

Atlantic City Public Schools



World Language K-8 2018-2019 Curriculum Guide

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2018-2019**

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TABLE OF CONTENTS

Section I

Introduction to the Guide	5
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

World Language Philosophy	13
Summary of Research	14
New Jersey World Language Standards	16
Articulation with District Programs and Assessment	61

Section III

Accommodations and modifications	63
Assessments	64
Instructional and Supplemental materials	66
Interdisciplinary Connections	68
Integrations of 21st Century Skills	69
Integration of technology	72
Career Education	73

Introduction to Exit Level Proficiencies	75
Kindergarten Performance Level Descriptors, Modes of Communications, Exit Level Proficiencies, and Thematic Guides	

[Pacing for Grades 1 to 3](#)

[Pacing for Grade 1](#)

Grade 1 Performance Level Descriptors, Modes of Communications, Exit Level Proficiencies, and Thematic Guides

[Pacing for Grade 2](#)

Grade 2 Performance Level Descriptors, Modes of Communications, Exit Level Proficiencies, and Thematic Guides

[Pacing for Grade 3](#)

Grade 3 Performance Level Descriptors, Modes of Communications, Exit Level Proficiencies, and Thematic Guides

[Pacing for Grades 4 to 5](#)

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Grade 4 Performance Level Descriptors, Modes of Communications, Exit Level Proficiencies, and Thematic Guides

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Grade 5 Performance Level Descriptors, Modes of Communications, Exit Level Proficiencies, and Thematic Guides

[Pacing for Grades 6 to 8](#)

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Grade 6 Performance Level Descriptors, Modes of Communications, Exit Level Proficiencies, and Thematic Guides

[Pacing for Grade 7](#)

Grade 7 Performance Level Descriptors, Modes of Communications, Modes of Communications, Exit Level Proficiencies, and Thematic Guides

[Pacing for Grade 8](#)

Grade 8 Performance Level Descriptors, Modes of Communications, Exit Level Proficiencies, and Thematic Guides

Section IV

Appendix A: Preschool Teaching and Learning Standards	141
Appendix B: Performance Level Descriptors	145
Appendix C: Native Language Guided Reading Resources	151

New Jersey Student Learning Standard for World Languages

INTRODUCTION

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*.



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

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 the mission and vision for world languages education that follow:

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.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

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

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

Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels rather than grade levels. Below is a chart from *ACTFL Performance Descriptors for Language Learners 2012* that shows how assessing for performance is different from assessing for proficiency.

ASSESSING PERFORMANCE VS. ASSESSING PROFICIENCY:
HOW ARE THESE ASSESSMENTS DIFFERENT?

Assessing Performance	Assessing Proficiency
<ul style="list-style-type: none">• Based on Instruction: Describes what the language learner can demonstrate based on what was learned.	<ul style="list-style-type: none">• Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired.
<ul style="list-style-type: none">• Practiced: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts.	<ul style="list-style-type: none">• Spontaneous: Tasks are non-rehearsed situations.
<ul style="list-style-type: none">• Familiar Content and Context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned.	<ul style="list-style-type: none">• Broad Content and Context: Content and context are those that are appropriate for the given level.
<ul style="list-style-type: none">• Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced.	<ul style="list-style-type: none">• Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time.

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) and is supported by more recently released documents including the [ACTFL Performance Descriptors for Language Learners 2012](#) and [ACTFL Proficiency Guidelines 2012](#).

Below is a short summary of each proficiency level included in the standard document:

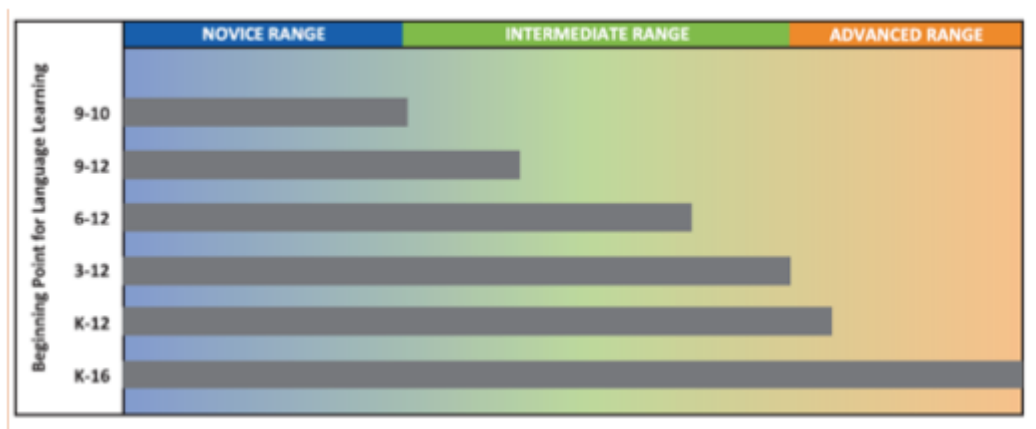
- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions 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 Performance 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) and the language they are studying.

For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the *ACTFL Performance Descriptors for Language Learners 2012* and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.



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 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) and the summary of the *World-Readiness Standards for Learning Languages*. 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.

Selecting Culturally Authentic Materials

Included in the 2009 Standard for World Languages was a chart on how to select culturally authentic materials based on proficiency level. In *Implementing Integrated Performance Assessment*, Adair-Hauck, Glisan, & Troyan offer more current considerations suggesting that instructors should choose materials based on “CALL-IT”: Context, Age, Linguistic Level and Importance of Task always keeping in mind that it is the task that should be edited not the text.

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.

Three Strands

The refreshed world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic below, these are shown around the inner triangle).

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.” For more on the interpretive mode of communication:

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpretive mode (scroll down to video #1).

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. For more on the interpersonal mode of communication:

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpersonal mode (scroll down to video #2).

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.

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the presentational mode (scroll down to video #3)

The Role of Grammar in the World Language 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 world language 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; other tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample 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.

Resources:

- The Joint National Committee for Languages ([JNCL](#)) website provides advocacy materials.
- The American Council on the Teaching of Foreign Languages ([ACTFL](#)) offers extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- There are several resources available to educators to assist them in the implementation of the standard. Among them are the Annotated Glossary with Resources, classroom application documents, the world language standard in action documents, the 21st century model unit, and the model curriculum for world languages at the Novice-Mid and Novice-High levels. Additionally, educators may wish to access the charts that provide a link to resources based on proficiency level and cultural content statements.
- [Njcore.org](#) is a website for educators to find and share standards-based resources. The New Jersey Department of Education encourages all educators to contribute to the database.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the [New Jersey Department of Education World Languages](#) homepage.
- The state language organization, [Foreign Language Educators of New Jersey \(FLENJ\)](#), offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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 teacher s/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 NJSLA in order to integrate the language arts literacy skills into the study of World Languages.

SUMMARY OF THE RESEARCH

The Atlantic City School District World Language curriculum is aligned to the 2014 New Jersey World-Class Standards. New Jersey's standards are proficiency-based and developed based on the 1998 American Council on the Teaching of Foreign Languages (ACTFL) *Performance Guidelines for K-12 Learners* which outlines what levels of performance can be realistically achieved after certain sequences of study. Levels of performance are defined in terms of novice, intermediate, and advanced with ranges specified within each level.

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

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

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

Three modes of communications:

- Interpersonal
- Interpretive
- Presentational

Three Benchmark Levels

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

Six Domains of Performance

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

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

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

**2014 New Jersey 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	<p>Linguistic:</p> <ul style="list-style-type: none"> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text. <p>Cultural:</p> <ul style="list-style-type: none"> 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.) 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 	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.

wellness practices.)

- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)

- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Strand		A. Interpretive Mode	
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Novice-High	<p>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 <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are 	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 daily life based on oral or written descriptions.
		7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
		7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

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

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

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

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

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

related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)

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

conflicts; and the allocation of scarce resources].)

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

A. [Interpretive Mode](#)

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-Mid	Linguistic: The Intermediate-Mid language learner	7.1.IM.A.1	Compare and contrast information contained in

<p>understands and communicates at the sentence level and can <i>use strings of sentences</i> <u>independently</u> to:</p> <ul style="list-style-type: none"> ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ○ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, 	<p><u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and <u>cultural practices</u>) in the target culture(s) to determine the meaning of a message.</p> <p>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.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, <u>culturally authentic materials</u>.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>
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[geography](#), social sciences, and distribution of resources.)

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

	<ul style="list-style-type: none"> ○ 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	<p>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 <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> ○ Analyze written and oral text. ○ Synthesize written and oral text. ○ Identify most supporting details in written and oral text. ○ Infer meaning of unfamiliar words in new contexts. ○ Infer and interpret author’s intent. ○ Identify some cultural perspectives. ○ Identify the organizing principle in written and oral text. <p>Cultural:</p> <ul style="list-style-type: none"> ○ 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 	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 settings, through appropriate responses.
		7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.
		7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
		7.1.IH.A.6	Analyze and critique readings from 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

<p>emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> ○ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) ○ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.) ○ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ○ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, 	<p>target language and comparable linguistic structures in English.</p>
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	<p>exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> ○ 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.) 	
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Strand	A. Interpretive Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Advanced-Low	<p>Linguistic: The Advanced-Low language learner understands and communicates at the paragraph level and can <i>use paragraph-level discourse</i> independently to:</p> <ul style="list-style-type: none"> ○ Analyze written and oral text. ○ Synthesize written and oral text. ○ Identify most supporting details in written and oral text. ○ Infer meaning of unfamiliar words in new contexts. ○ Infer and interpret author’s intent. ○ Identify some cultural perspectives. ○ Identify the organizing principle in written and oral text. <p>Cultural:</p> <ul style="list-style-type: none"> ○ 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 	7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
		7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
		7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices .
		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.
		7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of

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

proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

- 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	<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. <p>Cultural:</p> <ul style="list-style-type: none"> ○ 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 	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.

understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

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

	developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)	
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Strand	B. Interpersonal Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Novice-High	<p>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 <i>use words, lists, and simple sentences independently</i> to:</p> <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life. ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ 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. 	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.

