

Arlington Public Schools

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# **Secondary French Curriculum Framework**

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Arlington Public Schools  
Department of Instruction  
World Languages Office  
2010

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# PREFACE

The Arlington Public Schools Modern Language Framework is the product of the efforts of the entire Modern Foreign Language Staff and the Supervisor. Those efforts included work through countywide meetings and summer curriculum projects. Teachers from all levels and languages were involved in discussing, reading, evaluating, writing and revising the framework periodically over a period of ten years. The document is still considered a work in progress and should continue to develop throughout future years. The intent of the framework is to provide guidance and support to teachers to enhance world language learning.

The framework is a statement of what students should know and be able to do. The framework is based on the Standards for Foreign Language Learning in the 21<sup>st</sup> Century (1999) and is aligned to the Foreign Language Standards of Learning for Virginia Public Schools (2000; 2007) and the ACTFL Performance Guidelines for K-12 Learners and the principles of the Understanding by Design (Wiggins and McTighe 1998; 2005) construct. Frameworks including exemplary national models like the Nebraska and Delaware K-12 world language curriculum frameworks were used as a resource in the development of the Arlington framework.

The framework includes a vision, mission, and belief statement. It identifies as its program goals the national and state goals and standards for world language learning. The framework includes performance standards, progress indicators, accuracy expectations, suggestions for assessment, and a section on best practices. The framework reflects the contemporary view of a standards-based curriculum and supports the underlying principles of Understanding by Design.

The principles of Understanding by Design provide a rigorous model for thinking, organizing learning and setting priorities for students and teachers. Each of the five goals, referred to as the five “Cs”, (Communication, Culture, Comparisons, Connections and Communities), targets standards for learning and identifies the broad concepts identified as “big ideas” in the vernacular of Understanding by

Design. These “big ideas” are the core concepts, principles, theories and processes that serve as the focal point of curricula, instruction and assessment associated with the goal. These “big ideas” or core concepts are broken into smaller pieces referred to as “enduring understandings.” These full sentence statements describe what students should understand about the topic based on big ideas. With a focus on deeper conceptual understanding, students can better make connections between knowledge and skill and can reach understandings that are enduring and transferable to new situations.

Essential questions that align to the enduring understandings are identified. These questions act as guides to promote inquiry. These questions can help uncover a broader and deeper understanding of the standards. The questions guide students and teachers to the ultimate destination—depth and breadth of conceptual understanding. The essential questions are designed to produce different plausible responses and are, therefore, broad in scope. They purposefully do not illicit a single answer or a right or wrong answer.

By incorporating the principles of Understanding by Design and guided by the big ideas, enduring understandings and essential questions, the Arlington Public Schools World Language Frameworks encourage students and teachers to assume the responsibility of uncovering and connecting knowledge and skills central to the discipline.

# WORLD LANGUAGE PROGRAM VISION, MISSION AND BELIEFS STATEMENT

**VISION:** *Our goal is to provide students with the communication skills to understand and connect with other cultures and communities. Effective communication based on understanding of other cultures will be the cornerstone for success and prosperity in the future.*

**MISSION:** *To develop functional oral and written communication skills and an understanding of other cultural perspectives and practices.*

**BELIEFS:** ***We believe that in today's world, world languages are:***

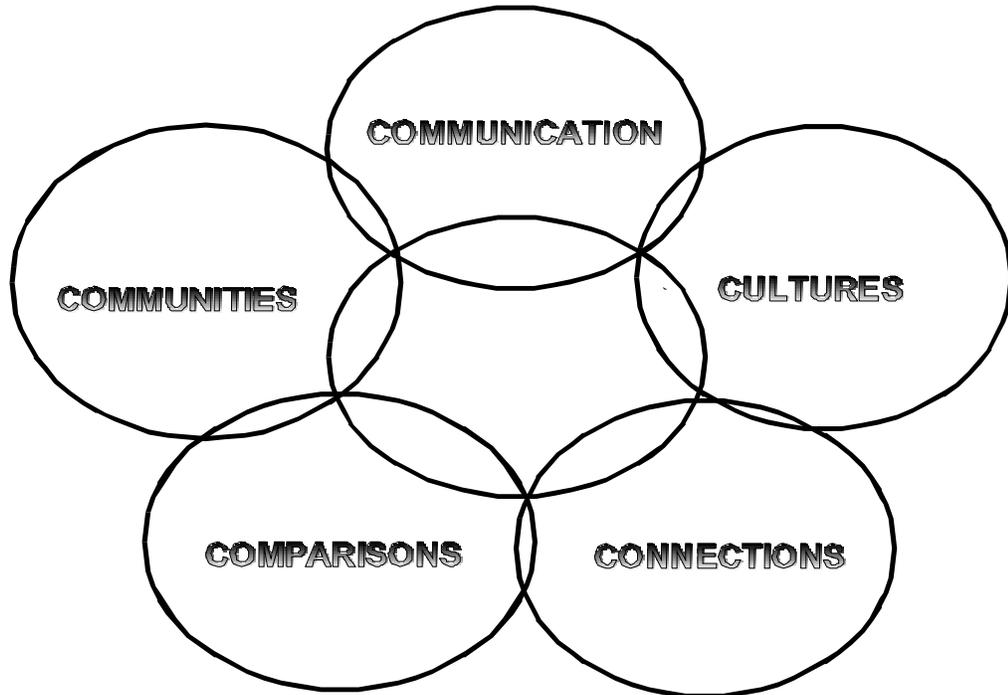
- *an increasingly important vehicle for knowledge, communication, understanding, and success in an interdependent global society;*
- *an essential part of every student's education;*
- *important in fostering cross-cultural understanding;*
- *a career asset, giving the student an additional salable skill in the world of work;*
- *a means to broaden students' cultural horizons and discourage an ethnocentric view of the world; and*
- *important in providing insight into the nature of language and one's culture.*

***We believe world language instruction should:***

- *provide opportunities for extended study*
- *be taught in a way that is meaningful to students and connect to real-life experiences and to other curricular areas*
- *prepare students to use language for functional communication*
- *incorporate an understanding of the culture to include cultural perspectives and practices*
- *provide opportunities for students of varied abilities, learning style, and interests, to begin and continue their studies*
- *include assessments that reflect proficiency and communication*

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# ORGANIZING PRINCIPLES FOR NATIONAL STANDARDS FOR WORLD LANGUAGE LEARNING



**Communication**, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use the language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. None of these goals can be separated from the other.

# ARLINGTON ADOPTS NATIONAL GOALS AND STANDARDS

## COMMUNICATION:

*Goal # 1 – Use knowledge and language skills for functional communication*

Learners acquire a language best when they are provided opportunities in a variety of contexts to use the target language to communicate. The more learners use the target language in meaningful situations, the more rapidly they achieve language competency. Active use of the language is central to the learning process. Students learn by doing.

- Standard 1.1 *Students will express themselves in conversations, providing and obtaining information, expressing feelings, and exchanging opinions.*
- Standard 1.2 *Students will understand written and spoken language in social and academic contexts.*
- Standard 1.3 *Students will present information on a variety of topics.*

Big Ideas	
Language is at the heart of all human interaction. Formal language is needed to express precise ideas in multiple environments.	
Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> <li>• Language is a multi-faceted, multi-layered system of communication.</li> <li>• Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.</li> <li>• Language learning involves taking risks and learning from one’s mistakes.</li> <li>• Implicit in language study is the recipient audience</li> </ul>	<ul style="list-style-type: none"> <li>• Why are words alone not sufficient for meaningful communication?</li> <li>• What is communication? What do you need to be able to do in another language to communicate? Do social and academic contexts influence modes of communication?</li> <li>• Does practice make perfect: What role does accuracy play in communications?</li> <li>• In what ways do different audiences require the use of different levels of language?</li> </ul>

**CULTURES:**

*Goal # 2 – Gain knowledge of other cultural perspectives and practices*

A knowledge of culture drives meaningful communication. Culture provides the context in which communication takes place. The term “culture” is generally understood to include the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. Perspectives include the meanings, attitudes, values and ideas of a culture. Practices are the patterns of social interactions, and products include such things as books, foods, laws, music, and games of a society.

- Standard 2.1 *Students will demonstrate knowledge of specific practices of the target culture to include social patterns, activities and roles, and leisure and educational activities.*
- Standard 2.2 *Students will demonstrate an understanding of the relationships between the products (literature, music, dance, drama, art) of a culture and the perspectives of the culture studied.*

Big Ideas	
Culture shapes how we see ourselves, others and the world. Culture and language are inseparable; they influence and reflect each other.	
Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> <li>• Knowledge of culture drives meaningful communication.</li> <li>• The perspectives, practices and products of a people define their culture.</li> <li>• Culture and language are interrelated and influence how people behave.</li> <li>• Culture and language evolve. They are bound by people, time and place.</li> </ul>	<ul style="list-style-type: none"> <li>• How does culture influence communication?</li> <li>• What is culture? What is the connection between a people’s perspectives, practices, products and their language?</li> <li>• How do language and culture influence and reflect each other? Does language reflect the values and attitudes of its people? What do proverbs tell us about similarities and differences in attitudes and values?</li> <li>• How do people, time and place affect language and culture?</li> </ul>

**CONNECTIONS:**

*Goal # 3 – Connect foreign language study to experiences in other curricular areas to personal interests*

As students become more proficient users of the world language, they seek out materials of interest to them, analyze the content, compare it to information available in their own language, and assess the linguistic and cultural differences. As the world becomes a true neighborhood thanks to technological advances, more information is available at home and in the classroom.

*Standard 3.1 - Students will use the target language to further knowledge of other disciplines or outside interests.*

*Standard 3.2 - Students will recognize distinctive viewpoints, which are communicated through the language and cultural lens. (e.g. role of female in the family)*

Big Ideas	
Proficient users of another language have the ability to access a broader knowledge of other disciplines, a wider range of learning strategies and experiences and a deeper knowledge of linguistic and cultural differences.	
Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> <li>• World language learning offers opportunities to uncover big ideas in and about other disciplines.</li> <li>• Learning another language enables one to access information available only in that language.</li> <li>• Strategies used to acquire a language are transferable to other areas of learning throughout life.</li> <li>• A second language facilitates the acquisition of information about the world outside our experiences</li> </ul>	<ul style="list-style-type: none"> <li>• How does knowledge and understanding of other languages support the ability to understand concepts in other content areas and make connections with other disciplines?</li> <li>• Why is it important to be able to access primary information?</li> <li>• Which strategies for learning a world language support learning in other content areas?</li> <li>• How does learning a second language broaden our knowledge base of world issues?</li> </ul>

**COMPARISONS:**

*Goal # 4 – Compare the target language and culture with their own language and culture*

Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of interaction between language and culture.

*Standard 4.1 – Students will make comparisons of the target language with their own.*

*Standard 4.2 – Students will demonstrate an understanding of the target culture by comparing it with their own.*

Big Ideas	
<p>Language study facilitates recognition of linguistic patterns which, in turn, supports the process of language acquisition.</p> <p>One can gain new insights about self and others by comparing and contrasting target languages and cultures.</p>	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• By learning another language one can better understand how the native language works.</li> <li>• By studying another culture, one can better understand and appreciate their own.</li> </ul>	<ul style="list-style-type: none"> <li>• What insights about the structure of the native language does learning a world language provide? (Why do they say or write it that way? Why can't they say or write it our way?)</li> <li>• How does an understanding of the nature and construct of another language inform us about our own? What are the similarities and differences in the elements (vocabulary, linguistic structures, tense and mood) of the native and target languages? How do the sound distinctions and intonation patterns of the native language and target language affect the communication of meaning?</li> <li>• What evidence do we see that language and meaning do not transfer directly from one language to another?</li> <li>• How do cultural similarities and differences on social, economic and political relationships between the target culture and one's own affect the global community?</li> <li>• How do social interactions and personal interactions differ among cultures?</li> <li>• What are the unique elements of our own culture?</li> </ul>

**COMMUNITIES:**

*Goal # 5 – Use the language and apply learning to the world beyond the classroom*

Students realize the interdependence of people throughout the world. Through their ability to communicate in another language, they are better prepared for school and community service projects, for expanded employment opportunities both at home and abroad and for the pursuit of their own interest for personal benefit.

