessment:** Students reflect upon and evaluate their own work with assessment criteria developed by the teacher and/or student.

■ **Peer Assessment:** Students evaluate each other's work with assessment criteria developed by the teacher and/or students.

■ **Portfolio Assessment:** The student's work is recorded in a collection of materials decided upon by the student and/or teacher, spanning a period of time, that reflect the student's learning processes, growth, and achievement in an organized and systematic way.

Atlantic City High School
World Languages 2018

Instructional and Supplemental Materials

Atlantic City High School has recently adopted Vista Higher Learning Texts and materials for the World Language program. In addition to the textbook and accompanying materials, the following also may be employed in the pursuit of proficiency in the target language.

- Discussions
- Roman-Photo (Video series) viewing
- Role play
- TPR
- Reading
- Charting/grouping
- Teacher directed instruction/Modeling of the language
- Roll and poll/Q and A type activities
- Peer surveys
- Info gap activities
- Circle chat activities
- Schedule creation
- Brainstorming
- Video viewing/video creation
- Charades
- Rapid drill
- Paired and group activities
- BAC debate

- Picture gallery descriptions
- Interviews
- Matching game activity
- Listening activities
- Cognate hunt
- Peer editing
- Quizlet activities
- VHL supersite activities
- Duolingo activities
- Roman-photo scene recreation
- Jeopardy game to review questions
- TV clip viewing
- Memory game with days of the week and -ER verbs
- Paper clock activities
- Tour Francophone cities virtually via Google Earth

Atlantic City High School
World Languages 2018

PACING GUIDE

**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 *All texts Spanish 1-AP are Vista Higher Learning, 2017*	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 1-4	French 1
D'accord 1 Unités 5-8 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 *All texts are Vista Higher Learning, 2016*	French Language AP

Atlantic City High School
World Languages 2018

Italian Language Program Pacing Chart
High School

Books and Levels	Classes
Sentieri Unità 1-4	Italian 1
Sentieri Unità 5-8	Italian 2
Sentieri Unità 9-12 *All texts are Vista Higher Learning, 2016.*	Italian 3

Latin Language Program Pacing Chart
High School

Books and Levels	Classes
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, Orase and Vergil	AP Latin Literature

Interdisciplinary Connections/Content Area Integrations

One of the guiding principles in the introduction of the New Jersey Student Learning Standards is that world languages connect with other disciplines: "Successful language learning activities are interdisciplinary. World languages have more meaning and purpose when tasks are a natural outgrowth of school life and emerge from the content area of other disciplines" (New Jersey Department of Education, 1996, p. 7-3).

The academic content in the school curriculum provides a meaningful basis for language learning, and interesting content provides a purposeful and motivating context for learning the communicative functions of a second language. According to Met (1998b), "integrating language and content . . . is not just consistent with communicative language teaching; it is likely to promote the development of communicative competence."

Research has confirmed that time spent in experiencing the second language as the medium of instruction is more effective in producing language proficiency than time spent in direct language instruction alone (Curtain & Pesola, 1994).

Integrated instruction is also a vehicle for promoting higher-order thinking skills. Class activities are cognitively demanding as they go beyond mere description and identification. Language functions such as explaining, classifying, comparing, and evaluating are used consistently in content-based methodology as students communicate about thoughts, not just words.

At Atlantic City High School, we integrate world language with other disciplines in the following ways:

English/Language Arts Connections
Compare and contrast the target language to that of other languages studied and/or spoken
World Cultures Connections
Study the geography, history, and culture of the target language and target language speakers of the world.
Mathematics
Connections with basic numeric word problems and computations in the target language.
Sciences
Study flora and fauna in the target language of both the target language countries and the home country.

Integrations of 21st Century Skills

The language teaching community has reached strong consensus regarding the goals of a language program: to develop students' language proficiency* around modes of communicative competence reflecting real life communication. This is reflected in the Standards for Foreign Language Learning in the 21st Century in the opening statement, "Language and communication are at the heart of the human experience." The national standards are undergirded by five goals (the 5 Cs) that focus language learning on:

Communication: The ability to convey and receive messages based on the three modes of communication; interpersonal, or two-way interaction with someone else; interpretive, the ability to understand and interpret a one-way aural or written text; and presentational, the ability to present information in either a written or oral format. These modes reflect how people communicate in real life. The examples included in the World Language Skills map reflect these modes of communication.