- Express an opinion and preference.

Cultural:

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

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

	popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
Strand	B. Interpersonal Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-Low	<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life. ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ 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. <p>Cultural:</p> <ul style="list-style-type: none"> ○ 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 	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 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.

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

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

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

Strand	B. Interpersonal Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-Mid	Linguistic: The Intermediate-Mid language learner	7.1.IM.B.1	Use digital tools to participate in short

<p>understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to:</p> <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life. ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ 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. 		<p>conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>
	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.
<p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) 		

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

	<p>conditions/problems and remedies.)</p> <ul style="list-style-type: none"> ○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
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Strand	B. Interpersonal Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-High	<p>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 <i>use connected sentences and paragraphs independently</i> to:</p> <ul style="list-style-type: none"> ○ Infer meaning of unfamiliar words in new contexts. ○ Identify some cultural perspectives. ○ Narrate and describe across a wide-range of topics. 	7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
		7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
		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,

<ul style="list-style-type: none"> ○ Compare and contrast. ○ Offer and support opinions. ○ Persuade someone to change a point of view. ○ Make and change plans. ○ Offer advice. ○ Handle a situation with a complication. 		<p>academic, or social nature.</p>
	7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
	7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.
<p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ 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].) ○ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) ○ Observing and/or participating in the four art forms, across and 		

within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)

- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- 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	<p>Linguistic: The Advanced-Low language learner understands and communicates at the paragraph level and can <i>use paragraph-level discourse independently</i> to:</p> <ul style="list-style-type: none"> ○ Infer meaning of unfamiliar words in new contexts. ○ Identify some cultural perspectives. ○ Narrate and describe across a wide-range of topics. ○ Compare and contrast. ○ Offer and support opinions. ○ Persuade someone to change a point of view. ○ Make and change plans. ○ Offer advice. ○ Handle a situation with a complication. <p>Cultural:</p> <ul style="list-style-type: none"> ○ 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 	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 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.

global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

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

	<p>skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> ○ 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.)
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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	<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases independently</i> to:</p> <ul style="list-style-type: none"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Personal identity is developed through experiences that occur within one’s 	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

<p>family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <ul style="list-style-type: none"> ○ 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.) ○ 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.) ○ Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) ○ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) ○ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. 	<p>orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
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	<p>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.)</p> <ul style="list-style-type: none"> ○ 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.) 	
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Strand	C. Presentational Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Novice-High	<p>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 <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the 	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.
		7.1.NH.C.3	Describe in writing people and things from the home and school environment.
		7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
		7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices .

development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)

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

and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Strand		C. Presentational Mode	
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-Low	<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ○ Handle simple transactions related to 	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.

<p>everyday life</p> <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ○ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding 	7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
	7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
	7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
	7.1.II.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.
	7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters .

should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)

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

	<ul style="list-style-type: none"> ○ 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	<p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to:</p> <ul style="list-style-type: none"> ○ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) 	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.

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

	<p>conditions/problems and remedies.)</p> <ul style="list-style-type: none"> ○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 	
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Strand		C. Presentational Mode	
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-High	<p>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 <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> ○ Synthesize written and oral text. ○ Identify some cultural perspectives. ○ Narrate and describe across a wide-range of topics. ○ Compare and contrast. 	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

<ul style="list-style-type: none"> ○ Offer and support opinions. ○ Persuade someone to change a point of view. ○ Offer advice. 		<p>and/or cultural perspectives found in culturally authentic materials.</p>
<p><u>Cultural:</u></p>	7.1.IH.C.5	<p>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.</p>
<ul style="list-style-type: none"> ○ 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.C.6	<p>Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>
<ul style="list-style-type: none"> ○ 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.) 		
<ul style="list-style-type: none"> ○ 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.) 		

	<ul style="list-style-type: none"> ○ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ○ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ○ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 	
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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 <i>use paragraph-level discourse</i> independently to: <ul style="list-style-type: none"> ○ Synthesize written and oral text. ○ Identify some cultural perspectives. 	7.1.AL.C.1	Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
		7.1.AL.C.2	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target

<ul style="list-style-type: none"> ○ Narrate and describe across a wide-range of topics. ○ Compare and contrast. ○ Offer and support opinions. ○ Persuade someone to change a point of view. ○ Offer advice. 		<p>culture(s) and another world culture.</p>
	7.1.AL.C.3	Use language creatively in writing for personal, career, or academic purposes.
	7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
<p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ 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.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.
	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.
<ul style="list-style-type: none"> ○ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) ○ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: 		

aesthetics and the creation and performance of dance, music, theater, and visual arts.)

- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

- 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.

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

It is appropriate for world language teachers to assess students in all domains using rubrics. Students are currently assessed on the 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 Performance 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 found in the assessment section.

IMPLEMENTATION OF THE NJSLS THROUGH THE WORLD LANGUAGE FRAMEWORK K-8

Implementation of the NJSLS through the World Language Framework K-8 September – June				
World Language	Assessments/ Benchmarks	Technology	21 st Century	WIDA English & Spanish Language Development
7.1	<u>Svmtalk 1- Grade 1</u> Lessons 1-5 Lessons 6-10 Lessons 11-14 <u>Svmtalk 2- Grade 2</u> Lessons 1-5 Lessons 6-10 Lessons 11-15 <u>Svmtalk 3- Grade 3</u> Lessons 1-5 Lessons 6-10 Lessons 11-15 Lessons 16-20 Lessons 21-27 <u>Svmtalk 4- Grade 4</u> Lessons 16-20 Lessons 21-25 Lessons 26-30 Lessons 31-35 Lessons 36-40 Lessons 41-45 Lessons 46-50 Lessons 51-55 <u>Svmtalk 5- Grade 5</u> Lessons 15-19 Lessons 20-24 Lessons 25-29 Lessons 30-34 Lessons 35-37 Lessons 38-40 <u>Realidades A - Grade 6</u> Para empezar Unit 1A. Unit. 1B. Unit 2A. Unit 2B. <u>Realidades A - Grade 7</u> Para empezar Unit 3A. Unit. 3B. Unit 4A. Unit 4B. <u>Realidades B - Grade 8</u> Para empezar Unit 5A. Unit. 5B. Unit 6A. Unit 6B. Unit 7A.	8.1.2.A.1 8.2.2.C.1 8.1.2.A.2 8.2.2.C.2 8.1.2.A.3 8.2.2.C.3 8.1.2.A.4 8.2.2.C.4 8.1.2.A.5 8.2.2.C.5 8.1.2.A.6 8.2.2.C.6 8.1.2.A.7 8.2.2.D.1 8.1.2.B.1 8.2.2.D.2 8.1.2.C.1 8.2.2.D.3 8.1.2.D.1 8.2.2.D.4 8.1.2.E.1 8.2.2.D.5 8.1.2.F.1 8.2.2.E.1 8.2.2.A.1 8.2.2.E.2 8.2.2.A.2 8.2.2.E.3 8.2.2.A.3 8.2.2.E.4 8.2.2.A.4 8.2.2.E.4 8.2.2.A.5 8.2.2.E.5 8.2.2.B.1 8.2.2.B.2 8.2.2.B.3 8.2.2.B.4	CRP1 CRP2 CRP3 CRP4 CRP5 CRP5 CRP6 CRP7 CRP8 CRP9 CRP10 CRP11 CRP12 9.1.4.B.1 9.1.4.B.2 9.1.4.B.3 9.1.4.B.4 9.1.4.B.5 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2 9.1.4.D.3 9.1.4.E.1 9.1.4.E.2 9.1.4.F.1 9.1.4.F.2 9.2.4.A.1 9.2.4.A.2 9.2.4.A.3 9.2.4.A.4	ELD 1 ELD 2 ELD 3 ELD 4 ELD 5 SLD 1 SLD 2 SLD 3 SLD 4 SLD 5