*Standard 5.1 – Students will use the language both within and beyond the school setting.*

*Standard 5.2 – Students will use the language for personal enjoyment and enrichment.*

Big Ideas	
<p><i>Proficiency in other languages enriches experiences and prepares one to participate more fully as a global citizen.</i></p> <p><i>The study of world languages allows one to apply language skills and cultural knowledge to participate more fully in multi-lingual communities.</i></p> <p><i>Learning other languages enhances recreational, educational and occupational opportunities.</i></p>	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• The study of world languages expands one’s opportunities.</li> <li>• Language is a tool to connect with the world.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways does the study of a world language provide advantages or open doors?</li> <li>• How does knowing another language make a difference in the way we connect with others?</li> <li>• What do you need to be considered a global citizen?</li> </ul>

## CONTENT AND LEARNING OBJECTIVES

### **Communication:**

Students will engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken language. They will present information, concepts, and ideas to an audience of listeners and readers.

Students will:

*develop **listening skills** through continuous aural input.*

- recognize and expand vocabulary
- synthesize grammar and syntax
- demonstrate comprehension
- understand the cultural nuances of meaning in formal and informal settings

*develop **speaking skills** by producing sounds to express meaning.*

- learn and apply pronunciation rules
- apply intonation patterns
- use vocabulary to express meaning
- apply grammatical structures to convey meaning
- use language appropriate to audience (formal-informal speech)

*develop **reading skills** by deriving meaning from the written symbols.*

- apply and acquire vocabulary
- use context and resources to derive meaning
- extract specific information by interpreting grammar and syntax
- explore a variety of topics and materials for information and pleasure

*develop **writing skills** by using symbols of the language to express meaning*

- reproduce the symbols of the language
- use vocabulary to convey meaning
- apply grammatical forms and structures
- apply writing process
- use a variety of styles appropriate to level (i.e. narrative, descriptive, expository, persuasive)
- use resources to enhance writing

## CONTENT AND LEARNING OBJECTIVES

### **Culture:**

**Students will demonstrate an understanding of the relationship between practices, products, and perspectives of the *culture* studied.**

Students will:

- identify patterns of social behavior and interactions typical of the culture.
- identify cultural products such as music, art, sports, games, and entertainment.
- identify common beliefs and attitudes within the target culture.

### **Connections:**

**Students will use the target language to make *connections* to and further knowledge of other disciplines or outside interests. They will acquire information in the target language in order to recognize distinctive viewpoints, which were communicated through the language and cultural lens.**

Students will:

- transfer and apply information and skills from other subject areas.
- synthesize information from resources in the target language to support study in other disciplines.
- analyze and evaluate points of view found in information in the target language and compare them with their own perspective.

## CONTENT AND LEARNING OBJECTIVES

### **Comparisons:**

**Students will make *comparisons* of the nature of the target language and culture studied with their own.**

Students will:

- hypothesize about relationships among languages based on their knowledge of language structures.
- recognize the different ways of using syntactical forms to express the concept of time.
- compare the subtleties of definitions, idioms, and vocal inflections in the target language with their own.
- compare and contrast the relationship of perspectives and practices in the target culture with their own.
- compare and contrast the relationship of products and perspectives in the target culture with their own.
- identify and analyze cultural perspectives reflected in a variety of literary genres.

### **Communities:**

**Students will use the target language both within and beyond the school *communities*. They will use the language skills for personal enjoyment and enrichment.**

Students will:

- make practical use of their knowledge of the language and culture at school and if possible in the community. (i.e. in everyday conversation, in research, in the workplace, in recreational pursuits)
- interact orally and in writing with individuals in the target culture.
- use community and internet resources to research topics related to culture and language study.
- participate in club activities, which benefit the school or community.
- participate in career exploration, which requires proficiency in language and culture.
- listen to music or play musical instruments from the target culture.

# **PERFORMANCE STANDARDS**

## **Communication**

Interpersonal Communication  
Interpretive Communication  
Presentational Communication

## **Culture**

Cultural Practices  
Cultural Products

## **Connections**

Connections with Other Disciplines

## **Comparisons**

Linguistic Comparisons  
Cultural Comparisons

## **Communities**

Practical Applications within Communities

# PERFORMANCE STANDARDS 2001

Relates to Communication Strand of National Standards

## INTERPERSONAL COMMUNICATION

**(Standard 1.1)** Students engage in conversations, provide and obtain information, express feelings, emotions and exchange opinions

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVELS V-VI
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### 1. Ask for and provide information

respond to one-on-one interactions using memorized phrases and questions about self, family, school, time and weather	sustain a brief conversation with memorized phrases and learned material	begin and end a brief conversation on a limited number of topics with simple present, past and future time	conduct a conversation on a variety of familiar topics using a variety of tenses	sustain a conversation on a wider variety of topics
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### 2. Express feelings, needs and opinions

state feelings and basic needs	qualify feelings and needs	express feelings and needs in different situations	use appropriate verbal response when others express feelings and needs	elaborate on needs and share opinions
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### 3. Give and follow directions or instructions

follow simple instructions or directions	give and respond to simple requests	give and respond to more complex instructions or directions	make suggestions and give alternatives	begin to persuade or influence others
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### 4. Provide descriptions and characteristics of self and others

provide simple descriptions of self and others	describe self and others in some detail	describe self and others in greater detail	describe using connected discourse	create more detailed descriptions within a narrative
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### 5. Tell what you are doing, will do and have done.

express present actions	express present and simple future actions	express past, present, and simple future actions	discuss events using a full range of tenses	begin to hypothesize what would happen if certain events took place
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# PERFORMANCE STANDARDS 2001

Relates to Communication Strand of National Standards

## INTERPERSONAL COMMUNICATION

**(Standard 1.2)** Students understand and interpret written and spoken language on a variety of topics.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVELS V-VI
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### 6. Understand and respond to spoken language on a variety of topics.

understand and respond to spoken language previously learned and/or accompanied by visual support	understand and respond to spoken language that incorporates familiar vocabulary and structures	understand and respond to spoken language on familiar topics with some repetition	understand and respond to what is heard on a variety of familiar topics	understand main ideas presented in basic authentic media
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### 7. Understand and respond to authentic written materials on a variety of topics

read with understanding and respond to basic materials that have been previously presented orally	read with understanding and respond to written language that incorporates familiar vocabulary and structures	derive meaning from selected authentic material	read with understanding and respond to authentic materials on familiar topics	interpret the main idea and significant details from authentic material and literary samples
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### 8. Use effective interpretive strategies

recognize cognates and their importance in understanding text	increase use of prefixes, suffixes, and word order as contextual clues	use linguistic and semantic clues for recognition of verb tenses	apply diverse strategies to derive meaning from unfamiliar material	reply on sentence structure, grammatical clues, and context to derive meaning
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# PERFORMANCE STANDARDS 2001

Relates to Communication Strand of National Standards

## PRESENTATIONAL COMMUNICATION

**(Standard 1.3)** Students present information, concepts, and ideas to an audience of listeners and/or readers on a variety of topics.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVELS V-VI
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### 9. Write narratives, descriptions and letters

write a short narrative about self and/or others	write compositions about self and/or others and personal experiences and events	write a short autobiography using a variety of tenses	write to persuade and/or influence	write narratives and essays on a variety of topics
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### 10. Present original works and/or authentic literature

write and present skits, dialogues and simple poetry	give simple presentations on a cultural topic	present projects on selected cultural topics	present a report on a literary or cultural work	begin to analyze and dramatize authentic literature
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# PERFORMANCE STANDARDS 2001

Relates to Cultures Strand of National Standards

## CULTURAL PRACTICES

**(Standard 2.1)** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVELS V-VI
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### 11. Identify cultural practices among same language cultures

identify some patterns of behavior	explain some aspects of the daily life of people in the target culture	identify differences between daily life practices among the same language cultures	understand and deal with hypothetical and/or real cultural situations on a limited basis	explain cultural practices and perspectives
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### 12. Recognize the differences in cultural perspectives among same language cultures

recognize some cultural perspectives in target cultures	explain several cultural practices in target cultures	recognize that differences exist in cultural perspectives among the same language cultures	describe some differences in cultural practice	explain some cultural perspectives among same language cultures
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### 13. Identify the role of customs and institutions within the target culture

recognize basic customs and institutions	describe basic customs and institutions	compare and contrast basic customs and institutions	explain differences in customs and institutions	evaluate customs and institutions
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### 14. Recognize and use appropriate non-verbal communication

recognize non-verbal patterns of behavior appropriate to the target culture(s) e.g. gestures, proximity, eye contact	imitate non-verbal patterns of behavior appropriate to the target culture(s), e.g. gestures, proximity, eye contact	recognize culturally appropriate behaviors	use culturally appropriate behaviors in interactions with the target culture	use culturally appropriate behaviors to enhance verbal communication, showing some understanding of meaning
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# PERFORMANCE STANDARDS 2001

Relates to Cultures Strand of National Standards

## CULTURAL PRODUCTS

**(Standard 2.2)** Students demonstrate an understanding of relationships between the products and perspectives of the culture studied.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVELS V-VI
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### 15. Identify objects and symbols that represent the culture on a daily basis

recognize tangible (food) and intangible (music) products of the target culture	identify tangible and intangible products of the target culture	describe tangible and intangible products of target cultures	compare tangible and intangible products of the target to own culture	identify impact of tangible and intangible products on the world market
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### 16. Recognize major contributions to today's world

recognize some major contributions to today's world	identify some major contributions to today's world	describe major contributions to today's world	discuss major contributions to today's world	discuss major contributions to today's world
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### 17. Recognize expressive forms from various literary genres and the fine arts

recognize a few key contributors to art, music and literature	identify some expressive forms from the fine arts	discuss some expressive forms from the fine arts	analyze the impact of expressive forms on the culture and on other societies
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# PERFORMANCE STANDARDS 2001

Relates to Connections Strand of National Standards

## CONNECTIONS *with* OTHER DISCIPLINES

**(Standard 3.1)** Students reinforce their knowledge of other disciplines through the world language.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVELS V-VI
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### 18. Identify commonalities between target culture and other disciplines

recognize information found in target language for use in other disciplines	identify information found in target language for use in other disciplines	use information found in target language for use in other disciplines	locate target language resources and modify for use in other disciplines	locate target language resources and modify for use in other disciplines
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### 19. Further knowledge of other disciplines through the target language

recognize that some topic cross disciplines	discuss topics that cross disciplines	research and discuss topics that cross disciplines	create presentations that are content based	create presentations that are content based
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### 20. Acquire information that is only available through the target language and its cultures

extract information from sources intended for native speakers of the language	extract information from sources intended for native speakers of the language	compare information from sources for target language speakers to information in English language sources	use a variety of sources from the target language to acquire information on topics of personal interest	use a variety of sources from the target language to acquire information on topics with which they have limited previous experience
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### 21. Recognize distinctive viewpoints that are only available through the target language and its cultures

explore distinctive viewpoints in the target culture	explore distinctive viewpoints in the target culture	begin to use authentic sources to discover/discuss distinctive viewpoints in the target language	use authentic sources to discover/discuss distinctive viewpoints in the target culture	access authentic sources to compare/contrast viewpoints in the target language
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# PERFORMANCE STANDARDS 2001

Relates to Comparison Strand of National Standards

## LINGUISTICAL COMPARISONS

**(Standard 4.1)** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVELS V-VI
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### 22.

identify sound patterns in target and own language	apply sound patterns in limited contexts	apply sound patterns in limited contexts	apply sound patterns in limited contexts	apply sound patterns in limited contexts
identify structural patterns in target and own language	apply structural patterns to appropriate level	apply structural patterns to appropriate level	apply structural patterns to appropriate level	apply structural patterns to appropriate level
identify idiomatic expressions in target and own	compare and contrast with target and own language	use idiomatic expressions	use idiomatic expressions	use idiomatic expressions

# PERFORMANCE STANDARDS 2001

Relates to Connections Strand of National Standards

## CULTURAL COMPARISONS

**(Standard 4.2)** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVELS V-VI
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### 23.

identify similarities and differences in target and own culture	use authentic sources as evidence to show differences and similarities	compare similarities and differences	explain significance of similarities and differences
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### 24.

identify similarities in behavioral patterns	compare and contrast similarities and differences	explain significance in similarities and differences	use knowledge to interact positively with target culture
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### 25.

identify contributions of target culture to students own	continue to identify contributions	continue to identify contributions	analyze impact of contributions to society
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# PERFORMANCE STANDARDS 2001

Relates to Communities Strand of National Standards

## **PRACTICAL APPLICATIONS WITHIN COMMUNITIES**

**(Standard 5.1)** Students use the language both within and beyond the school setting.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVELS V-VI
---------	----------	-----------	----------	-------------

- 26. Provide service to school and community.
- 27. Participate in activities related to the target language.
- 28. Exchange information with people locally and around the world.
- 29. Present information about language and cultures to others.