Cultures: As the teaching of language and culture are inextricably intertwined, students learn to understand the culture of the people who speak the target language through learning about the products and practices of the culture and how those relate to the perspectives of the people of that culture.

Connections: Students are able to access knowledge in other disciplines through the target language and to reinforce concepts already learned in these disciplines in the language classroom.

Comparisons: As students learn a new language and culture, they develop insight into their own language and culture, thus providing them with a deeper understanding of how language works and how cultures reflect the perspectives, practices, and products of the people who speak that language.

Communities: Language learning becomes even more purposeful for students when they see the application beyond the classroom. With today's communication technologies, language classrooms can bring the world to the students, as teachers provide opportunities for students to use the language beyond the confines of their classroom walls.

Language education not only contributes to students'career and college readiness, it also helps develop the individual as language learners take on a new and more invigorating view of the world. They come to understand the world better because of their knowledge of speakers of another language – of people who share many of the same hopes and dreams for their future. While perspectives may differ among speakers of different languages, more similarities exist than we might imagine. However, itis only through knowing the language of others that we can truly understand how they view the world. And this is what makes the language student a 21st Century skilled learner.

Communication

Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

 • Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).

 • Communicate effectively in diverse multi-lingual environments.

Collaboration

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

• Articulating thoughts and ideas clearly and effectively through speaking and writing

 • Demonstrating the ability to work effectively with diverse teams

 • Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

 • Assuming shared responsibility for collaborative work

Critical Thinking and Problem Solving

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

• Exercising sound reasoning in understanding

 • Making complex choices and decisions

• Understanding the interconnections among systems

• Identifying and asking significant questions that clarify various points of view and lead to better solutions

 • Framing, analyzing and synthesizing information in order to solve problems and answer questions

Creativity and Innovation

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

• Demonstrating originality and inventiveness in work

• Developing, implementing and communicating new ideas to others

 • Being open and responsive to new and diverse perspectives

 • Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

Integration of technology

Information Literacy

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

• Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand

• Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

• Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions

• Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors

• Possessing a fundamental understanding of the ethical/ legal issues surrounding the access and use of information

76

Technology Literacy

Students as productive global citizens use appropriate technologies when interpreting messages,interacting with others, and producing written, oral, and visual messages.

• Using digital technology, communication tools and/ or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy

• Using technology as a tool to research, organize, evaluate and communicate information, and understanding of the ethical/legal issues surrounding the access and use of information

Career Education

Flexibility and Adaptability

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

• Adapting to varied roles and responsibilities

• Working effectively in a climate of ambiguity and changing priorities

Initiative and Self-Direction

Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

• Monitoring one's own understanding and learning needs

• Going beyond basic mastery of skills and/ or curriculum to explore and expand one's own learning and opportunities to gain expertise

• Demonstrating initiative to advance skill levels towards a professional level

• Defining, prioritizing and completing tasks without direct oversight • Utilizing time efficiently and managing workload

• Demonstrating commitment to learning as a lifelong process

77

Social and Cross-Cultural Skills

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

• Working appropriately and productively with others

• Leveraging the collective intelligence of groups when appropriate

• Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

Productivity and Accountability

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

• Setting and meeting high standards and goals for delivering quality work on time

• Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

Leadership and Responsibility

Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

• Using interpersonal and problem-solving skills to influence and guide others toward a goal

• Leveraging strengths of others to accomplish a common goal

• Demonstrating integrity and ethical behavior

• Acting responsibly with the interests of the larger community in mind

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPERSONAL

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.
Language Control	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.	Understands straightforward language that contains mostly familiar structures. Control of language is sufficient to be understood by those accustomed to dealing with language learners.	Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners. Consistent control of basic high-frequency structures facilitates comprehension and production.
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.	Communicates using high frequency and personalized vocabulary within familiar themes or topics.	Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.
Communication Strategies	May use some or all of the following strategies to maintain communication, able to: • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding	Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute	Uses a range of strategies to maintain communication, able to: • Request clarification • Repeat • Restate • Rephrase • Circumlocute
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.	Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.	Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPERSONAL

ACTFL

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPRETIVE

Domains	Novice Range	Intermediate Range	Advanced Range
	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	Understands main ideas and some supporting details on familiar topics from a variety of texts.	Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.
Functions	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.	Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts. Makes inferences and derives meaning from context and linguistic features.
Contexts/ Content	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests.	Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.
Text Type	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.	Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.
Language Control	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts May derive meaning by: • Comparing target language structures with those of the native language • Recognizing parallels in structure between new and familiar language	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices. Derives meaning by: • Understanding sequencing, time frames, and chronology • Classifying words or concepts according to word order or grammatical use
Vocabulary	Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.	Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.	Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions.
Communi-cation Strategies	May use some or all of the following strategies to comprehend texts, able to: • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: • Rely on recognition of cognates • May recognize word family roots, prefixes and suffixes	May use some or all of the following strategies to comprehend texts, able to: • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes and suffixes For non-alphabetic languages: • Recognize radicals	Comprehends fully the intent of the message adapting strategies for one's own purposes; uses some or all of the following strategies, able to: • Skim and scan • Use visual support and background knowledge • Predicts meaning based on context, prior knowledge, and/or experience • Use context clues • Use linguistic knowledge • Identify the organizing principle of the text • Create inferences • Differentiate main ideas from supporting details in order to verify
Cultural Awareness	Uses own culture to derive meaning from texts that are heard, read, or viewed.	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.	Uses knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — PRESENTATIONAL

Domains	Novice Range	Intermediate Range	Advanced Range
	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.	Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.
Functions	Presents simple, basic information on very familiar topics by producing words, lists, notes and formulaic language using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.	Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.	Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.
Contexts/ Content	Creates messages in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.	Creates messages in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to create messages on general interest and work-related topics.	Creates messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to create messages in more abstract content areas.
Text Type	Produces words and phrases and highly practiced sentences or formulaic questions.	Produces sentences, series of sentences, and some connected sentences.	Produces full paragraphs that are organized and detailed.
Language Control	Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood. With practice, polish, or editing, may show emerging evidence of Intermediate-level language control.	Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.	Control of high-frequency structures is sufficient to be understood by audiences not accustomed to the language of language learners. With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.
Vocabulary	Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.	Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied.	Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.
Communication Strategies	May use some or all of the following strategies to communicate, able to: • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts	May use some or all of the following strategies to communicate and maintain audience interest, able to: • Show an increasing awareness of errors and able to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizer • Use reference resources as appropriate	May use some or all of the following strategies to communicate and maintain audience interest, able to: • Demonstrate conscious efforts at self-editing and correction • Elaborate and clarify • Provide examples, synonyms, or antonyms • Use cohesion, chronology and details to explain or narrate fully • Circumlocute
Cultural Awareness	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.	Uses cultural knowledge appropriate to the presentational context and increasingly reflective of authentic cultural practices and perspectives.

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — PRESENTATIONAL

Atlantic City High School
World Languages 2018

LISTENING EXIT LEVEL PROFICIENCIES: LEVELS I AND II
NOVICE 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. 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: p. Who? What? When? Where? Why? How much? How many?	7.1.NM.B.3, B.4
q. Use technology, materials, and resources as tools to enhance listening skills	7.1.NM.C.1

SPEAKING EXIT LEVEL PROFICIENCIES: LEVELS I AND II
NOVICE 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. 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: LEVELS I AND II
NOVICE 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. 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

	CPI
r. Identify stereotyping in given situations: when, wherw, 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: LEVELS I AND II
NOVICE 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. 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

Atlantic City High School
World Languages 2018

LISTENING EXIT LEVEL PROFICIENCIES: LEVELS III, IV, V AND SPANISH GRAMMAR AND COMPOSITION INTERMEDIATE 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. 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

Atlantic City High School
World Languages 2018

SPEAKING EXIT LEVEL PROFICIENCIES: LEVELS III, IV, V AND SPANISH GRAMMAR AND COMPOSITION INTERMEDIATE 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 intelligibility 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

	CPI
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: LEVELS III, IV, V AND SPANISH GRAMMAR AND COMPOSITION INTERMEDIATE 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. 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 importantcities 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: LEVELS III, IV, V AND SPANISH GRAMMAR AND COMPOSITION
INTERMEDIATE 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. Make appropriate written responses to questions, fill-in exercises and completion drills	7.1.IL.B.3
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

LISTENING EXIT LEVEL PROFICIENCIES
ADVANCED PLACEMENT LANGUAGE
ADVANCED 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. 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
a. 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 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. 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

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ADVANCED LEARNER RANGE

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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

Atlantic City High School
World Languages 2018

WRITING EXIT LEVEL PROFICIENCIES
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ADVANCED LEARNER RANGE

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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