Accommodations and Modifications

504 Plans	Special Education	At-Risk	Gifted	English Language Learners
<p><i>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.</i></p> <ul style="list-style-type: none"> 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; 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. Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#_UXmoXcfD_UA). Allow extended time for assignment completion. <p>Preferential seating</p>	<p><i>*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.</i></p> <p><u>Instruction Preparation:</u> <u>Examples</u> Relate to personal experiences Preview information-materials Brainstorming/ webbing Questioning techniques KWL strategies Predicting Preteach vocabulary Preteach or review strategy Using visual demonstrations, illustrations, and models Presenting mini-lessons</p> <p><u>Student Responses:</u> Complete information Organizers Interviews, discussions, and debates Illustrations: Posters, collages, murals Models Observation or data charts Diagrams Puzzles Debates Journal/Portfolio entries Role Plays Video/Audio tapes PowerPoint Presentation Songs, raps, poems Authentic Products: Greeting cards, brochures, menus, schedules, Posters, letters, surveys, etc. Peer-Review Guides Self- assessment guides TPR & TPRS Stations Centers Tiered Activities</p> <p><u>Response Procedures</u> Extended time Practice exercise Use of an interpreter Use of a preferred response mode Shorter Assessment/more frequency</p> <p>Instructional Adaptations for Students with Diverse Needs</p>	<p>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.</p> <ul style="list-style-type: none"> 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. Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#_UXmoXcfD_UA). Allow extended time for assignment completion. 	<p><i>*Gifted students read voraciously, perform above their peers, possess advanced vocabulary, and work well with text. Educational professionals should develop an educational plan to challenge, enlighten, and intrigue these gifted learners of differing abilities, while maintaining a sense of community within the classroom.</i></p> <p><u>Instruction Preparation:</u> <u>Examples</u> Relate to personal experiences Preview information- materials Brainstorming/ webbing Questioning techniques KWL strategies Predicting Pre-teach vocabulary, and/or review strategy Visual demonstrations, illustrations, models Mini-lesson Graphic organizers Semantic organizers Outlines Mnemonics Analogies Imagery Color coding Highlighting/ underlining Segmenting techniques- task analysis, chunking Key words/ labels Writing frames/ templates Notetaking guidelines Learning contracts</p> <p><u>Student Responses:</u> PC/ multimedia for composition/ response Video/ audiotapes Information/ graphic organizer Illustration-posters, collage, mural Diagrams (e.g., Venn, plot) Constructions- models, dioramas, mobiles Songs, raps, or poems Brochure Game or puzzle Flip book Create test questions Journal entries Portfolio entries Gallery walk Literature circles Debates Presentations/ oral report Teach a lesson</p> <p><i>As per Carol Ann Tomlinson, effective teaching involves differentiation based on content, product, and process. Here are some accommodations that may be incorporated for gifted learners in the general world language classroom.</i></p> <p>Stations Complex Instruction Orbital Studies Centers Tiered Activities</p>	<ul style="list-style-type: none"> 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#_UXmoXcfD_UA). <p>Classroom Modification for ELL Students</p> <p>Classroom Accommodations for English Language Learners</p>

ASSESSMENT

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.

Summative Benchmark Assessments 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/)

<http://flenj.org/CAPS/>

Interpretive Rubrics	Interpersonal Rubrics	Presentational Rubrics
Interpretive Novice Interpretive Intermediate Interpretive-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.

Core Materials & Additional Resources

Core	Supplemental	Technology
<p><i>Let's Learn Spanish with Frank y Paco</i> Poole Productions ©2009 & <i>Whistlefritz</i> Whistlefritz ©2013 - Pre-K</p> <p><i>Spanish Champs</i> Progressive Language ©2009 & <i>Whistlefritz</i> Whistlefritz ©2013 - Kindergarten</p> <p><i>Symtalk 1- Grade 1</i> EMC Publishing ©2018</p> <p><i>Symtalk 2- Grade 2</i> EMC Publishing ©2018</p> <p><i>Symtalk 3- Grade 3</i> EMC Publishing ©2018</p> <p><i>Symtalk 4- Grade 4</i> EMC Publishing ©2018</p> <p><i>Symtalk 5- Grade 5</i> EMC Publishing ©2018</p> <p><i>Realidades A - Grade 6</i> Pearson Education ©2014</p> <p><i>Realidades A - Grade 7</i> Pearson Education ©2014</p> <p><i>Realidades B - Grade 8</i> Pearson Education ©2014</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher Discovery: Puzzles, Flip Charts, Flashcards, Informational texts, Cultural Fables & Folklore texts, Handout- Activities, Songs, Manipulatives, Posters & Authentic Materials <input type="checkbox"/> Realidades & Teacher Discovery Mini Video-Stories <input type="checkbox"/> PowerPoint Presentations with Visual Aids <input type="checkbox"/> Calico Spanish: Mi guitarrí videos on DVD <input type="checkbox"/> Notebooks 	<ul style="list-style-type: none"> <input type="checkbox"/> Quizlet <input type="checkbox"/> Kahoot <input type="checkbox"/> Online Symtalk E-Books & Website <input type="checkbox"/> Online Realidades E-Books & Website <input type="checkbox"/> Google Classroom/Slides/Drive/etc. <input type="checkbox"/> Microsoft Office PowerPoint/Word/Excel/etc. <input type="checkbox"/> Youtube <input type="checkbox"/> Brainpop, Brainpop Jr & Brainpop en Español <input type="checkbox"/> RubiStar <input type="checkbox"/> OnlineFreeSpanish.com <input type="checkbox"/> Quia.com <input type="checkbox"/> Teacher Discovery Videos <p style="text-align: center;"><u>Materials</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Laptops</u> <input type="checkbox"/> <u>Chromebooks</u> <input type="checkbox"/> <u>Desktops</u> <input type="checkbox"/> <u>Ipads</u> <input type="checkbox"/> <u>Projectors</u> <input type="checkbox"/> <u>Ladybugs</u>

Integration of 21st Century Life Skills and Technology

Technology Content Standards	21st Century Life and Careers
<p>8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts:</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)</p> <p>8.1.2.A.5 Enter information into a spreadsheet and sort the information.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.</p> <p>B. Creativity and Innovation</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>C. Communication and Collaboration:</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>D. Digital Citizenship</p> <p>8.1.2.D.1 Develop an understanding of ownership of print and non-print information.</p> <p>E: Research and Information Fluency:</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>F. Critical thinking, problem solving, and decision making:</p> <p>8.1.2.F.1 Use geographic mapping tools to plan and solve problems.</p> <p>8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>A. The Nature of Technology: Creativity and Innovation</p> <p>8.2.2.A.1 Define products produced as a result of the technology or of nature.</p> <p>8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.</p> <p>8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.</p> <p>8.2.2.A.4 Choose a product to make and plan the tools and material needed.</p> <p>8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.</p> <p>B. Technology and Society:</p> <p>8.2.2.B.1 Identify how technology impacts or improves life.</p> <p>8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.</p> <p>8.2.2.B.3 Identify products or systems that are designed to meet human needs.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p>C. Design:</p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.</p> <p>8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.</p> <p>8.2.2.C.3 Explain why we need to make new products.</p> <p>8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.</p> <p>8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.</p> <p>8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.</p> <p>D. Abilities for a Technological World:</p> <p>8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.</p> <p>8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.</p> <p>8.2.2.D.3 Identify the strengths and weaknesses in a product or system.</p> <p>8.2.2.D.4 Identify the resources needed to create technological products or systems.</p> <p>8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.</p> <p>E. Computational Thinking: Programming</p> <p>8.2.2.E.1 List and demonstrate the steps to an everyday task.</p> <p>8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.</p> <p>8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).</p> <p>8.2.2.E.4 Debug an algorithm (i.e., correct an error).</p> <p>8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environment, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Strand B. Money Management</p> <p>9.1.4.B.1 Differentiate between financial wants and needs.</p> <p>9.1.4.B.2 Identify age-appropriate financial goals</p> <p>9.1.4.B.3 Explain what a budget is and why it is important.</p> <p>9.1.4.B.4 Identify common household expense categories and sources of income.</p> <p>9.1.4.B.5 Identify ways to earn and save.</p> <p>Strand C. Credit and Debt Management</p> <p>9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.</p> <p>Strand D. Planning, Saving, and Investing</p> <p>9.1.4.D.1 Determine various ways to save.</p> <p>9.1.4.D.2 Explain what it means to “invest.”</p> <p>9.1.4.D.3 Distinguish between saving and investing.</p> <p>Strand E. Becoming a Critical Consumer</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p> <p>9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.</p> <p>Strand F. Civic Financial Responsibility</p> <p>9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.</p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how you can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2. Identify various life roles and civic and work-related activities in the school, home and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p><u>Career Ready Practices NJDOE</u></p>

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 the Atlantic City District, 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, it is 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

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

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

INTRODUCTION TO THE EXIT LEVEL PROFICIENCIES

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

Spanish Language Program Pacing Chart Grades K-8

<i>Textbooks</i>	<i>Grades</i>
Let's Learn Spanish with Frank y Paco Whistlefritz	Preschool
Spanish Champs Whistlefritz	Kindergarten
Symtalk 1	First Grade
Symtalk 2	Second Grade
Symtalk 3	Third Grade
Symtalk 4	Fourth Grade
Symtalk 5	Fifth Grade
Realidades A	Six Grade
Realidades A	Seventh Grade
Realidades B	Eighth Grade