## **Relates to Communities Strand of National Standards Personal Enrichment within Communities**

**(Standard 5.2)** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- 30. Access various media sources for personal enrichment.
- 31. Investigate careers.
- 32. Experience diverse aspects of the target culture-cuisine, sports, theater, dance, art and literature.
- 33. Travel to a country or host exchange students from the target culture.
- 34. Seek out opportunities to learn more about language and culture.
- 35. Seek out opportunities to use the target language.

# PROGRESS INDICATORS

These indicators define specific objectives for each goal. These objectives are correlated to The Virginia Standards of Learning for Foreign Language. Students are expected to meet the objectives by the end of the year for each level.

# BEGINNING STAGE OF LANGUAGE LEARNING

(Novice Low – Mid)  
Level I

The beginning stage assumes basic language proficiency at a beginning stage of language development.

Students who are proficient at this stage of language development can:

- engage in simple conversations with previously learned and recombined material. (interpersonal)
- speak and write using short sentences, which contain learned words phrases. (interpersonal and presentational)
- recombine sentences for creative writing. (interpretive)
- understand short, simple phrases and sentences when listening. (interpretative)
- read and understand brief texts on familiar material when supported by visual cues. (interpretative)

Students who are proficient at this level should meet the progress indicators associated to this level.

# PROGRESS INDICATORS

## Level I (Novice Low-Mid)

### SOL Alignment

<b>Goal #1: Communication</b>			
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<p><b>STUDENTS CAN:</b></p> <p>I.3.1 Identify the main ideas and some details when reading and listening in Spanish</p> <p>I.3.2 Comprehend simple, culturally authentic announcements, messages and advertisements that use familiar vocabulary and grammatical structures in Spanish</p> <p>I.3.3 Understand simple instructions in Spanish, such as classroom procedures or basic computer terminology</p> <p>I.4.1 Differentiate among statements, questions, and exclamations</p> <p>I.4.2 Use basic gestures, body language and intonation to clarify the message</p>	<p><b>STUDENTS CAN:</b></p> <p>I.1.1 Use basic greetings, farewells and expressions of courtesy both orally and in writing</p> <p>I.1.2 Express simple likes and dislikes, requests, descriptions, and directions</p> <p>I.1.3 Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities</p> <p>I.2.1 Initiate, participate in, and close a brief oral or written exchange in Spanish with emphasis on the present time</p> <p>I.2.2 Use formal and informal forms of address in familiar situations in Spanish</p> <p>I.2.3 Use gestures and simple paraphrasing to convey and comprehend messages</p> <p>I.5.1 Present in Spanish information gathered from informal conversations, interviews, readings, and/or a variety of medias</p> <p>I.5.2 Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense</p> <p>I.5.3 Demonstrate increasing attention to accuracy in intonation and pronunciation in Spanish especially when presenting prepared material orally</p> <p>I.5.4 Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish</p> <p>I.6.1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</p> <p>I.6.2 Communicate ideas in an organized manner using appropriate visual and/or technological support</p>	<p><b>STUDENTS CAN:</b></p> <p>I.3.1 Identify the main ideas and some details when reading and listening in Spanish</p> <p>I.3.2. Comprehend simple, culturally authentic announcements, messages and advertisements that use familiar vocabulary and grammatical structures in Spanish</p> <p>I.3.3 Understand simple instructions in Spanish, such as classroom procedures or basic computer terminology</p> <p>I.4.1 Differentiate among statements, questions, and exclamations</p> <p>I.4.2 Use basic gestures, body language and intonation to clarify the message</p>	<p><b>STUDENTS CAN:</b></p> <p>I.1.1 Use basic greetings, farewells, and expressions of courtesy both orally and in writing</p> <p>I.1.2 Express simple likes and dislikes, requests, descriptions, and directions</p> <p>I.1.3 Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities</p> <p>I.2.1 Initiate, participate in, and close a brief oral or written exchange in Spanish with emphasis on the present time</p> <p>I.2.2 Use formal and informal forms of address in familiar situations in Spanish</p> <p>I.2.3 Use gestures and simple paraphrasing to convey and comprehend messages</p> <p>I.5.1 Present in Spanish basic information gathered from informal conversations, interviews, readings, and/or a variety of media</p> <p>I.5.2 Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense</p> <p>I.5.3 Demonstrate increasing attention to accuracy in intonation and pronunciation in Spanish especially when presenting prepared material orally</p> <p>I.5.4 Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish</p> <p>I.6.1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</p> <p>I.6.2 Communicate ideas in an organized manner using appropriate visual and/or technological support</p>

# PROGRESS INDICATORS

## Level I (Novice Low-Mid)

### SOL Alignment

<b>Goal # 2 Culture</b>	<b>Goal # 3 Connections</b>	<b>Goal # 4 Comparisons</b>	<b>Goal # 5 Communities</b>
<p>STUDENTS CAN:</p> <p>I.7.1 Identify some viewpoints of Hispanic cultures, such as those relating to time, education, transportation, and the role of family members.</p> <p>I.7.2 Identify some customs and traditions of Hispanic cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness</p> <p>I.7.3 Identify some historical and contemporary individuals associated with important events from Hispanic cultures</p> <p>I.7.4 Identify some products of Hispanic cultures, such as natural and manufactured items, creative and fine arts, recreations and pastimes, dwellings, language, and symbols.</p> <p>I.8.1 Recognize that Hispanic cultures are shaped by viewpoints, customs/traditions, and products of speakers of Spanish</p> <p>I.8.2 Identify major cities and geographical features and why they are significant in Hispanic cultures</p>	<p>STUDENTS CAN:</p> <p>I.9.1 Identify examples of vocabulary, phrases, proverbs, and symbols from the Spanish language that are used in other subjects</p> <p>I.9.2 Relate content from other subject areas to topics discussed in Spanish class, such as current events from Hispanic countries or the influence of Spanish-speaking explorers and settlers of various regions of the United States</p>	<p>STUDENTS CAN:</p> <p>I.10.1 Compare patterns of behavior and interaction in the United States with those of the Hispanic societies</p> <p>I.10.2 Demonstrate an awareness that social practices and personal interactions differ among cultures</p> <p>I.10.3 Demonstrate an awareness of the student's own culture</p> <p>I.11.1 Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.</p> <p>I.11.2 Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning</p>	<p>STUDENTS CAN:</p> <p>I.12.1 Identify examples of the Spanish language and the cultures of the Hispanic countries that are evident in and through media, entertainment, and technology</p> <p>I.12.2 Identify resources, such as individuals and organizations accessible through the community or the Internet that provide basic cultural information about the Hispanic world</p>

# DEVELOPING STAGE OF LANGUAGE LEARNING

(Novice High – Intermediate Mid)  
Levels II - III

The developing stage of language learning assumes that learners are developing the basic foundation of their language skills and are moving toward proficiency.

Students who are proficient at this level of language development can:

- participate in simple conversational situations using sentences and groups of sentence. (interpersonal)
- create messages by combining and recombining learned phrases and words. (interpersonal and presentational)
- write simple messages and paragraphs. (interpretative)
- read and understand authentic texts dealing with familiar topics. (interpretative)
- understand the main ideas when listening to conversations dealing with familiar topics or themes. (interpretative and presentational)

Students who are proficient at this level should meet the progress indicators associated with Levels II and III.

# PROGRESS INDICATORS

## Level II (Novice High-Intermediate Low)

<b>Goal #1: Communication</b>			
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<p><b>STUDENTS CAN:</b></p> <p>II.1.2 Follow basic instructions and directions in Spanish</p> <p>II. 2.1 Participate in brief oral exchanges that reflect present, past and future time.</p> <p>II.3.1 Understand main ideas and identify essential details when listening to Spanish.</p> <p>II. 3.2 Comprehend culturally authentic announcements, simple messages and advertisements that use some new as well as familiar information in Spanish.</p> <p>II. 3.3 Understand and follow simple instructions in consumer and informational materials in Spanish, such as recipes and using computers.</p> <p>II.4 Differentiate among typical statements, questions and exclamations.</p> <p>II.4.2 Interpret gestures, body language and intonation in order to clarify the message.</p>	<p><b>STUDENTS CAN:</b></p> <p>II.1.1 Ask questions and provide responses based on self, others and the immediate environment, plans and events, feelings and emotions, direction and location.</p> <p>II.1.2 Give basic instructions and directions in Spanish.</p> <p>II. 2.1 Participate in brief oral exchanges that reflect present, past and future time.</p> <p>II.2.2 Use simple paraphrasing and non-verbal behaviors.</p> <p>II.5.1 Relate in some detail the main ideas from level-appropriate print or non-print materials in Spanish.</p> <p>II.5.2 Present information in Spanish using structures that reflect present as well as past and future time.</p> <p>II.5.3 Demonstrate attention to accuracy in intonation and pronunciation when speaking Spanish.</p> <p>II. 6.1 Use appropriate verbal and nonverbal techniques, such as voice inflections, gestures and facial expressions.</p> <p>II.6.2 Communicate ideas in an organized manner using appropriate visual and technological support.</p> <p>II. 10.3 Use level-appropriate idiomatic expressions in Spanish.</p>	<p><b>STUDENTS CAN:</b></p> <p>II.3.1 Understand main ideas and identify essential details when reading in Spanish.</p> <p>II. 3.2 Understand culturally authentic announcements, simple messages and advertisements that use some new as well as familiar information in Spanish.</p> <p>II. 3.3 Understand simple instructions in consumer and informational materials in Spanish, such as recipes and using computers.</p>	<p><b>STUDENTS CAN:</b></p> <p>II. 2.1 Write a simple descriptive paragraph on a variety of topics.</p> <p>II.4.1 Write a brief synopsis, simple poetry.</p> <p>II. 4.5 Create a simple dialogue from a narrative.</p> <p>II. 5.1. Write a short report</p> <p>II.5.2 Present information in Spanish using structures that reflect present as well as past and future time.</p> <p>II.5.4 Demonstrate on-level attention to accuracy in word order, punctuation, accents and other marks, and spelling, when writing in Spanish.</p>