The teacher will adjust the textbooks according to the students' ability

EXIT LEVEL PROFICIENCIES: GRADE K NOVICE-MID LEARNER RANGE

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	CPI
a. Follow conversational sequences	7.1.NM.A.2, B.2
b. Respond to short oral commands by appropriate physical reactions	7.1.NM.A.2
c. Understand and respond to questions	7.1.NM.A.2, B.4
d. Match spoken words, sentences and descriptions to pictures on a variety of topics	7.1.NM.A.4
e. Demonstrate that they associate meaning with sound	7.1.NM.A.5, B.2
f. Identify spoken words that contain a specific sound	7.1.NM.A.3, B.2
g. Understand some words and phrases in the language which are commonly used in English	7.1.NM.A.3, B.4
h. Answer elementary questions	7.1.NM.B.2, B.4
i. Ask elementary questions	7.1.NM.B.2, B.4
j. Identify an object or a person	7.1.NM.A.4
k. Describe health	7.1.NM.B.2, B.5
l. Describe physical characteristics	7.1.NM.A.4
m. Express greeting/leave taking	7.1.NM.B.3, C.2
n. Identify parts of the body	7.1.NM.A.4
o. Identify self	7.1.NM.A.4
p. Sing simple songs	7.1.NM.C.2
q. Count from 1-10	7.1.NM.A.2, B.5
s. Identify seasons	7.1.NM.A.2, A.4
t. Associate seasons with weather	7.1.NM.A.4, A.5
u. Identify basic shapes	7.1.NM.A.4
v. Name primary colors	7.1.NM.A.4, C.4
w. Use technology, materials and resources as tools to develop language acquisition	7.1.NM.A.1
x. Use the language both within and beyond the school setting	7.1.NM.A.4, B.5
y. Use technology, materials and resources as tools to develop	7.1.NM.A.1
z. speaking skills	7.1.NM.A.1, B.1
aa. Show evidence of becoming lifelong-learners by using the language for enjoyment and enrichment	7.1.NM.A.5, C.1, C.5
bb. Demonstrate knowledge of daily life of the culture	7.1.NM.A.5
cc. Demonstrate knowledge of songs, dances, and games of the culture	7.1.NM.A.2, C.2

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: <ul style="list-style-type: none"> Skim and scan Rely on visual support and background knowledge Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 — INTERPRETIVE

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

KINDERGARTEN THEMES AND INTEGRATED CONTENT GUIDE

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

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

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

PACING FOR , 1ST, 2ND AND 3RD GRADES

<u>Time Frame</u>	<u>Symtalk 1 First Grade</u>	<u>Time Frame</u>	<u>Symtalk 2 Second grade</u>	<u>Time Frame</u>	<u>Symtalk 3 Third Grade</u>
1 Class	Introduction	1 Class	Introduction	4 Classes	Introduction Lección 1 : Foods, to Eat, to Play Lección 2: Animals, Objects, Colors to see Lección 3: Places and prepositions
4 Classes	Lección 1: Pets and Playing Lección 2: Friends and eating	5 Classes	Lección 1: Colors, counting, and Friends Lección 2: My Things	3 Classes	Lección 4: Foods , to like Lección 5: School objects, to Carry Lección 6: Numbers, There is, to Write
2 Classes	Lección 3 : Animals and Foods	5 Classes	Lección 3: Seeing, Playing, Liking Lección 4: Taking, New Things	5 Classes	Lección 7: Pronouns Yo and Tú Lección 8: To like, Places, conmigo and contigo Lección 9: Places to Go
3 Classes	Lección 4 :Prepositions and Articles, to look	2 Classes 2 Classes	Lección 5: Animals Lección 6: Reviewing Actions and colors	3 Classes	Lección 10: To buy, Cloths,Colors Lección 11: To Wear, Cloths Lección 12: Sports, Playing
4 Classes	Lección 5 : Beverages, to drink Lección 6: Fruits and cakes	5 Classes	Lección 7: Going, wanting, and Eating; Counting Lección 8: Alphabet, Colors, and more things	4 Classes	Lección 13: Beverages, to Drink Lección 14: Dislikes, Foods Lección 15: To Speak, Languages
5 Classes	Lección 7: Rosa, Pablo Lección 8: Colors and counting	4 Classes	Lección 9: Buying Lección 10 : More colors and things	4 Classes	Lección 16: Music, to Listen, People Lección 17: to Read, Places, Objects Lección 18:To want, to Want to do something
4 Classes	Lección 9: Wanting, Wishing Lección 10: colors and animals	4 Classes	Lección 11: School, Carrying Lección 12: Studying and Drawing	3 Classes	Lección 19: Time expressions, Days of the week Lección 20: To swing, Places, Clothes Lección 21: To go, Places
4 Classes	Lección 11: Colors, Objects,and counting Lección 12: Prepositions	3 Classes	Lección 13: Kitchen Objects Lección 14: Beverages and Drinking	3 Classes	Lección 22: To Be, People Lección 23: Family, Friends Lección 24: Family, Relation
5 Classes	Lección 13: Places Lección 14: To Go	1 Class	Lección 15: Talking about size	3 Classes	Lección 25: Height Lección 26: To Have, Transportation, Colors Lección 27: To Draw, To Cost, money, numbers

PACING FOR FIRST GRADE

<u>Time Frame</u>	<u>SYMTALK 1</u> <u>First Grade</u>
1 Class	Introduction
4 Classes	Lesson 1: Pets and Playing Lesson 2: Friends and Eating <i>Culture:</i> Traditional games
2 Classes	Lesson 3: Animals and Food <i>Culture:</i> Traditional foods
3 Classes	Lesson 4: Prepositions and Articles , to Look <i>Culture:</i> Introduction of gender of Nouns
4 Classes	Lesson 5 : Beverages, to drink Lesson 6: Fruits and cakes <i>Culture:</i> Fruits Native to Spanish Speaking Countries/Celebrations
5 Classes	Lesson 7: Rosa, Pablo & <i>Clothing</i> Lesson 8: Colors <i>Culture:</i> African Roots in Spanish Speaking Countries
4 Classes	Lesson 9: Wanting, Wishing Lesson 10: Colors and animals <i>Culture:</i> Traditional Toys
4 Classes	Lesson 11: Colors and Objects Lesson 12: Preposition <i>Culture:</i> Characteristics of Homes of Spanish Speaking Countries
5 Classes	Lesson 13: Places & <i>Days of the week</i> Lesson 14: To Go <i>Culture:</i> Outdoor activities of Spanish Speaking Countries

**EXIT LEVEL PROFICIENCIES: GRADE 1
NOVICE-MID LARNER RANGE**

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

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 — INTERPRETIVE

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

GRADE ONE THEMES AND INTEGRATED CONTENT GUIDE

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

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> ● Greetings, salutations and leave-takings ● Counting 1-20 ● Colors ● Identify Self and Others ● Shapes ● Senses ● Animals ● Clothing ● Musical Instruments ● Likes/Dislikes ● Parts of the House ● Classroom Objects ● Classroom Needs and Wants ● Body Parts ● Family Pets ● Holidays ● Customs and Traditions 	<ul style="list-style-type: none"> ● Waves in their applications in technologies for information transfer ● From molecules to organisms: structures and processes ● Heredity: Inheritance and variation of traits. ● Earth's place in the universe ● Engineering Design 	<ul style="list-style-type: none"> ● Community ● Places and Regions to Live ● Life Lessons/Civic ● Needs and Wants/Goods and Services ● Our Country: US History Figures ● Continents and Cultures Around the World

PACING FOR SECOND GRADE

<u>Time Frame</u>	<u>Symtalk 2</u> <u>Second grade</u>
1 Class	Introduction
5 Classes	Lección 1: Colors, Counting, and Friends (¿Cómo te llamas?) Lección 2: My things (Classroom Objects & Clothes) <i>Culture: Greetings & Expressions/ Classroom</i>
5 Classes	Lección 3: Seeing, Playing, Liking (Mirar, Jugar, Gustar) Lección 4: Taking, New things (Tomar) <i>Culture: Traditional games/ Celebrations</i>
4 Classes	Lección 5: Animals Lección 6: Reviewing Actions and Colors <i>Culture: Animals indigenous to Spanish Speaking Countries</i>
5 Classes	Lección 7: Going, Wanting, and Eating; Counting (Comer, irregular Querer) Lección 8: Alphabet, Colors, and More Things (Plural & Agreement) <i>Culture: Contrast & Compare English and Spanish Alphabet Letters & Sounds</i>
4 Classes	Lección 9: Buying (-ar verbs, 3rd person singular) Lección 10: More Colors and Things (Classroom objects, verb “tener”) <i>Culture: Supermarkets in Spanish Speaking Countries (El mercado)</i>
4 Classes	Lección 11: School, Carrying (Llevar) Lección 12: Studying and Drawing (Estudiar y Dibujar) <i>Culture: Schools in Spanish Speaking Countries</i>
3 Class	Lección 13: Kitchen Objects (Tomar, Tener) Lección 14: (Beverages and Drinking (Querer, Beber) <i>Culture: Food & Meals in Spanish Speaking Countries</i>
1 Class	Lección 15: Talking About Size (Descriptions) <i>Culture: Units of Measurement & Art</i>

EXIT LEVEL PROFICIENCIES: GRADE 2 NOVICE-MID LEARNER RANGE

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: <ul style="list-style-type: none"> Skim and scan Rely on visual support and background knowledge Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 — INTERPRETIVE

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

GRADE TWO THEMES AND INTEGRATED CONTENT GUIDE

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

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> ● Greetings, salutations and leave-takings ● Days of the Week ● Months of the Year ● Calendar ● Sports ● Food and Restaurants ● Seasons ● Counting 1-50 ● Colors ● Identify Self and Others ● Shapes ● Senses ● Classroom Objects ● Classroom Needs and Wants ● Body Parts ● Family Pets ● Holidays ● Customs and Traditions 	<ul style="list-style-type: none"> ● Matter and Its Interactions ● Ecosystems: Interactions, Energy and Dynamics ● Biological Evolution: Unity and Diversity ● Earth’s Place in the Universe ● Earth’s Systems ● Engineering Design 	<ul style="list-style-type: none"> ● My Community and Me ● Places and People Around Town ● American Symbols and Celebrations ● Life Around the World ● Looking at Maps

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

PACING FOR THIRD GRADE

<u>Time Frame</u>	<u>Symtalk 3</u> <u>Third Grade</u>
1 Class	Introduction
3 Classes	Lección 1: Foods, to Eat, to Play Lección 2: Animals, Objects, Colors, to See Lección 3: Places and Prepositions <i>Culture: Hispanic Heritage Month</i>
3 Classes	Lección 4: Foods, to Like Lección 5: School objects, to Carry Lección 6: Numbers, There is, to Write <i>Culture: Hispanic Heritage Month</i>
5 Classes	Lección 7: Pronouns, yo and tú Lección 8: To Like, Places, <i>conmigo</i> and <i>contigo</i> Lección 9: Places, to Go <i>Culture: El día de los muertos/ El día de todo los santos</i>
3 Classes	Lección 10: To buy, Clothes, Colors Lección 11: To Wear, Clothes Lección 12: Sports, Playing <i>Culture: Sports in Spanish speaking countries</i>
4 Classes	Lección 13: Beverages: to Drink Lección 14: Dislikes, Foods Lección 15: To Speak, Languages <i>Culture: Thanksgiving/ Traditional Food/ Amistad, Holocaust & Genocide</i>
4 Classes	Lección 16: Music, to Listen, People Lección 17: To Read, places, Objects Lección 18: To Want, to Want to do something <i>Culture: Music and Rhythm in Spanish Speaking Countries/Punctuation</i>
3 Classes	Lección 19: Time expressions, Days of the week Lección 20: To Swim, Places, Clothes Lección 21: to Go, Places <i>Culture: Famous Painters of Spanish Speaking Countries</i>
3 Classes	Lección 22: To Be, People Lección 23: Family, Friends Lección 24: Family, Relation <i>Culture: Famous Artists people of Spanish Speaking Countries</i>
3 Classes	Lección 25: Height Lección 26: To Have, Transportation, Colors Lección 27: To Draw, to Cost, Money, Numbers <i>Culture: Currency</i>

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

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

ff. Write simple responses to basic questions	7.1.NH.C.3
gg. Demonstrate knowledge of daily life of the culture	7.1.NH.A.3
hh. Demonstrate knowledge of songs, dances, and games of the culture	7.1.NH.B.2, A.3
ii. Demonstrate some knowledge of the geography associated with the culture	7.1.NH.C.4, C.5
jj. Demonstrate knowledge of some famous personalities associated with the target culture(s)	7.1.NH.C.4, C.5
kk. Use of technology to acquire current cultural information in order to develop more accurate impressions of the culture studied	7.1.NH.C.1

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: <ul style="list-style-type: none"> Skim and scan Rely on visual support and background knowledge Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 — INTERPRETIVE

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

GRADE THREE THEMES AND INTEGRATED CONTENT GUIDE

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

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> ● Numbers 1-100 ● Weather-Seasons ● The Family ● Clothing ● Animals and Habitats ● Parts of the Body ● The House ● Foods and Restaurant ● Musical Instruments ● Places in the Community ● Shapes and Colors ● Classrooms ● Days of the week and Months of the Year ● Spanish Celebration and Holidays ● Spanish Customs ● Cultural Aspects of Sports 	<ul style="list-style-type: none"> ● Motion and Stability: Forces and Interactions ● From Molecules to organisms: structures and Processes ● Ecosystems: Interactions, Energy and Dynamics ● Heredity: Inheritance and variations of traits ● Biological Evolution: Unity and diversity ● Earth's Systems ● Engineering Design 	<ul style="list-style-type: none"> ● My Family and Me ● Maps & Globes ● Regions & Physical Features of the U.S. ● Early Native Americans ● Early Immigrants ● Settlements in Eastern Forests ● Amistad, Holocaust & Genocide ● Empathy, Social Skills, & Cultural Respect ● America is Voting ● Celebrations & Symbols ● American Folklore ● Moving West toward Kentucky & Missouri ● Moving Further West Toward Oregon and California ● Early Prairie & Plain Towns ● Western Coastland Settlements ● People & Technology ● Taking Care of Our Land ● Wants & Needs

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

PACING FOR 4TH & 5TH GRADE

Time Frame	Symtalk 4 Fourth Grade	Time Frame	Symtalk 4 Fourth Grade	Time Frame	Symtalk 5 Fifth Grade
3 Classes	Lección 1 preliminar - Lección 15 preliminar	2 Classes	Lección 34 : Print media, to Read Lección 35 : To Carry Lección 36 : Restaurants, Food, There is/ There are	3 Classes	Lección 1 preliminar - Lección 14 preliminar
2 Classes	Lección 16 : Foods, Pronouns, to Eat Lección 17 : Beverages, to Drink Lección 18 : Places, to Go	2 Classes	Lección 37 : Mine, Yours, Family, Entertainment Lección 38 : Her, His, People Lección 39 : Titles, to Be (ser)	4 Classes	Lección 15 : Let's Play Lección 16 : Looking at your world Lección 17 : Likes and Dislikes Lección 18 : Eating and Drinking
2 Classes	Lección 19 : Transportation Lección 20 : Sports and leisure, Places, to Play Lección 21 : School supplies, Clothing, to Buy	2 Classes	Lección 40 : Family, Pets, to Be (ser) Lección 41 : Professions, Places of Work Lección 42 : Days of the Week	5 Classes	Lección 19 : Routines and Plans Lección 20 : Going Places Lección 21 : How do you feel? Lección 22 : Household rooms and objects
2 Classes	Lección 22 : Food, to Have Lección 23 : Idioms with <i>tener</i> Lección 24 : To Want, Food, Drinks	2 Classes	Lección 43 : Places, to Be (estar) Lección 44 : Emotions and Feelings Lección 45 : Compound sentences using pero, Days of the Week	4 Classes	Lección 23 : Tener and idioms with tener Lección 24 : School Subjects Lección 25 : Being a Student, Speaking, Studying, Listening Lección 26 : Relaxing and having fun
3 Classes	Lección 25 : To want to do something Lección 26 : Numbers, Shopping list, to Buy, to Need Lección 27 : To Draw, to Listen, to Take, Music	2 Classes	Lección 46 : Time and Weather Lección 47 : Party, to come Lección 48 : To do	5 Classes	Lección 27 : <i>Debo, Puedo</i> Lección 28 : Learning Lección 29 : What do you want to know? Lección 30 : Reading and Writing
3 Classes	Lección 28 : Times of the day Lección 29 : Greetings, to Meet Lección 30 : Greetings and Farewells	2 Classes	Lección 49 : To Do, to Be Able Lección 50 : To Do Lección 51 : School subjects, to Study, to Talk	5 Classes	Lección 31 : Time Lección 32 : Transportation Lección 33 : Clothing Lección 34 : Possession
3 Classes	Lección 31 : Times of the day Lección 32 : Greetings, to Meet Lección 33 : Greetings and Farewells	2 Classes	Lección 52 : To Like, to Prefer Lección 53 : Third-person plural verbs, They Lección 54 : Writing materials, to Write, to Give Lección 55 : Commands, to Say	4 Classes	Lección 35 : The Family Lección 36 : Who are you? Lección 37 : Travel and Tourism Lección 38 : Travel and Shopping
				2 Classes	Lección 39 : Food and Cooking Lección 40 : At work

PACING FOR FOURTH GRADE

<u>Time Frame</u>	<u>Symtalk 4</u> <u>Fourth Grade</u>
1 Class	Lección 1 preliminar: To eat, To play Lección 2 preliminar: Foods, eating, utensils, to be Lección 3 preliminar: Classroom objects, numbers Lección 4 preliminar: Places Lección 5 preliminar: To Draw <i>Culture: Hispanic Heritage Month</i>
1 Class	Lección 6 preliminar: Clothes, to Wear Lección 7 preliminar: Numbers 11-20, to Cost Lección 8 preliminar: Adjectives, to Be, Family Lección 9 preliminar: To Look at Lección 10 preliminar: To Read, to Write, to Buy <i>Culture: Hispanic Heritage Month</i>
1 Class	Lección 11 preliminar: To Go, Transportation Lección 12 preliminar: Time expressions, to Listen, to Study, Days Lección 13 preliminar: To Want to do something Lección 14 preliminar: Beverages, Foods, to Like Lección 15 preliminar: To Speak <i>Culture: Hispanic Heritage Month</i>
2 Classes	Lección 16 : Foods, Pronouns, to Eat Lección 17: Beverages, to Drink Lección 18: Places, to Go <i>Culture: Hispanic Heritage Month</i>
2 Classes	Lección 19: Transportation Lección 20: Sports and leisure, Places, to Play Lección 21: School supplies, Clothing, to Buy <i>Culture: Sports in Spanish Speaking Countries</i>
2 Classes	Lección 22 : Food, to Have Lección 23: Idioms with <i>tener</i> Lección 24: To Want, Food, Drinks <i>Culture: Idioms</i>
3 Classes	Lección 25 : To want to do something Lección 26: Numbers, Shopping list, to Buy, to Need Lección 27: To Draw, to Listen, to Take, Music <i>Culture: Supermarkets of Spanish Speaking Countries</i>
3 Classes	Lección 28 : Times of the day Lección 29: Greetings, to Meet Lección 30: Greetings and Farewells <i>Culture: Places to go/Traveling in Spanish Speaking Countries</i>
3 Classes	Lección 31 : Times of the day Lección 32: Greetings, to Meet Lección 33: Greetings and Farewells <i>Culture: Places to go/ Traveling in Spanish Speaking Countries</i>
2 Classes	Lección 34 : Print media, to Read Lección 35: To Carry Lección 36: Restaurants, Food, There is/ There are <i>Culture: Restaurant</i>