# PROGRESS INDICATORS

## Level II (Novice High-Intermediate Low)

<b>Goal #2 Culture</b>	<b>Goal #3 Connections</b>	<b>Goal # 4 Comparisons</b>	<b>Goal # 5 Communities</b>
<p>STUDENTS CAN:</p> <p>II.4.2 Interpret gestures, body language and intonation in order to clarify the message.</p> <p>II. 6.1 Be familiar with appropriate verbal and nonverbal techniques, such as voice inflections, gestures and facial expressions.</p> <p>II. 7.1 Participate in real or simulated cultural events such as family activities or holiday celebrations.</p> <p>II. 7.2 Identify and discuss patterns of behavior typically associated with Hispanic cultures, such as observance of business practices and celebration of national holidays.</p> <p>II. 7.3 Examine the influence of geography of Hispanic countries on cultural elements (food, clothing, language, art)</p> <p>II. 10.3 Use level-appropriate idiomatic expressions in Spanish.</p>	<p>STUDENTS CAN:</p> <p>II.8.1 Give examples of the influence of the Spanish and Hispanic language and cultures in other subject areas, such as Spanish words used in English, and the contributions of important persons from Hispanic countries.</p> <p>II. 8. 2 Relate information learned in other subjects to topics discussed in Spanish class (metric system, volume, weight, geography, literature)</p>	<p>STUDENTS CAN:</p> <p>II. 7.1 Compare in real or simulated cultural events such as family activities or holiday celebrations.</p> <p>II. 7.2 Compare with ones own culture the patterns of behavior typically associated with Hispanic cultures, such as observance of business practices and celebration of national holidays.</p> <p>II. 7.3 Examine the influence of geography of Hispanic countries on cultural elements (food, clothing, language, art)</p> <p>II.9.1 Identify similarities and differences of traditions, in holidays, foods, family.</p> <p>II. 9. 2 Identify similarities and differences of the geography of Hispanic countries and the US and their impact on culture.</p> <p>II. 10.2 Compare basic vocabulary usage and structural patterns of Spanish and English.</p> <p>II. 10.3 Compare idiomatic and expressions in Spanish and English.</p>	<p>STUDENTS CAN:</p> <p>II. 11.1 Illustrate how the Spanish language and Hispanic cultures are evident in and through media, entertainment and technology.</p> <p>II. 11.2 Locate and use Spanish language resources, such as individuals and organizations accessible through the community, the internet, to reinforce basic cultural knowledge of the Hispanic world.</p>

# PROGRESS INDICATORS

## Level III (Intermediate Mid)

<b>Goal #1: Communication</b>			
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<p><b>STUDENTS CAN:</b></p> <p>III.3.1 Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in Spanish</p> <p>III.3.2 Understand culturally authentic materials that use new as well as familiar information in Spanish.</p> <p>III.3.3 Understand and follow basic instructions presented in consumer and informational materials in Spanish, such as those needed to understand a train schedule or to use the Internet.</p>	<p><b>STUDENTS CAN:</b></p> <p>III.1.1 Express own opinions, preferences, and desires, and elicit those of others</p> <p>III.1.2 Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources in Spanish</p> <p>III.2.1 Participate in sustained exchanges that reflect past, present, and future time.</p> <p>III.2.2 Exchange detailed information in Spanish via conversations, notes, letters or e-mail on familiar topics.</p> <p>III.2.3 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in level-appropriate Spanish</p> <p>III.4.1 Summarize and communicate main ideas and supporting details in Spanish orally and in writing</p>	<p><b>STUDENTS CAN:</b></p> <p>III.3.1 Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in Spanish</p> <p>III.3.2 Understand culturally authentic materials that use new as well as familiar information in Spanish.</p> <p>III.3.3 Understand and follow instructions presented in consumer and informational materials in Spanish, such as those needed to understand a train schedule or to use the Internet.</p> <p>III.4.2 Understand past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy</p>	<p><b>STUDENTS CAN:</b></p> <p>III.1.1 Express own opinions, preferences, and desires, and elicit those of others</p> <p>III.1.2 Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources in Spanish</p> <p>III.2.2 Exchange detailed information in Spanish via notes, letters or e-mail on familiar topics.</p> <p>III.4.1 Summarize and communicate main ideas and supporting details in Spanish in writing from a variety of authentic language materials.</p> <p>III.4.2 Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy</p> <p>III.5.1 Produce organized spoken and written Spanish presentations appropriate to level.</p>

# PROGRESS INDICATORS

## Level III (Intermediate Mid)

<b>Goal #2: Culture</b>	<b>Goal #3: Connections</b>	<b>Goal #4: Comparisons</b>	<b>Goal #5: Communities</b>
<p><b>STUDENTS CAN:</b></p> <p>III.6.1 Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in Hispanic cultures.</p> <p>III.6.2 Discuss how the viewpoints of Spanish-speaking people are reflected in their practices and products, such as political systems, art and architecture, music, and literature.</p> <p>III.6.3 Investigate the role of geography in the history and development of Hispanic cultures.</p>	<p><b>STUDENTS CAN:</b></p> <p>III.7.1 Identify how the Spanish language and Hispanic cultures are found in other subject areas through various topics, such as terminology specific to the content areas.</p> <p>III.7.2 Relate topics studied in other subject areas to those studied in the Spanish class, such as issues related to the environment or the contributions of political, arts, or sports figures from Hispanic countries to the world.</p>	<p><b>STUDENTS CAN:</b></p> <p>III.8.1 Use level-appropriate Spanish to discuss the influences of historical and contemporary events and issues on the relationships between Hispanic countries and the United States.</p> <p>III.8.2 Compare aspects of Hispanic cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.</p> <p>III.9.1 Demonstrate understanding that language and meaning do not transfer directly from one language to another.</p> <p>III.9.2 Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the Spanish language.</p>	<p><b>STUDENTS CAN:</b></p> <p>III.10.1 Expand Spanish language skills and cultural knowledge through the use of media, entertainment, and technology.</p> <p>III.10.2 Locate and use Spanish resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.</p>

# EXPANDING STAGE OF LANGUAGE LEARNING

(Intermediate High)  
Level IV and above

The expanding stage of language assumes that learners are expanding their language skills and demonstrating proficiency in the target language.

Students who are proficient at this level of language development can:

- understand the gist of language spoken by native speakers in social contexts. (interpretive)
- initiate and sustain conversations by making statements, asking questions, and giving appropriate responses using appropriate time frames. (interpersonal)
- write cohesive paragraphs related to familiar topics and personal experiences. (interpersonal, presentational)
- read and understand authentic material. (interpretative)
- understand the main ideas and significant details in extended discussions and presentations, both live and recorded (interpretative)
- acquire new knowledge and information from authentic texts including short literary texts and media. (interpretative)

Students who are proficient at this level should meet the progress indicators for Levels IV and above.

# PROGRESS INDICATORS

## Level IV (Intermediate - High)

<b>Goal #1: COMMUNICATION</b>			
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<p><b>STUDENTS CAN:</b></p> <p>IV.1.1, 1.2 Understand face-to-face conversations on familiar topics in target language</p> <p>IV.3.2 Detect the mood of a message and determine to a limited degree the attitude and feelings of the speaker</p> <p>IV.3.2 Comprehend basic information via various media (radio, television, etc)</p> <p>IV.1.1 Understand shared personal information, express feelings, and exchange opinions</p> <p>IV.1.2 Determine a link between actions and circumstances in the target language</p>	<p><b>STUDENTS CAN:</b></p> <p>IV.2.2 Conduct a telephone conversation on everyday topics</p> <p>IV.2.3 Use circumlocution</p> <p>IV.2.3 Paraphrase</p> <p>IV.1.1 Exchange and support opinions</p> <p>IV.2.3 Recount stories</p> <p>IV.5.1, 5.2 Recite or dramatize pieces of literary works</p> <p>IV.4.1, 4.2 Deliver presentations</p> <p>IV.1.1 Share personal information and express feelings</p> <p>IV.1.1 Persuade or influence in the target language</p> <p>IV.2.2 Order a meal</p> <p>IV.1.2 Ask and offer advice</p> <p>IV.2.2 Check into a hotel</p> <p>IV.1.2 Present an argument.</p>	<p><b>STUDENTS CAN:</b></p> <p>IV.3.2 Derive meaning of unfamiliar material using context</p> <p>IV.3.2 Read simple (edited) authentic material on a familiar topic</p> <p>IV.3.1 Identify plot, theme, characters, and style of level in level-appropriate literature</p> <p>IV.3.3 Understand and follow instructions pertaining to consumer and informational materials.</p>	<p><b>STUDENTS CAN:</b></p> <p>IV.2.1 Write in present, past, and future tenses to meet practical needs and social demands</p> <p>IV.4.1 Write a descriptive paragraph on a range of topics</p> <p>IV.3.1, 4.1 Write brief synopsis</p> <p>IV.5 Write simple poetry</p> <p>IV.5.1, 5.2 Create dialogue from narrative</p> <p>IV.4.1, 4.2 Write a short report.</p>

# PROGRESS INDICATORS

## Level IV (Intermediate - High)

<b>Goal #2: Culture</b>	<b>Goal #3: Connections</b>	<b>Goal #4: Comparisons</b>	<b>Goal #5: Communities</b>
<p><b>STUDENTS CAN:</b></p> <p>IV.7.1, 7.2 Demonstrate knowledge of selected historical and current events in the target culture</p> <p>IV.6.2 Demonstrate understanding of social functions including:</p> <ul style="list-style-type: none"> <li>• formal introductions</li> <li>• polite requests</li> <li>• offering/accepting/ refusing invitations</li> <li>• apologizing</li> <li>• paying compliments</li> <li>• sharing confidences</li> <li>• persuading</li> <li>• offering advice</li> <li>• offering opinions</li> </ul> <p>IV.6.1 Identify, analyze, discuss various patterns of behavior or interaction typical of culture studied (i.e. concepts of politeness, time, etc.)</p> <p>IV.6.1, 6.2 Identify, examine, and discuss connection between cultural perspectives and socially-approved behavioral patterns (i.e. dating practices, family structure, etc.).</p>	<p><b>STUDENTS CAN:</b></p> <p>IV.7.1, 7.2 Communicate with native speakers in person and through the Internet</p> <p>IV.7.1, 7.2 Incorporate interdisciplinary topics in simple target language presentations.</p> <p>IV.10.2 Understand a variety of reports on topics of personal interest</p> <p>IV.8.3 Use target language to access additional knowledge about the target culture or language using the Internet.</p>	<p><b>STUDENTS CAN:</b></p> <p>IV.8.1, 8.3 Demonstrate understanding of similarities and differences between USA and Hispanic countries in regards to family income, environment, disasters, and character</p> <p>IV.8.2 Analyze videos and newscasts in target language</p> <p>IV.8.1, 8.2 Compare and contrast traditions of the people of the target language to traditions in the USA</p> <p>IV.9.1, 9.2 Find similarities and differences between the sound and writing system of native and target languages</p> <p>IV.9.2 Analyze elements such as time, tense, and mood between native and target languages</p> <p>IV.6.1 Compare cultural products of USA and target culture(s) (music, arts, literature, etc)</p> <p>IV.6.2 Compare cultural events between the native and target cultures</p> <p>IV.5.2 Compare and contrast verbal and non-verbal behavior of target and native culture.</p>	<p><b>STUDENTS CAN:</b></p> <p>IV.6.2, 4.2 Interact with a person for a target language country</p> <p>IV.10.1, 10.2 Do research in the target language by means of the Internet</p> <p>IV.10.1 Communicate on a personal level through letters or email messages in the target language</p> <p>IV.10.2 Identify professions which require proficiency and interaction with members of target language community</p> <p>IV.10.2 Use community resources to research topics related to target culture</p> <p>IV.10.2 Participate in club activities that benefit the community and school</p> <p>IV.10.2 Perform for a school or community celebration</p> <p>IV.10.2 Seek opportunities to travel to foreign countries.</p>