<p>2 Classes</p>	<p>Lección 37 : Mine, Yours, Family, Entertainment Lección 38: Her, His, People Lección 39: Titles, to Be (ser) Culture: <i>La Familia</i></p>
<p>2 Classes</p>	<p>Lección 40 : Family, Pets, to Be (ser) Lección 41: Professions, Places of Work Lección 42: Days of the Week Culture: <i>La Familia/ Occupations</i></p>
<p>2 Classes</p>	<p>Lección 43 : Places, to Be (estar) Lección 44: Emotions and Feelings Lección 45: Compound sentences using pero, Days of the Week Culture: <i>Weather</i></p>
<p>2 Classes</p>	<p>Lección 46 : Time and Weather Lección 47: Party, to Come Lección 48: To Do Culture: <i>Celebrations</i></p>
<p>2 Classes</p>	<p>Lección 49 : To Do, to Be Able Lección 50: To Do Lección 51: School subjects, to Study, to Talk Culture: <i>Schools in Spanish Speaking Countries</i></p>
<p>2 Classes</p>	<p>Lección 52 : To Like, to Prefer Lección 53: Third-person plural verbs, They Lección 54: Writing materials, to Write, to Give Lección 55 : Commands, to Say Culture: <i>Community</i></p>

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

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

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 — INTERPRETIVE

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

GRADE FOUR THEMES AND INTEGRATED CONTENT GUIDE

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

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> ● Count 1-500 ● Telling Time ● Foods, Markets, and Restaurant ● Animals and Plants ● Weather ● Maps Around the World ● Family ● Around the House ● Parts of the Body ● Clothing ● Feelings and Emotions ● Shapes, Colors, and Size ● The Calendar ● The Telephone ● Spanish Celebrations and Holidays ● Spanish Customs ● La Siesta 	<ul style="list-style-type: none"> ● Energy ● Waves in their Applications in Technologies for information transfers ● From Molecules to Organisms: Structure and processes ● Earth’s Place in the Universe ● Earth’s Systems ● Earth and Human Activity ● Engineering Design 	<ul style="list-style-type: none"> ● New Jersey, Our Home ● Regions and Resources ● Amistad, Holocaust & Genocide Education ● Empathy, Social Skills & Respect ● The First People of New Jersey ● Colonial New Jersey ● The American Revolution ● Changes in a New State ● Challenge & Growth ● A New Century ● Growth & Change ● New Jersey’s Economy Today ● New Jersey’s Government & You ● The People of New Jersey

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

PACING FOR 5TH GRADE

<u>Time Frame</u>	<u>Symtalk 5 Fifth Grade</u>
1 Class	Introduction Lección 1 Preliminar: Greetings, Expressions of courtesy Lección 2 Preliminar: To Be (estar), Places Lección 3 Preliminar: To Go, Transportation, Places Lección 4 Preliminar: Times of the day Lección 5 Preliminar: To Study, to Play, to See, Negation <i>Culture: Spanish Heritage Month</i>
1 Class	Lección 6 Preliminar: To Leave, to Arrive, Time Lección 7 Preliminar: To Sit Down, to Get Up Lección 8 Preliminar: To Bring, to Listen (to) Music Lección 9 Preliminar: His, her, ownership Lección 10 Preliminar: To Have, Numbers 1-40, How much <i>Culture: Spanish Heritage Month</i>
1 Class	Lección 11 Preliminar: There is, There are, Mine, yours, Cost Lección 12 Preliminar: To Be (ser), Family, Friends, professions Lección 13 Preliminar: Must, Can Lección 14 Preliminar: To Want, Objects <i>Culture: Spanish Heritage Month</i>
4 Classes	Lección 15: Let's Play Lección 16: Looking at your world Lección 17: Likes and Dislikes Lección 18: Eating and Drinking <i>Culture: Spanish Speaking Countries</i>
5 Classes	Lección 19: Routines and Plans Lección 20: Going Places Lección 21: How do you feel? Lección 22: Household rooms and objects <i>Culture: Spanish Speaking Countries</i>
4 Classes	Lección 23: Tenses and idioms with tener Lección 24: School Subjects Lección 25: Being a Student, Speaking, Studying, Listening Lección 26: Relaxing and having fun <i>Culture: Spanish Speaking Countries</i>
5 Classes	Lección 27: Debo, Puedo Lección 28: Learning Lección 29: What do you want to know? Lección 30: Reading and Writing <i>Culture: Spanish Speaking Countries</i>
5 Classes	Lección 31: Time Lección 32: Transportation Lección 33: Clothing Lección 34: Possession <i>Culture: Spanish Speaking Countries</i>
4 Classes	Lección 35: The Family Lección 36: Who are you? Lección 37: Travel and Tourism Lección 38: Travel and Shopping <i>Culture: Spanish Speaking Countries</i>
2 Classes	Lección 39: Food and Cooking Lección 40: At work <i>Culture: Spanish Speaking Countries</i>

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

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	CPI
a. Follow conversational sequences	7.1.IM.B.2
b. Respond to short oral commands by appropriate physical reactions	7.1.IM.B.3
c. Understand and respond to questions	7.1.IM.B.4
d. Match spoken words, sentences, and descriptions to pictures	7.1.IM.A.2
e. Listen for factual information	7.1.IM.A.2
f. Identify spoken words that contain a specific sound	7.1.IM.A.3
g. Role plays with appropriate actions while listening to a song, poem, or story	7.1.IM.B.5
h. Draw or select a picture based on spoken description	7.1.IM.A.2
i. Demonstrate that they understand short segments of spoken narrations	7.1.IM.A.2
j. Demonstrate that they associate meaning with sound	7.1.IM.A.2
k. Discriminate words which have somewhat similar sounds but different meanings	7.1.IM.A.2
l. Distinguish the differences among intonation patterns used for questions, exclamation, and statements	7.1.IM.B.3
m. Answer appropriately the questions: Who? What? When? Where? Why? How much? How many?	7.1.IM.B.4
n. Match spoken words, sentences, and descriptions to written sentences	7.1.IM.A.4
o. Use technology, materials, and resources as tools to develop listening skills	7.1.IM.A.1
p. Make an appropriate response to an oral or visual cue	7.1.IM.C.3
q. Answer yes/no and either-or questions	7.1.IM.C.3
r. Describe daily actions	7.1.IM.A.4
s. Complete oral open-ended statements drawing from a controlled vocabulary	7.1.IM.C.3
t. Initiate simple dialogues involving greetings and questions	7.1.IM.B.5
u. Role-play fixed and free dialogue	7.1.IM.C.2
v. Demonstrate familiarity with idiomatic expressions	7.1.IM.B.3
w. Express likes and dislikes	7.1.IM.B.4
x. Express feelings	7.1.IM.B.4
y. Tell time in relation to events or tenses	7.1.IM.B.5
z. Use numbers 1-1,000 to complete oral math functions	7.1.IM.B.5
aa. Ask for and give information	7.1.IM.B.4
bb. Demonstrate familiarity with concept of gender	7.1.IM.A.8
cc. Write the correct response to controlled questions introduced by the interrogatives	7.1.IM.B.4
dd. Reproduce the correct sound when looking at the written word	7.1.IM.A.3
ee. Read familiar material with comprehension	7.1.IM.A.5
ff. Read with proper phrasings, emphasis, and expressions	7.1.IM.A.3

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 — INTERPRETIVE

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

GRADE FIVE THEMES AND INTEGRATED CONTENT GUIDE

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

WORLD LANGUAGE	SCIENCE	SOCIAL STUDIES
<ul style="list-style-type: none"> ● Count from 1-1000 ● Likes and Dislikes ● Everyday Activities ● Time Expressions ● Historical Landmarks in Latin America ● Slavery in Spanish Countries ● Extended Family ● Foods in a Restaurant ● Parts of the Body ● Community Helpers ● Professions ● Clothing ● Feelings/Emotions ● Spanish Celebrations and Holidays ● Spanish Customs 	<ul style="list-style-type: none"> ● Matter and Interactions ● Motion and stability: Forces and Interactions ● Energy ● From Molecules and Organisms: Structures and processes ● Ecosystem: Interactions, Energy, and Dynamics ● Earth's place in the Universe ● Earth's system ● Earth and human activity ● Engineering design 	<ul style="list-style-type: none"> ● Early Exploration/Colonization ● The American Revolution ● Native Americans ● Amistad, Holocaust & Genocide Education ● Empathy, Social Skills, Cultural Respect ● Native Americans ● Westward Expansion ● Slavery ● Civil War/Reconstruction ● World War I ● Industrialization ● World War II/Holocaust ● Civil Rights/Modern Era

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

PACING FOR 6TH, 7TH AND 8TH GRADES

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

PACING FOR 6TH GRADE

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

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

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

bb. Make an appropriate written response by completing an open-ended sentence	7.1.IL.C.3
cc. Make an appropriate written response by making a structural change following a model	7.1.IL.C.3 7.1.IL.C.3
dd. Write correctly all or part of a dictated sentence in which all of the material is not in the form originally learned	7.1.IL.C.3
ee. Write a logical response to a question asking how or why	7.1.IL.C.3
ff. Write the correct response to controlled questions introduced by the interrogatives	7..1.IL.C.3
gg. Write descriptions of pictures or visual cues, using previously learned lexical items and structures	7.1.IL.C.3
hh. Write a response to a question which requires a structural change in the answer	7.1.IL.C.3
ii. Write a response to a question, a command, or statement by selecting an answer form within their fund of knowledge	7.1.IL.C.3
jj. Write correctly all or part of a dictated sentence which includes a limited number of new words	7.1.IL.C.3
kk. Write a group of sentences or a simple paragraph in response to cues such as a series of questions or suggestions	7.1.IL.C.3
ll. Reproduce the correct sound when looking at the written word	7.1.IL.A.4
mm. Read familiar material with comprehension	7.1.IL.A.5
nn. Read with proper phrasing, emphasis, and expression	7.1.IL.A.3
oo. React to a punctuation, accent, or diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm a conversation or oral expression	7.1.IL.A.3
pp. Read and comprehend familiar material when presented in other contexts	7.1.IL.A.5
qq. Make an appropriate response to true/false, yes/no, or information questions based on a text	7.1.IL.A.1, B.4
rr. Select the correct answer(s) from choices provided	7.1.IL.B.4
ss. Select the line(s) that provide(s) information needed to be able to answer a question	7.1.IL.B.4
tt. Match written language to pictures	7.1.IL.A.2
uu. Read with comprehension simple passages containing familiar structural and lexical items	7.1.IL.A.5
vv. Read materials of different types: street signs, poster, selections from simplified editions of newspapers and magazines, and advertisements in magazines and newspapers	7.1.IL.A.5
ww. Select the line(s) of a passage that is (are) the key (s) in transmitting a summary of that passage and identify main idea in reading a selection	7.1.IL.A.1, A.5
xx. Demonstrate knowledge of daily life of the culture	7.1.IL.C.5
yy. Demonstrate knowledge of songs, dances, and games of the culture	7.1.IL.C.2
zz. Demonstrate some knowledge of the geography associated with the target culture	7.1.IL.C.5
aaa. Demonstrate knowledge of important geographical landmarks associated with the culture	7.1.IL.C.5

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 — INTERPRETIVE

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

GRADE SIX THEMES AND INTEGRATED CONTENT GUIDE

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

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

PACING FOR 7TH GRADE

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

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

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

dd.	Use technology, materials, and resources as tools to enhance speaking skills	7.1.IL.A.1, B.1
ee.	Reproduce the correct sound when looking at the written word	7.1.IL.A.1
ff.	Read familiar material with comprehension	7.1.IL.A.2
gg.	Read with proper phrasing, emphasis, and expression	7.1.IL.A.4
hh.	React to punctuation, accent or diacritical mark by making appropriate changes in pronunciation, intonation, and rhythm	7.1.IL.A.3, B.3
ii.	Read and comprehend familiar material when presented in other contexts	7.1.IL.A.4, B.3
jj.	Make an appropriate response to true/false, yes/no or information questions based on a text	7.1.IL.A.2, B.4
kk.	Select the line (s) of a passage that provide (s) information needed to be able to answer a question	7.1.IL.B.2
ll.	Select the correct answer (s) from choices provided	7.1.IL.B.2
mm.	Match written language to pictures	7.1.IL.A.3
nn.	Read with comprehension (at a sitting) simple passages containing familiar structural and lexical items	7.1.IL.B.3, A.1
oo.	Deduce the meanings of new vocabulary in an advertisement, poster or street sign from the visual provided and/or the situation in which it is found	7.1.IL.B.2, B.3
pp.	Deduce the meaning of new items in passage through the general context of the passage	7.1.IL.A.7
qq.	Select the line (s) of a passage that contain the answer to questions	7.1.IL.A.1, B.2
rr.	Select the line (s) of passage that are the keys in transmitting a summary of that passage	7.1.IL.A.1, B.2
ss.	Read materials of different types: short stories, graded reading selections, street signs, posters, and advertisements in magazines or newspapers	7.1.IL.A.5, B.3
tt.	Pronounce correctly new words met in reading, through experience with similarly pronounced words	7.1.IL.A.7, B.3
uu.	Explain vocabulary learned passively through association with previously mastered vocabulary or situational context	7.1.IL.C.3
vv.	Use technology, materials, and resources as tools to enhance reading skills	7.1.IL.A.1, B.1
ww.	Make appropriate written response to questions, fill-in exercises, and completion drills	7.1.IL.B.2
xx.	Make appropriate written responses by making a structural change following a model	7.1.IL.B.2
yy.	Write the answer to a yes/no question	7.1.IL.B.2
zz.	Write the answer to an either/or question	7.1.IL.B.2
aaa.	Write the correct response to controlled questions introduced by the interrogatives: Who? What? When? Where? Why? How much? How many?	7.1.IL.B.4
bbb.	Write a correct question or answer to complete and open-ended basic dialogue	7.1.IL.B.2
ccc.	Write correctly all or part of a dictated sentence which includes a limited number of new words	7.1.IL.B.2
ddd.	Write simple descriptions of pictures or visual cues, using previously learned lexical items and structures	7.1.IL.C.3
eee.	Write correctly all or part of a dictated sentence in which all of the material is not in the form originally learned	7.1.IL.C.3
fff.	Write a response to a question which requires a structural	7.1.IL.A.4

	change in the answer	
ggg.	Write a response to a question, a command or a statement by selecting an answer from their personal knowledge	7.1.IL.A.4, A.5
hhh.	Recombine familiar vocabulary and structures in somewhat different order or format	7.1.IL.A.5
iii.	Write a more detailed description of a picture or visual cue	7.1.IL.C.3
jjj.	Write a group of sentences or a paragraph in response to cues such as a series of questions or suggestions	7.1.IL.C.3
kkk.	Write weekly journal entries	7.1.IL.B.2, C.3
lll.	Use technology materials, and resources as tools to enhance writing skills	7.1.IL.A.1, B.1
mmm.	Use the language both within and beyond the school setting	7.1.IL.B.5
nnn.	Make proper introductions	7.1.IL.B.5
ooo.	Apologize appropriately	7.1.IL.B.5
ppp.	Compare and contrast aspects of the target cultures with the students' own culture (s)	7.1.IL.A.3., C.5
qqq.	Demonstrate knowledge of some famous personalities associated with the target culture	7.1.IL.A.4
rrr.	Identify countries, capitals, and other important cities where the target language is spoken	7.1.IL.A.3, C.5
sss.	Demonstrate knowledge of important geographical landmarks associated with the target culture	7.1.IL.B.5
ttt.	Demonstrate awareness of the diversity of traditions that exist within the cultures of the target language	7.1.IL.C.5
uuu.	Demonstrate knowledge of some famous historical figures associated with the culture	7.1.IL.A.4
vvv.	Demonstrate some knowledge of major historical events of the civilization(s) of the culture(s) being studied	7.1.IL.A.3
www.	Locate and organize cultural information	7.1.IL.A.6
xxx.	Demonstrate awareness of the cultural connotations of common words and phrases	7.1.IL.A.3
yyy.	Identify the impact of different linguistic traditions in American life	7.1.IL.A.3
zzz.	Demonstrate awareness of the culture of the target language in their own community	7.1.IL.A.3
aaaa.	Explore employment opportunities where languages are advantageous	7.1.IL.C.6
bbbb.	Use technology to acquire current cultural information in order to develop more accurate impressions of the culture studied	7.1.IL.A.1, B.1

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 — INTERPRETIVE

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

PACING FOR 8TH GRADE

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

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

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

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

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 — INTERPRETIVE

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

APPENDIX – A

Preschool Teaching and Learning Standards

WORLD LANGUAGES

The diverse nature of our society necessitates that children develop an understanding of languages other than their own. The World Languages standard addresses this need by describing what all preschool children should learn and what teachers should teach to encourage awareness of different languages. In preschool, children are just beginning to learn all about language and how it works. Some of their language learning will focus on the languages spoken in their homes, and some of this learning will focus on the languages they encounter in their community. With the growing number of young children in New Jersey that come from different home languages, preschool teachers and classrooms must be equipped to support children's learning in more than one language. Being bilingual can be an asset for all children. Teachers can integrate words from languages other than English into the classroom through songs, daily routines and storybooks. Labels written in a language other than English can be used to identify items within the classroom. Parents and community members who speak a language other than English can be a valuable resource in helping children both understand and respect the linguistic diversity present in our culture, and should be invited to share their language with the children. Special consideration needs to be given to children who already know more than one language. Materials should be available that represent and support the native language and culture of the children and adults in the class. Teachers should understand that all languages are learned in context as children interact with and explore their world. Teachers should plan for opportunities to extend children's language throughout the day and across all content areas.