# TEACHING AND ASSESSMENT STRATEGIES

# SUGGESTED TEACHING AND ASSESSMENT STRATEGIES

LEVELS	LISTENING	SPEAKING	READING	WRITING
<b>Level I</b> Novice Low-Mid	<ul style="list-style-type: none"> <li>- graphic organizers</li> <li>- listening for gist</li> <li>- listening with visuals</li> <li>- selective listening</li> <li>- listening for dictation</li> <li>- clue searching (listening for clues to meaning)</li> <li>- listening for pantomime</li> <li>- listening for illustrating</li> <li>- listening for TPR</li> <li>- listening for cognates</li> </ul>	<ul style="list-style-type: none"> <li>- personalized questions, completions, true-false</li> <li>- word associations</li> <li>- surveys and polls</li> <li>- conversation cards</li> <li>- slash sentences</li> <li>- directed dialogue</li> <li>- information gap activities</li> <li>- role-play</li> <li>- paired interviews</li> <li>- jigsaw activities</li> <li>- group problem-solving</li> <li>- brainstorming</li> <li>- TPR</li> <li>- recording speech on tape and video</li> </ul>	<ul style="list-style-type: none"> <li>- pre-reading activities</li> <li>- prediction</li> <li>- skimming</li> <li>- scanning</li> <li>- guessing from context</li> <li>- for the gist</li> <li>- extracting specific information</li> <li>- simple cloze</li> <li>- identifying cognates</li> </ul>	<ul style="list-style-type: none"> <li>- copying</li> <li>- listing</li> <li>- slash sentences</li> <li>- simple description with visuals</li> <li>- sentence completion</li> <li>- sentence builders</li> <li>- dictations</li> <li>- graphic fill-ins</li> <li>- cinquain poetry</li> </ul>
<b>Level II</b> Novice Mid-High	<p>All of Level I plus</p> <ul style="list-style-type: none"> <li>- listening for comprehension checks</li> <li>- listening for clue searching</li> <li>- listening for note-taking</li> </ul>	<p>All of Level I plus</p> <ul style="list-style-type: none"> <li>- sentence builders</li> <li>- dialogue adaptation</li> <li>- logical conclusions</li> <li>- chair stories</li> <li>- paired interviews</li> <li>- small group consensus / problem-solving</li> </ul>	<p>All Level I plus...</p> <ul style="list-style-type: none"> <li>- detecting functions of text</li> <li>- clue searching</li> <li>- scrambled stories</li> <li>- passage completion</li> <li>- making inferences</li> <li>- cloze techniques</li> <li>- identifying link words and referents</li> <li>- reading simple forms</li> </ul>	<p>All Level I plus...</p> <ul style="list-style-type: none"> <li>- dictations and variations</li> <li>- paragraph completion</li> <li>- sentence combining</li> <li>- guided descriptions</li> <li>- composition based on interview</li> <li>- guided composition</li> <li>- peer editing</li> <li>- descriptions with visuals</li> <li>- cloze passages</li> <li>- filling out forms</li> <li>- note writing</li> </ul>
<b>Level III</b> Novice High-Interm. Mid	<p>All Level II plus...</p> <ul style="list-style-type: none"> <li>- listening for contextual guessing</li> </ul>	<p>All of Level II plus...</p> <ul style="list-style-type: none"> <li>- elaboration</li> <li>- short talks</li> </ul>	<p>All of Level II plus...</p> <ul style="list-style-type: none"> <li>- reading forms</li> </ul>	<p>All of Level II plus...</p> <ul style="list-style-type: none"> <li>- elaboration</li> <li>- dialogue</li> <li>- journals/diaries</li> <li>- process writing</li> <li>- poetry</li> <li>- simple note taking</li> </ul>
<b>Level IV</b> Interm. Mid- High	<p>All of Level III plus...</p> <ul style="list-style-type: none"> <li>- listening</li> </ul>	<p>All of Level III plus...</p> <ul style="list-style-type: none"> <li>- oral reports</li> </ul>	<p>All of Level III plus...</p> <ul style="list-style-type: none"> <li>- analyzing information</li> </ul>	<p>All of Level III plus...</p> <ul style="list-style-type: none"> <li>- response to literature</li> <li>- letter writing</li> </ul>

# ASSESSMENT

- PURPOSE
- ALTERNATIVE ASSESSMENT
- ORAL AND WRITING PROFICIENCY  
CORRELATION TO ACTFL GUIDELINES
- SPEAKING AND WRITING RUBRICS

# ASSESSMENT

*The purpose of assessment is to improve student learning and to measure student achievement.*

## **Assessment:**

- is aligned to the Arlington Modern & Latin Language Framework
- is an integral part of the teaching and learning process
- is consistent with the approach used in classroom instruction
- includes a wide range of assessment tools both traditional and alternative
- is authentic and meaningful
- measures important classroom objectives
- is a continuum which provides important data about the student
- encourages student self-assessment

## **Assessment results should be:**

- communicated in a clear and precise format in order to promote an accurate understanding of the student's progress and achievement
- used as a regular feedback about student performance in order to promote continuous progress

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# MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Content Retelling:** The student verbally summarizes the content of a lesson to someone who has not heard the lesson. The student's summary provides an indication of how well the student is able to interact with the material. However, if the student's oral production skills in the target language are limited, the retelling will not provide an indication of comprehension of the material. In that case, the retelling should be repeated in the native language to another speaker of that language or the retelling should originally be in the native language. This would provide an indication of the student's comprehension of the material.
- Content Dictation:** The student writes sentences about the content as the teacher dictates them. The dictation passage should be read aloud by the teacher three times: first, at the normal rate of speed while the student listens. Second, while the student writes, with pauses at natural places in the passage but with sufficient material between pauses so the words are difficult to memorize verbatim and third, at the natural rate of speed so the student can look over the dictation. Dictation tests are used for testing language proficiency based on the fact that in order to reconstruct the passage exactly, the individual must process and synthesize the language. When used in content areas, dictation tests give an indication of the comprehension of the content.
- Cloze Procedure:** The student fills in words or phrases, which have been omitted from a text in a systematic way. Cloze can be used to assess language proficiency, readability levels of materials, and comprehension of content. When used to assess readability levels of materials and/or language proficiency, every 5<sup>th</sup> or 7<sup>th</sup> word must be deleted from the passage, regardless of the word. When used for content or language arts, specific content words can be deleted, or words that require specific grammatical or linguistic forms. The activity can be simplified by providing a list of scrambled words from which the students choose.
- Writing Sample:** The student writes on the content area of interest. This provides information on the student's literacy skills in the language and ability to deal with the content in that language. Examples of writing sample include; student produced newspapers, newsletters, graffiti walls, and Language Experience Approach stories.

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# MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Observation:** The teacher observes the student's interactions with content area material, with his or her peers, and with paraprofessional or others who spend time with the student. This provides information on student language use in different contexts, information on student functional language use, and a non-intrusive, low stress, method of assessing the student's abilities. Observation may be recorded with anecdotes or a more formal checklist may be developed and used as indicated next.
- Checklist:** A checklist is developed for observation of student's interaction with the content. Specific items allow for assessment over time, integration of information, and a focus on critical skills. This technique is compatible with whole language and can be adapted for classroom needs.
- Student Questionnaire/ Structured Interviews:** The student responds to teacher questions on his or her personal interest, concerns and knowledge of content area material. This provides a check on the overall language and content proficiency of the student, and an opportunity for the student to integrate skills in a meaningful context.
- Games:** The teacher adapts traditional board games and other games to assess mastery of content area material. Games such as Trivial Pursuit, Pictionary, Taboo, Concentration, and Jeopardy can work well when modified for this purpose. This provides a fun and challenging way to allow students to interact with content area material, while providing a means for the teacher to assess student's abilities to answer questions and interpret information about the material that they have learned.
- Debates:** The students must consider both sides of an issue derived from the content area, and present arguments for differing points of view. This provides an opportunity for the teacher to observe the students interacting in the target language, integrating and incorporating language skills, and knowledge of the content area. This method of assessment also stimulates higher level thinking.

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# MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Portfolio:** The teacher maintains a portfolio for each student in which dated examples of that child's schoolwork and other student contributions of interest are stored. These student contributions may include writing samples, drawings, a tape of the student speaking, singing or interacting with peers, photographs of the student, school projects, anecdotal observations made by the teacher or contributed by the parents, and other. This type of assessment instrument provides a means for checking the student's progress over time and can be used to monitor learning with regard to curriculum objectives and for monitoring progress in the acquisition of the target language.
- Student Self Ratings:** Students rate their own performance using either a teacher developed checklist or one they compose cooperatively based on curricular objectives. This provides an indication for the teacher of how the student assesses his or her own abilities.
- Group Testing:** In this cooperative learning technique, all students must contribute in some way to the answer to each problem on the test. The problems considered by students should be worked on chart paper or on the blackboard, and each group must complete its own work using only the information from within the group. The group answer will result in a shared grade by all participants within each group.
- Content-Based Dialogue Journal:** In this type of dialogue journal, students write about topics beyond their personal experiences. Themes or topics are selected from the curriculum. The student can ask questions, provide reflections on information learned or other. The teacher responds to these in writing and asks questions that will elicit more information. These journals provide an opportunity for students to combine their personal reflections with the informational learned. The teacher can use these student contributions to assess the students overall comprehension of content and language/literacy proficiency.

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## MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Venn Diagram:** Students compare two concepts/ideas, books, or other in any content area using a Venn Diagram format (two overlapping circles). This type of assessment provides the student with an opportunity to utilize higher order thinking skills individually or in pairs. Language skills and proficiency in the content area are integrated in a process and product oriented manner.
- Role Play:** Students role-play characters from literature, social studies, or other relevant content areas. This provides an opportunity for the teacher to assess students' mastery level in relation to specific content, and an opportunity for students to use different registers, dialects, and vocabulary in an interactive and meaningful context.
- Graphic Representation:** Students create a visual representation of content area material. For example, students might form collages, make maps, draw pictures, invent cartoons or comic strips, paint a mural, etc.

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**PROFICIENCY AND  
ACCURACY  
EXPECTATIONS FOR  
MEETING  
PERFORMANCE  
STANDARDS**

## SPEAKING/WRITING PROFICIENCY CORRELATION TO ACTFL GUIDELINES

		<i>APS World Language</i>	<i>Spanish for Fluent Speakers</i>
LEVEL I	Speaking	Novice-Low/Mid	Intermediate-Mid
	Writing	Novice-Low/Mid	Intermediate-Low
LEVEL II	Speaking	Novice-Mid/High	Intermediate-High
	Writing	Novice Mid/High	Intermediate Mid
LEVEL III	Speaking	Novice-High-Intermediate-Low	Advanced Low
	Writing	Novice-High-Intermediate-Low	Intermediate High
LEVEL IV	Speaking	Intermediate Low-Mid	Advanced-Mid
	Writing	Intermediate Low-Mid	Advanced-Low
LEVEL V-VI	Speaking	Intermediate-Mid	Advanced-High
	Writing	Intermediate-Mid	Advanced-Mid

Proficiency in the receptive skills (Listening and Reading) is most often at a higher level than in the productive skills (Speaking and Writing)

Updated 6/08/07

# ORAL PROFICIENCY CORRELATION TO ACTFL GUIDELINES

	<b>NOVICE LOW-MID Level I</b>	<b>NOVICE MID-HIGH Level II</b>	<b>INTERMEDIATE LOW-MID Level III</b>	<b>INTERMEDIATE MID-HIGH Level IV</b>
<i>Comprehension</i>	recognizes formulaic questions and statements	understands growing number of formulaic questions and statements, individually and in recombination	understands most verbal interactions,	understands nearly all verbal interactions
	requires frequent repetition	understands most of what is said in slower than normal speed with repetitions	may require clarifications	few repetitions necessary
<i>Function</i>	formulaic, previously learned, reactive and social	some functions include: make simple social plans, based on learned formula; express preferences, express feelings and emotions; seek/exchange information; ask who, what, where, when, how questions using memorized formulaic	can create with language to describe daily routines and make simple social plans	to persuade and convince
	ask and answer questions			to hypothesize
	introduce self			
<i>Skill</i>	name objects; list; express likes/dislikes; handle simple survival tasks using fixed formulae	can initiate formulaic utterances, manipulate language forms in a basic conversation incorporating recombined and formulae elements, describe people and places, count, identify	maneuvers with language to seek and give information for functional purposes, describes typical day with some detail, can ask for and give directions, can narrate in past, present and future time	maneuvers with language to begin to hypothesize and persuade, can circumlocute, can extrapolate, can paraphrase, can offer opinion and advise, can compare/contract
<i>Forms</i>	simple classroom commands, present tense of some verbs, adjective agreement, articles, single words, phrases, and expressions	adjective agreement, question words, past and simple future tense	present (indicative and subjunctive) past, future	refine and expand verb tenses, vocabulary and syntax comparative/superlative of adjectives, relative pronouns, refinement of irregular verb forms
<i>Accuracy</i>	memorized forms, partial control, pronunciation and intelligibility limited	repetition frequently required, some ability to manipulate with language in survival situations, language errors sometimes interfere with comprehension, some accuracy in basic structures	uses short sentences, some repetition required, some influence of primary language, errors do not interfere with comprehension, often uses basic grammar patterns correctly for simple, formulaic phrases and sentences	uses basic grammar correctly, uses complex language structures that are sometimes incorrect but do not obscure meaning
<i>Fluency</i>	halting, must search for words, pauses and silences, common speech limited to fixed formulae strongly influenced by primary language	uses formulaic sentences with reasonable ease, often searches for correct words some pauses	speech is frequently interrupted by search for the correct manner of expression	generally fluent with occasional lapses, always intelligible influence of primary language may be observed

# WRITING PROFICIENCY CORRELATIONS TO ACTFL GUIDELINES

8	<ul style="list-style-type: none"> <li>* writes with originality and cohesiveness</li> <li>* solid main idea with supporting details</li> <li>* clear introduction, with 2 or 3 ideas developed and a conclusion</li> <li>* evidence of knowledge of grammar and mechanics</li> <li>* correct and varied use of verb tenses</li> <li>* some use of complex sentences</li> </ul>	Advanced (mid)
7	<ul style="list-style-type: none"> <li>* solid main idea developed</li> <li>* transitions between ideas</li> <li>* good overall organizations of paragraph</li> <li>* complete and varied sentences with appropriate word order</li> <li>* ample vocabulary and descriptive detail</li> <li>* better control of verb tenses</li> <li>* evidence of knowledge of mechanics and grammar</li> </ul>	Advanced (low)
6	<ul style="list-style-type: none"> <li>* passage stays focused on topic</li> <li>* paragraph organization with beginning, middle, and end</li> <li>* good control of basic structures (present, past, future tenses, adjective/noun agreement)</li> <li>* variety and appropriateness of vocabulary</li> <li>* some descriptive detail</li> <li>* complete and varied sentences</li> </ul>	Intermediate (high)
5	<ul style="list-style-type: none"> <li>* complete sentences</li> <li>* some detail for the topic</li> <li>* greater control of mechanics and grammar (subject/verb agreement, adjective/noun agreement, syntax present tense)</li> <li>* greater variety of vocabulary and sentence structure</li> </ul>	Intermediate (mid)
4	<ul style="list-style-type: none"> <li>* some use of complete sentences</li> <li>* some sense of organization</li> <li>* conveys main idea</li> <li>* some control of basic structures and word order</li> <li>* varied vocabulary</li> </ul>	Intermediate (low)
3	<ul style="list-style-type: none"> <li>* simple sentences with repeated sentence structures</li> <li>* conveys meaning</li> <li>* some control of basic structures</li> <li>* more vocabulary</li> </ul>	Novice (high)
2	<ul style="list-style-type: none"> <li>* conveys some meaning (but forces interpretation)</li> <li>* some ability to communicate on topic</li> <li>* simple and repetitive sentences in present tense</li> <li>* limited vocabulary</li> </ul>	Novice (mid)
1	<ul style="list-style-type: none"> <li>* short, incomplete statements</li> <li>* errors obscure meaning</li> <li>* very limited vocabulary</li> </ul>	Novice (low)

# ACCURACY EXPECTATION: PERFORMANCE STANDARDS

(RECEPTIVE)

LEVELS	LISTENING (DESCRIPTOR)	READING (DESCRIPTOR)
LEVEL I	<p>Full comprehension is limited to memorized material. Partial control of non-memorized material for social conventions and basic survival needs with some ability to listen for syntactical markers characterize the listening comprehension at this level.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>* comprehension is limited to learned vocabulary, memorized expressions and cognates</li> </ul>	<p>Complete comprehension is limited to learn material and fixed phrases. Some ability is evident to understand short notes, lists, cards, or other basic everyday instructional materials.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>* can comprehend memorized or recombined learned material</li> <li>* can read fixed phrases in forms</li> <li>* has difficulty identifying written structural items.</li> </ul>
LEVEL II	<p>Comprehension extends beyond memorized material to understanding recombined material in question/answer format, in simple statements and in simple face-to-face conversations.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>* in understanding conversational exchanges there is frequent need for some repetition</li> <li>* difficulty understanding speech delivered at normal rate</li> <li>* cannot generally understand vocabulary beyond most elementary needs</li> </ul>	<p>There is sufficient comprehension to understand the gist, to identify the main idea and supporting details in readings on topics relating to learned material and on everyday survival topics.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>* understanding of main ideas is good</li> <li>* misunderstanding of detail is common</li> </ul>
LEVEL III	<p>Comprehension extends beyond memorized material to understanding recombined material in question/answer format, in simple statements and in simple face-to-face conversations.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>* in understanding conversational exchanges there may be need for some repetition</li> <li>* more deliberate speech</li> <li>* difficulty understanding speech delivered at normal rate</li> <li>* generally has difficulty understanding vocabulary beyond elementary needs</li> </ul>	<p>There is sufficient comprehension to identify the main idea and supporting details in readings on topics relating to learned material and on everyday survival topics.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>* understanding of main ideas is good</li> <li>* some understanding of finer points</li> </ul>
LEVEL IV	<p>Comprehension extends to conversations on everyday topics, common personal and family news, well known current events, and routine matters involving school.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>* in understanding conversational exchanges there may be need for some repetition</li> <li>* deliberate speech</li> <li>* some difficulty understanding speech delivered at normal rate</li> <li>* can distinguish between present, past, and future time</li> </ul>	<p>There is sufficient comprehension to read various types of texts with minimal use of a dictionary.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> <li>* understanding of main ideas is good</li> <li>* misunderstanding of finer points is common</li> <li>* increasing ability to infer</li> </ul>

# ACCURACY EXPECTATION: PERFORMANCE STANDARDS

(PRODUCTIVE)

LEVELS	SPEAKING (DESCRIPTOR)	WRITING (DESCRIPTOR)
<b>LEVEL I</b>	<p>Speaking ability is limited to learned utterances. Partial control of language for survival and for asking basic questions is characteristic.</p> <ul style="list-style-type: none"> <li>* generally intelligible when using memorized or highly familiar material</li> <li>* can give one or two word answers</li> <li>* can list or enumerate</li> <li>* frequently unintelligible when going beyond learned utterances to creating with language (except to teachers, fellow students, others used to dealing with learners of the target language)</li> </ul>	<p>Writing ability is limited to transcribing memorized material, to listing and to supplying short answers to basic questions. There is some ability to write short messages and to recombine words or phrases to create simple statements.</p> <ul style="list-style-type: none"> <li>* sentences are simple and frequently incomplete</li> <li>* material may be characterized by frequent misspellings and inaccuracies, especially when writer ventures beyond very familiar material</li> </ul> <p>Frequent errors in</p> <ul style="list-style-type: none"> <li>* noun-adjective agreement</li> <li>* subject verb agreement</li> <li>* choice of verb tense</li> </ul>
<b>LEVEL II</b>	<p>Speaking ability goes beyond memorized formulae to allow speaker to manipulate with language in survival situations. The speaker can engage in short conversations on a range of topics relating to everyday life and shows an emerging ability to narrate and describe with some detail.</p> <ul style="list-style-type: none"> <li>* comprehensible to native speaker used to dealing with target-language learners</li> <li>* some accuracy in basic structures</li> <li>* uses short sentences</li> <li>* minimal sociolinguistic knowledge in evidence</li> <li>* very basic vocabulary</li> </ul>	<p>Writing ability is limited to structured and guided level. Learned vocabulary and structures are recombined. Guided descriptions and short compositions exemplify the writing product at this level.</p> <ul style="list-style-type: none"> <li>* comprehensible to native speakers used to dealing with the writing of non-natives</li> <li>* generally able to write in present time using everyday common vocabulary</li> <li>* some control of basic constructions, although errors may still be patterned</li> <li>* frequent errors when venturing beyond simple structures and vocabulary</li> <li>* may have limited dictionary skills</li> <li>* very limited in use of cohesive elements of discourse</li> </ul>
<b>LEVEL III</b>	<p>Focus is on increased accuracy and appropriateness of speech in formal presentations and spontaneous conversations when narrating describing, seeking, and giving information.</p> <p>The speaker can communicate in a variety o contexts relating to everyday life and shows improved ability to narrate and describe with some detail.</p> <ul style="list-style-type: none"> <li>* comprehensible to native speaker used to dealing with target-language learners</li> <li>* some accuracy in basic structures</li> <li>* uses short sentences</li> <li>* same sociolinguistic knowledge in evidence</li> <li>* limited vocabulary</li> </ul>	<p>Writing ability goes beyond the highly structured and guided level to define the writer as capable of writing for personal needs. Writing of simple diaries, letters, messages, and paragraphs exemplify the writer at this stage. Learned vocabulary and structures are recombined.</p> <ul style="list-style-type: none"> <li>* comprehensible to native speakers used to dealing with the writing of non-natives</li> <li>* good control of basic constructions, although errors may still be patterned</li> <li>* frequent errors when venturing beyond simple structures and vocabulary</li> <li>* generally able to write in present time using everyday common vocabulary</li> <li>* may have limited dictionary skills</li> <li>* very limited in use of cohesive elements of discourse</li> </ul>
<b>LEVEL IV</b>	<p>Focus is on increased accuracy and appropriateness of speech in formal presentations and spontaneous conversations when narrating, describing, seeking, and giving information.</p> <p>The speaker can communicate in a variety of contexts relating to everyday life and shows improved ability to narrate and describe with some detail.</p> <ul style="list-style-type: none"> <li>* comprehensible to native speaker</li> <li>* increased accuracy in basic structures</li> <li>* sentences</li> <li>* sociolinguistic knowledge in evidence</li> <li>* vocabulary related to content areas listed</li> </ul>	<p>Writing ability goes beyond the highly structured and guided level to define the writer as capable of writing for personal needs. Writing of diaries, letters, messages, and paragraphs exemplify the writer at this stage. Learned vocabulary and structures are recombined.</p> <ul style="list-style-type: none"> <li>* comprehensible to native speakers using to dealing with the writing on non-natives</li> <li>* good control of basic constructions, although errors may still be patterned</li> <li>* frequent errors when venturing beyond simple structures</li> <li>* generally able to write in present, past, and future time using everyday common vocabulary</li> <li>* limited in use of cohesive elements of discourse</li> </ul>

# SAMPLE RUBRICS

- Writing
- Speaking

# HOLISTIC WRITING RUBRIC LEVEL I

	<b>Comprehensibility</b>	<b>Completion</b>	<b>Vocabulary</b>	<b>Syntax</b>
3	Easily understood by sympathetic reader	Task completed and exceeds requirements	Vocabulary is generally accurate and appropriate to the task. Visible efforts at creativity	Subject verb agreement/ noun adjective agreements are accurate
2	Understood with some effort by sympathetic reader	Task completed meeting requirements	Vocabulary is generally accurate and meets requirements for the task.	Subject verb agreement/ noun adjective agreements are accurate <u>most</u> of the time
1	Difficult to understand even by a sympathetic reader	Task not completed or missing key components	Vocabulary is not extensive enough for the task. Occasional use of English.	Subject verb agreement/ noun adjective agreements are <u>rarely</u> accurate
<b>Total</b>				

**Scorer 1 Total** \_\_\_\_\_

12-11	Exceeds Expectations
10-9-8	Meets Expectations
7-6	Almost Meets Expectations
5-below	Doesn't Meet Expectations

## HOLISTIC WRITING RUBRIC LEVEL II

	<b>Comprehensibility</b>	<b>Completion</b>	<b>Vocabulary</b>	<b>Syntax</b>
3	Easily understood by sympathetic reader	Task completed and exceeds requirements	Vocabulary is generally accurate and appropriate to the task. Minor errors may occur.	Control of <u>most</u> grammatical patterns needed for task, in spite of small errors.
2	Understood with effort by sympathetic reader	Task completed meeting minimum requirements	Vocabulary is generally accurate in spite of some spelling errors.	<u>Some</u> control of major patterns requested for task
1	Difficult to understand even by a sympathetic reader	Task not completed or missing key components	Vocabulary is not extensive enough for the task. Occasional use of a language other than Spanish.	Almost <u>no</u> control of requested grammatical patterns
<b>Total</b>				

**Scorer 1 Total** \_\_\_\_\_

12-11	Exceeds Expectations
10-9-8	Meets Expectations
7-6	Almost Meets Expectations
5-below	Doesn't Meet Expectations