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

Preschool Teaching Practices

Teachers will:

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

Preschool Learning Outcomes

Children will:

- 1.1 Acknowledge that a language other than his/her own is being spoken or used as in a story, rhyme or song.
- 1.2 Say simple greetings, words and phrases in a language other than his/her own.
- 1.3 Comprehend previously learned simple vocabulary in a language other than his/her own.
- 1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

WORLD LANGUAGES PRE-K
LIST OF EXPECTATIONS
 Pre-K World Language Focus Skills

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

APPENDIX – B

Performance Level Descriptors

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*					
Quantity of Language Produced					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE -LOW	INTERMEDIATE - MID	INTERMEDIATE- HIGH	ADVANCED-LOW
Words, phrases, and memorized simple sentences	Words, lists, and simple sentences	Simple sentences	Strings of sentences	Connected sentences and paragraphs	Paragraph-level discourse
LANGUAGE CONTROL					
Grammatical Accuracy					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE -LOW	INTERMEDIATE -MID	INTERMEDIATE- HIGH	ADVANCED-LOW
Accurate when producing memorized language	Inconsistently accurate Most accurate when expressing one’s own ideas on previously studied and familiar topics Minimally accurate as creativity in language and/or production increases	Inconsistently accurate Most accurate when expressing one’s own ideas on previously studied and familiar topics Minimally accurate as creativity in language and/or production increases	Evidence of control of grammar when using simple sentences and basic verb forms Demonstrates some ability to use grammatical and stylistically cohesive elements	Generally accurate when narrating and describing in present time Less accurate in past and future time Applies familiar structures to new situations	Sustained control of simple target-language sentence structures and partial control of more complex structures Grammatical unevenness with some control of aspect Some grammatical errors in control of aspect
VOCABULARY USE					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE -LOW	INTERMEDIATE -MID	INTERMEDIATE- HIGH	ADVANCED-LOW
Comprehends and produces vocabulary related	Comprehends and produces an expanding amount of	Comprehends and produces vocabulary from a limited number of	Comprehends and produces vocabulary on a wider range of	Comprehends and produces vocabulary from an expanding variety	Comprehends and produces vocabulary on an expanding variety

to common objects and actions in familiar categories Uses words and phrases primarily as lexical items without awareness of grammatical structure	vocabulary from previously studied themes Understands and uses a few memorized idiomatic expressions Uses false cognates (for languages that contain English cognates)	themes not previously studied Understands and uses a limited number of idiomatic expressions Uses false cognates (for languages that contain English cognates)	everyday themes Understands and uses some idiomatic expressions and culturally authentic expressions Searches for adequate vocabulary	of themes Understands and uses idiomatic expressions and culturally authentic expressions Uses specialized and precise vocabulary for a limited number of topics	of themes, including some abstract topics related to interest and aptitude Understands and uses idiomatic expressions and culturally authentic expressions Uses specialized and precise vocabulary for a wider range of topics Employs generic vocabulary
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COMMUNICATION STRATEGIES

Techniques to understand and to be understood

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

INTERPRETIVE

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Identifies a limited number of cognates and loanwords to aid comprehension	Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension	Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension	Uses knowledge of own culture and target culture to deduce meaning Derives meaning by examining	Identifies the organizing principle(s) of oral or written text Infers and interprets the intent	Handles linguistic challenges with a complication or handles an unexpected turn of events within familiar contexts

<p>Uses visual cues to aid comprehension</p> <p>Uses background experience to enhance comprehension</p>	<p>Skims and scans</p> <p>Infers meaning of some unfamiliar words to aid comprehension</p> <p>Predicts</p>	<p>Infers meaning of unfamiliar words to aid comprehension</p> <p>Uses contextual clues</p> <p>Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension</p> <p>Rereads</p> <p>May paraphrase when reading or listening; asks questions of self about text</p> <p>Identifies type of text (narrative, expository, persuasive)</p> <p>Synthesizes</p> <p>Summarizes</p> <p>Evaluates</p> <p>Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this strategy)</p>	<p>familiar and unfamiliar structures</p> <p>Effectively uses resources, such as target language dictionaries and online resources, to aid comprehension</p>	<p>of the author</p>	<p>and routine situations</p>
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INTERPERSONAL

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Uses gestures and sometimes resorts to English</p> <p>Repeats</p> <p>Is understood by sympathetic speakers used</p>	<p>Generally, but not always:</p> <p>Asks for clarification</p> <p>Uses limited circumlocution</p> <p>Self-corrects</p>	<p>Minimally:</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses limited</p>	<p>Consistently:</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses</p>	<p>Uses cohesive devices</p> <p>Probes for details in order to clarify meaning</p> <p>Uses circumlocution</p>	<p>Rephrases</p> <p>Conveys message without misrepresentation or confusion</p> <p>Is understood by native speakers unaccustomed to</p>

to dealing with language learners	when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is understood by sympathetic speakers used to dealing with non-natives	circumlocution Self-corrects when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives.	circumlocution Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives	Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives	dealing with non-natives
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PRESENTATIONAL

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used	Generally, but not always: Uses limited circumlocution Repeats Paraphrases	Minimally: Uses limited circumlocution Uses some cohesive devices Repeats	Consistently: Uses circumlocution Uses some cohesive devices	Uses circumlocution Uses cohesive devices to organize presentation Self-corrects even when not needed	Rephrases Conveys message without misrepresentation or confusion Is understood by native speakers unaccustomed to

to dealing with language learners.	Self-corrects when not understood Is understood by sympathetic speakers used to dealing with non-natives	Paraphrases Self-corrects when not understood Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives	for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives	dealing with non-natives
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* *The ACTFL Performance Guidelines for K-12 Learners* (ACTFL, 1998), *ACTFL Proficiency Guidelines - Speaking* (ACTFL, 1999), and *ACTFL Proficiency Guidelines - Writing* (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

APPENDIX – C

Native Language Guided Reading Resources

Grade	Theme	Title	Level	Publisher	Resource
Pre-K-K	Colors	Yo veo los peces	Nivel 3 (C-D)	Scholastic Purple	Guided Reading
Pre-K-K	Identify Self and Others	¿Quién soy yo?	Nivel 3 (C-D)	Scholastic Purple	Guided Reading
Pre-K-K	Identify Self and Others	Yo	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Identify Self and Others	Mamá	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Identify Self and Others	Papá	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Identify Self and Others	Mi familia	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Fall Season	Los disfraces	Nivel A	Rigby Básicos 1 Colección PM	Guided ReadingP
re-K-K	Fall Season	disfraces	Nivel A	Rigby Básicos 1 Colección PM	Guided Reading
Pre-K-K	Fall Season	Las estaciones	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo B	Guided Reading
Pre-K-K	Weather	El día lluvioso	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo A	Guided Reading
Pre-K-K	Weather	Míranos	Nivel aa	Rigby Básicos 2 Colección PM	Guided Reading
Pre-K-K	Winter Seasons	Las estaciones	Nivel 2 (B)	Rigby Chiquilibros Chiquicentos Grupo B	Guided Reading
Pre-K-K	Shapes	Quien soy yo	Nivel 1 (A-B)	Scholastic Purple	Guided Reading
Pre-K-K	Spring Season	Las estaciones	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo B	Guided Reading
Pre-K-K	Summer Season	Las estaciones	Nivel aa	Rigby Chiquilibros Chiquicentos Grupo A	Guided Reading
Pre-K-K	Community Helpers	Nosotros vivimos aquí	Nivel 2 (B)	Scholastic Purple	Guided Reading

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

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

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

				PM	
Grade 1	Safety	¡Alto!	Nivel 2 (B)	Rigby Básicos 2 Colección PM	Guided Reading
Grade 2	Classroom Objects	Así vamos a la escuela	Nivel 7 (J-K)	Scholastic Purple	Guided Reading
Grade 2	Animal Life Cycle	Los murciélagos	Nivel 9(L-M)	Scholastic Purple	Guided Reading
Grade 2	Animal Life Cycle	La linda tela araña	Nivel H	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Herencia Hispana	Ellen Ochoa	Nivel 5 (G-H)	Scholastic Purple	Guided Reading
Grade 2	Family	Los regalos de abuelita	Nivel F	Rigby Nivel Azul Colección PM	Guided Reading
Grade 2	Family	Un regalo para abuelito	Nivel H	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Body Parts	El diente de Julio	Nivel G	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Planets	Mi planeta	Nivel 2 (B)	Rigby Cuentos Listos Grupo D Chiquilibros	Guided Reading
Grade 2	Planets	Mi hogar	Nivel 2 (B)	Rigby Cuentos Listos Grupo D Chiquilibros	Guided Reading
Grade 2	Seasons	Tiempo de calabazas	Nivel 6 (H-I)	Scholastic Purple	Guided Reading
Grade 2	Seasons	Perros de trineo	Nivel 8 (K-L)	Scholastic Purple	Guided Reading
Grade 2	Seasons	En el verano	Nivel H	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Seasons	En el invierno	Nivel H	Rigby Nivel Verde Colección PM	Guided Reading
Grade 2	Community	Trenes	Nivel 8 (K-L)	Scholastic Purple	Guided Reading
Grade 2	Community	Omar va al desfile	Nivel F	Rigby Nivel Azul Colección PM	Guided Reading
Grade 2	Community	La canción de Omar	Nivel G	Rigby Nivel Azul Colección PM	Guided Reading
Grade 2	Community	La	Nivel G	Rigby Nivel	Guided

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

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

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