# HOLISTIC WRITING RUBRIC LEVEL III

**Task Completion**

**SCORE**

- 4. Excellent completion of task
- 2. Most of the task completed**
- 2. Some of the task completed
- 1. Minimal completion of the task

\_\_\_\_\_

**Vocabulary**

- 4. Rich use of vocabulary with some idiomatic expressions
- 3. Adequate use of learned vocabulary
- 2. Limited or inaccurate use of vocabulary
- 1. Inadequate use of vocabulary taught

\_\_\_\_\_

**Grammar and Mechanics**

- 4. Accurate use of structures taught with some use of advanced structures
- 3. Some accurate use of structures taught. Errors do not impair comprehension**
- 2. Emerging control of language structures taught
- 1. Emerging control of basic language structures

\_\_\_\_\_

**Use of Language**

- 4. Innovative use of language
- 3. Emerging paragraph length discourse; variety of transition words**
- 2. Variety of sentences; some transition words
- 1. Complete but repetitive sentences

\_\_\_\_\_

Total Score: \_\_\_\_\_

4 Exceeds expectations	14-16	15-16 A
<b>3 Meets expectations</b>	<b>10-13</b>	13-14 B
		<b>10-12 C</b>
2 Almost meets expectations	07-09	07-09 D
1 Does not meet expectations	04-06	04-06 E

Rating: \_\_\_\_\_

## HOLISTIC WRITING RUBRIC LEVEL IV

	<b>Comprehensibility and organization</b>	<b>Completion</b>	<b>Vocabulary</b>	<b>Syntax</b>
<b>3</b>	Organized paragraphs easily understood by a sympathetic reader	Task completion exceeds requirements	Vocabulary is appropriate to the task. Visible effort at creativity	Subject verb agreement/ noun adjective agreements, use of tenses and mood are accurate
<b>2</b>	Organized paragraph understood by sympathetic reader	Task completed, meeting basic requirements	Vocabulary is generally appropriate and meets requirements for the task	Subject verb agreement/ noun adjective agreements, use of tenses are accurate most of the time
<b>1</b>	Some phrases and sentences confusing or incomprehensible even to sympathetic reader	Task not completed, missing key elements	Vocabulary is not extensive enough for the task. Occasional use of English	Subject verb agreement/ noun adjective agreements, use of tenses are rarely accurate
<b>Total</b>				

Scorer No 1 \_\_\_\_\_

12-11	Exceeds Expectations
10-9-8	Meets Expectations
7-6	Almost Meets Expectations
5-below	Doesn't Meet Expectations

# ANALYTIC WRITING RUBRIC LEVEL I

Name: \_\_\_\_\_  
School: \_\_\_\_\_

<b><u>Task Completion</u></b>	<b><u>SCORE</u></b>
-------------------------------	---------------------

- |  |              |
|--|--------------|
| <ul style="list-style-type: none"> <li>4. Superior completion of task, content appropriate</li> <li><b>3. Completion of the task, content appropriate</b></li> <li>2. Partial completion of the task</li> <li>1. Minimal attempt to complete the task</li> <li>0. No attempt to complete the task</li> </ul> | <p>_____</p> |
|--|--------------|

**Communication of Message**

- |  |              |
|--|--------------|
| <ul style="list-style-type: none"> <li>4. Text readily comprehensible, requires no interpretation on the part of the reader</li> <li><b>3. Text comprehensible, requiring minimal interpretation on the part of the reader</b></li> <li>2. Text mostly comprehensible, requiring interpretation on the part of the reader</li> <li>1. Text barely comprehensible</li> <li>0. No attempt to convey message</li> </ul> | <p>_____</p> |
|--|--------------|

**Level of Expression**

- |  |              |
|--|--------------|
| <ul style="list-style-type: none"> <li>4. Applies memorized material correctly</li> <li><b>3. Usually applies memorized material correctly</b></li> <li>2. Occasionally applies memorized material correctly</li> <li>1. Rarely applies memorized material correctly</li> <li>0. No application of memorized material</li> </ul> | <p>_____</p> |
|--|--------------|

**Vocabulary**

- |  |              |
|--|--------------|
| <ul style="list-style-type: none"> <li>4. Rich use of memorized vocabulary and cognates</li> <li><b>3. Consistent use of memorized vocabulary</b></li> <li>2. Limited use of memorized vocabulary</li> <li>1. Inadequate or inaccurate language vocabulary</li> <li>0. No attempt to use target language vocabulary</li> </ul> | <p>_____</p> |
|--|--------------|

**Grammar and Mechanical Accuracy**

- |   |              |
|---|--------------|
| <ul style="list-style-type: none"> <li>4. Almost no errors in learned material</li> <li><b>3. Few errors in learned material</b></li> <li>2. Some correct usage</li> <li>1. Frequent errors</li> <li>0. No attempt to write in the target language</li> </ul> | <p>_____</p> |
|---|--------------|

**Innovative Use of Language**

- |  |              |
|--|--------------|
| <ul style="list-style-type: none"> <li>4. Consistently recombines memorized material to new situations</li> <li><b>3. Usually recombines memorized material to new situations</b></li> <li>2. Occasionally recombines memorized material to new situations</li> <li>1. Rarely recombines memorized material to new situations</li> <li>0. No attempt made to create in the language</li> </ul> | <p>_____</p> |
|--|--------------|

**Average Score**

- |  |              |
|--|--------------|
| <ul style="list-style-type: none"> <li>4 Superior</li> <li><b>3 Passing</b></li> <li>2 Passing</li> <li>1 Not passing</li> </ul> | <p>_____</p> |
|--|--------------|

# ANALYTIC WRITING RUBRIC LEVEL II

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Task Completion****SCORE**

4. Superior completion of task, content appropriate
- 3. Completion of the task, content appropriate**
2. Partial completion of the task
1. Minimal attempt to complete the task
0. No attempt to complete the task

\_\_\_\_\_

**Communication of Message**

4. Text readily comprehensible, requires no interpretation on the part of the reader
- 3. Text comprehensible, requiring minimal interpretation on the part of the reader**
2. Text mostly comprehensible, requiring interpretation on the part of the reader
1. Text barely comprehensible
0. No attempt to convey message

\_\_\_\_\_

**Level of Expression**

4. Consistently uses recombined structures. Emergent control of sentence structure
- 3. Usually uses recombined structures. Some control of sentence structure**
2. Occasionally uses recombined structures
1. Rarely uses recombined structures
0. No attempt to write in the target language

\_\_\_\_\_

**Vocabulary**

4. Rich and creative use of vocabulary and cognates
- 3. Competent use of vocabulary to provide details**
2. Sufficient use of vocabulary to express ideas
1. Inadequate or inaccurate use of vocabulary
0. No attempt to use target language vocabulary

\_\_\_\_\_

**Grammar and Mechanical Accuracy**

4. Correct use of learned grammatical structures and mechanics
- 3. Infrequent errors in use of learned grammatical structures and mechanics**
2. Emerging control of grammatical structures with frequent errors
1. Few correct grammatical structures
0. No attempt to write in the target language

\_\_\_\_\_

**Innovative Use of Language**

4. Usually creates original sentences
- 3. Frequent attempts to create original sentences**
2. Occasionally use of original sentences, but relies mostly on memorized material
1. Relies only on memorized material
0. No attempt made to create in the language

\_\_\_\_\_

**Average Score**

- 4 Superior
- 3 Passing**
- 2 Passing
- 1 Not passing

\_\_\_\_\_

# ANALYTIC WRITING RUBRIC

## LEVELS III and IV

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Task Completion****SCORE**

4. Superior completion of task, content appropriate with well articulated ideas, with elaboration, well organized
- 3. Completion of the task, content appropriate, adequately developed and organized**
2. Partial completion of the task, content somewhat undeveloped
1. Minimal attempt to complete the task, content inappropriate
0. No attempt to complete the task

\_\_\_\_\_

**Communication of Message**

4. Text readily comprehensible, requires no interpretation on the part of the reader
- 3. Text comprehensible, requiring minimal interpretation on the part of the reader**
2. Text mostly comprehensible, requiring interpretation on the part of the reader
1. Text barely comprehensible
0. No attempt to convey message

\_\_\_\_\_

**Level of Expression**

4. Consistent use of varied sentence structures, rich use of transition words, frequent use of detail, emerging control of verb tenses and grammatical structures
- 3. Adequate use of varied sentence structures, some transition words, use of detail, emerging use of verb tense**
2. Occasional use of varied sentence structures, few transition words, some use of detail
1. Almost no use of varied sentence structures, minimal use of detail
0. No attempt to write in the target language

\_\_\_\_\_

**Vocabulary**

4. Rich use of vocabulary and expressions
- 3. Adequate and accurate use of vocabulary and expressions**
2. Limited use of vocabulary and expressions
1. Inadequate or inaccurate language vocabulary
0. No attempt to use target language vocabulary

\_\_\_\_\_

**Grammar and Mechanical Accuracy**

4. Almost no errors in learned material
- 3. Few errors in learned material**
2. Some correct usage
1. Frequent errors
0. No attempt to write in the target language

\_\_\_\_\_

**Innovative Use of Language**

4. Consistently recombines memorized material to new situations
- 3. Usually recombines memorized material to new situations**
2. Occasionally recombines memorized material to new situations
1. Rarely recombines memorized material to new situations
0. No attempt made to create in the language

\_\_\_\_\_

**Average Score**

- 
- 4 Superior
  - 3 Passing**
  - 2 Passing
  - 1 Not passing

# ORAL RUBRIC LEVEL I

## Task Completion

**SCORE**

4. Entire task completed
- 3. Most of the task completed**
2. Some of the task completed
1. Hardly any of the task completed

\_\_\_\_\_

## Vocabulary

4. Good use of learned vocabulary in familiar context
- 3. Adequate use of learned vocabulary in familiar context**
2. Limited or inaccurate use of vocabulary
1. Inadequate use of vocabulary taught

\_\_\_\_\_

## Accuracy

3. Mostly accurate use of structures taught. Errors do not impair comprehension
- 3. Some accurate use of structures taught. Errors frequently impair comprehension**
2. Frequent errors that impair comprehension
1. Little evidence of learned structures.

\_\_\_\_\_

## Fluency

4. Speech contains few pauses. Complete thoughts are expressed
- 3. Speech limited to fixed formula and contains some pauses; some complete thoughts are expressed**
2. Speech is slow with few or no complete thoughts expressed
1. Speech contains many pauses and is not connected in any way. English is frequently used to complete thoughts

\_\_\_\_\_

Total Score: \_\_\_\_\_

---

4 Exceeds expectations	14-16	15-16 A
<b>3 Meets expectations</b>	<b>10-13</b>	13-14 B
<hr style="border-top: 1px dashed black;"/>		
2 Almost meets expectations	07-09	07-09 D
1 Does not meet expectations	04-06	04-06 E

Rating: \_\_\_\_\_

# ORAL RUBRIC LEVEL II

**Task Completion**

**SCORE**

- 4. Entire task completed
- 3. Most of the task completed**
- 2. Some of the task completed
- 1. Hardly any of the task completed

\_\_\_\_\_

**Vocabulary**

- 4. Extensive use of learned vocabulary to familiar context
- 3. Adequate use of learned vocabulary in familiar context**
- 2. Limited or inaccurate use of vocabulary
- 1. Inadequate use of vocabulary taught

\_\_\_\_\_

**Grammar**

- 4. Mostly accurate use of structures taught
- 3. Some accurate use of structures taught. Errors sometimes impair comprehension**
- 2. Frequent errors that impair comprehension
- 1. Little evidence of learned structures.

\_\_\_\_\_

**Fluency**

- 4. Speech is generally connected and intelligible
- 3. Speech is sometimes connected but often disrupted by search for correct form of expression**
- 2. Speech is not connected and is frequently disrupted by search for correct form of expression
- 1. Speech consists of phrases or “chunks”

\_\_\_\_\_

Total Score: \_\_\_\_\_

4 Exceeds expectations	14-16	15-16 A
<b>3 Meets expectations</b>	<b>10-13</b>	13-14 B
<b>10-12 C</b>		
2 Almost meets expectations	07-09	07-09 D
1 Does not meet expectations	04-06	04-06 E

Rating: \_\_\_\_\_

# ORAL RUBRIC LEVEL III

**Task Completion**

**SCORE**

- 4. Entire task completed
- 3. Most of the task completed**
- 2. Some of the task completed
- 1. Minimal completion of the task

\_\_\_\_\_

**Vocabulary**

- 4. Rich use of vocabulary with some idiomatic expressions
- 3. Adequate use of learned vocabulary**
- 2. Limited or inaccurate use of vocabulary
- 1. Inadequate use of vocabulary taught

\_\_\_\_\_

**Accuracy**

- 4. Accurate use of structures taught with some use of advanced structures
- 3. Some accurate use of structures taught. Errors do not impair comprehension**
- 2. Emerging control of language structures taught
- 1. Little control of basic language structures

\_\_\_\_\_

**Fluency**

- 4. Speech is generally sustained and connected
- 3. Speech is somewhat sustained but sometimes disrupted by the search for a word or expression. Generally complete thoughts are expressed**
- 2. Little sustained speech with frequent pauses to search for a word or expression. Simple sentences
- 1. No sustained speech. Few if any complete thoughts expressed \_\_\_\_\_

Total Score: \_\_\_\_\_

4 Exceeds expectations	14-16	15-16 A
<b>3 Meets expectations</b>	<b>10-13</b>	13-14 B
----- <b>10-12 C</b>		
2 Almost meets expectations	07-09	07-09 D
1 Does not meet expectations	04-06	04-06 E

Rating: \_\_\_\_\_

# ORAL RUBRIC LEVEL IV

## Task Completion

**SCORE**

4. Superior completion of task; content is well-developed
- 3. Completion of task, content is adequate**
2. Partial completion of task, content is superficial
1. Minimal completion of task, content is poor

\_\_\_\_\_

## Vocabulary

4. Rich use of vocabulary; idiomatic expressions
- 3. Varied vocabulary; some idiomatic expressions**
2. Limited range of vocabulary; sometimes inaccurate
1. Inadequate or inaccurate use of vocabulary

\_\_\_\_\_

## Accuracy

4. Control of basic structures with some use of advanced structures
- 3. Control of basic structures with emerging use of advanced structures**
2. Some accurate use of structures taught
1. Poor control of basic language structures

\_\_\_\_\_

## Fluency

4. Speech is generally fluent and connected with a flow of ideas
- 3. Speech is generally sustained but occasionally disrupted for a word or expression. Completed thoughts are expressed**
2. Speech is somewhat sustained but sometimes disrupted for a word or expression. Some complete thoughts are expressed
1. Little sustained speech. Few complete thoughts are expressed

\_\_\_\_\_

Total Score: \_\_\_\_\_

---

4 Exceeds expectations	14-16	15-16 A
<b>3 Meets expectations</b>	<b>10-13</b>	13-14 B
----- <b>10-12 C</b>		
2 Almost meets expectations	07-09	07-09 D
1 Does not meet expectations	04-06	04-06 E

Rating: \_\_\_\_\_

# BEST PRACTICES

# BEST PRACTICES

## **The World Language teacher:**

- \* uses the target language and encourages students to do the same
- \* establishes an affective climate in which students feel comfortable taking risks
- \* connects learning to students' present lives
- \* connects new learning to what students already know
- \* develops lessons/tasks that addresses the range of student abilities, learning styles, and multiple intelligence
- \* uses a multi-sensory approach for delivery of instruction (e.g., use of manipulatives, visuals, and concrete materials)
- \* provides time for the practice of skills and processes
- \* systematically incorporates culture into instruction
- \* guides students in connecting learning to the world
- \* gives students meaningful choices for demonstrating their learning
- \* uses a wide range of assessment tools
- \* establishes assessment criteria and communicates that criteria clearly to students

# LANGUAGE FORMS

## FRENCH LANGUAGE FORMS

	<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>	<b>LEVEL IV</b>
	<b>Rouge 1-7</b>	<b>Rouge 8-14</b>	<b>2008 Vert 4-12 2009+ Vert 3-12</b>	2008 Bleu 6-8 + Personnages 2009+ Bleu 1-8/ Personnages
<b>ADJECTIVES</b>	<ul style="list-style-type: none"> <li>- agreement of regular adjectives (ch.1)</li> <li>- adjectives of nationality (ch. 1)</li> <li>- plural adjectives (ch. 2)</li> <li>- placement of adjectives (ch.4)</li> <li>- possessive adjectives (ch.4)</li> <li>- irregular adjectives (beau, nouveau, etc.) (ch.4)</li> <li>- comparative adjectives (ch. 7)</li> </ul> <p><b>(NOTE: introduce superlatives here)</b></p>	<p>ALL OF LEVEL I PLUS:</p> <ul style="list-style-type: none"> <li>- ch.8: "quel?" "tout"</li> <li>- ch. 9 Demonstrative</li> </ul>	<p>ALL OF LEVELS I &amp; II PLUS:</p> <p><b>BEGIN: review of PC (avoir/être) and IMP</b></p> <ul style="list-style-type: none"> <li>- REVIEW: comparative (red ch.7)</li> <li>- ch. 8: superlative</li> <li>- ch. 9: demonstrative adjectives</li> </ul>	<p><b>TO BE DETERMINED BY LEVEL 4 TEACHERS</b></p> <p>ALL OF LEVELS I – III PLUS:</p> <ul style="list-style-type: none"> <li>- comparative &amp; superlative (ch.3)</li> <li>- demonstrative</li> </ul>
<b>NOUNS</b>	<p>Ch. Prél.: greetings, food, calendar, time, #'s 1-29</p> <p>Ch.1: describing people and numbers (30-69)</p> <p>Ch. 2 : school, #'s 70-100</p> <p>Ch. 3; school day and supplies, 3's 100-1,000</p> <p>Ch. 4: family, house</p> <p>Ch.5: food, restaurant, meals</p> <p>Ch. 6.: shopping for food, markets</p> <p>Ch.7 clothing, colors</p> <ul style="list-style-type: none"> <li>- "moi/toi" (ch. Prél.)</li> <li>- singular nouns (ch.1)</li> <li>- plural nouns (ch. 2)</li> <li>- gender (ch. 1)</li> </ul>	<p>Ch. 8: airport</p> <p>Ch.9: train station</p> <p>Ch. 10: sports</p> <p>Ch.11: summer, spring, winter and fall activities</p> <p>Ch. 12: daily routine, kitchen</p> <p>Ch.13: moves, theater, museums</p> <p>Ch14: doctor, parts of body</p> <p>-irregular nouns: -al-&gt;aux (ch. 8)</p>	<p>Ch. 3: computers, fax, phone</p> <p>Ch.4: train travel</p> <p>Ch.5: bank, currency, post office</p> <p>Ch.6.: kitchen, recipes, food prep</p> <p>Ch.7: Car, motorcycle, map reading, highway travel</p> <p>Ch.8: accidents, parts of body</p> <p>Ch. 9: hotel, bathroom</p> <p>Ch.10: subway and bus</p> <p>Ch.11: city, country, farm animals</p> <p>Ch. 12 holidays, marriage</p> <p>Ch.13: parts of body, manners, emotions, introductions</p> <p>Ch. 14: professions, finding a job, workplace</p>	

# FRENCH LANGUAGE FORMS

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
<b>PRONOUNS</b>	<ul style="list-style-type: none"> <li>- subject pronouns (singular: ch. 1) (plural: ch. 2)</li> <li>- tu vs. vous (ch.2)</li> <li>- “on” (ch. 3)</li> <li>- “y” (ch. 5)</li> <li>- stress pronouns (ch.7)</li> </ul>	<ul style="list-style-type: none"> <li>- ALL OF LEVEL I PLUS:</li> <li>Ch. 8 :Interrogative pronouns “quel?” / ”tout »</li> <li>- Interrogative pronouns “qui/qu’ est-ce que/ quoi?” (ch.10)</li> <li>- reflexive pronouns (ch. 12)</li> <li>- direct &amp; indirect object pronouns (ch.13)</li> <li>- « lui,leur, on » ch. 14</li> <li>- commands with pronouns(ch. 14)</li> </ul>	<ul style="list-style-type: none"> <li>ALL OF LEVELS I &amp; II PLUS:</li> <li>- ch.6: double object pronouns(me, te nous, vous)</li> <li>- Ch. 7 : double object pronouns : le, la les</li> <li>- Ch. 8:Interrogative (« qu’est-ce que... ? » « ce que/qui ») &amp; relative pronouns</li> <li>- Ch. 9 : y &amp; en</li> <li>- Ch. 11 : interrogative « lequel » and demonstrative :</li> <li>- « celui-là «</li> <li>- demonstrative pronouns</li> <li>- prepositions with relative pronouns</li> <li>- Ch. 5: relative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>ALL OF LEVELS I – III PLUS:</li> <li>- review: interrogative pronouns</li> <li>- review: demonstrative pronouns</li> <li>- review: direct &amp; indirect object pronouns; order of pronouns</li> <li>- accent pronouns</li> <li>- review: relative pronouns</li> <li>- review: possessive pronouns</li> </ul>
<b>VERBS</b>	<ul style="list-style-type: none"> <li>- ch. 1: être (sing.)</li> <li>- ch. 2: être (pl.), formal vs. informal “you”</li> <li>- ch. 3 : er verbs</li> <li>- ch. 4 : avoir</li> <li>- ch. 5 : aller/aller+ inf. prendre</li> <li>- ch. 6 : faire, vouloir, pouvoir</li> <li>- ch. 7 : mettre, voir, croire</li> </ul>	<ul style="list-style-type: none"> <li>- ALL OF LEVEL I PLUS:</li> <li>- ch.8 : -ir ; sortir, partir, dormir, servir</li> <li>- Ch. 9 :-re verbs, dire, lire, écrire</li> <li>- Ch.10 : passé composé of regular verbs, boire, devoir, recevoir</li> <li>- Ch11. : PC of irregular verbs, passé composé with être</li> <li>- Ch.12 : reflexive verbs (present/ PC)</li> <li>- Ch. 13 : savoir, connaître</li> <li>- Ch. 14 : souffrir, ouvrir, imperative</li> <li>- <b>NOTE : imparfait (intro) vert ch. 3</b></li> </ul>	<ul style="list-style-type: none"> <li>- ALL OF LEVELS I &amp; II PLUS:</li> <li>- Ch. 3 :imparfait</li> <li>- Ch. 4 : imparfait vs. passé composé (story telling), venir, venir + infinitive</li> <li>- Ch. 5 : past participle agreement</li> <li>- ch. 6 : future tense,</li> <li>- ch. 7: conditional, future and conditional of irregular verbs, si clauses</li> <li>- ch. 9: REVIEW PC with être and avoir</li> <li>- ch. 10; venir de + inf.</li> <li>- Ch. 11: suivre, vivre, cuire</li> <li>- Ch. 12: subjunctive with wishes and commands</li> </ul>	<ul style="list-style-type: none"> <li>- ALL OF LEVELS I – III PLUS:</li> <li>- other verbs: suivre, conduire, vivre</li> <li>- subjunctive formation &amp; use (regular &amp; irregular)</li> <li>- subjunctive vs. Infinitive</li> <li>- plus-que-parfait</li> <li>- past conditional</li> <li>- si clauses</li> <li>- faire causatif</li> <li>- reciprocal actions</li> <li>- review : present, passé composé, imparfait, plus-que-parfait, infinitif, impératif, subjonctif, futur, conditionnel, conditionnel passé, faire causatif</li> <li>- present participle</li> <li>- passé du subjonctif</li> <li>- futur antérieur</li> <li>- voix passif</li> <li>- passé simple</li> </ul>

# FRENCH LANGUAGE FORMS

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
<b>OTHER</b>	<ul style="list-style-type: none"> <li>- classroom commands (ch. Prél.)</li> <li>- definite &amp; indefinite articles (ch.1), ;</li> <li>- "comment?", « où ? », « qui ? », (ch.1)</li> <li>- negative of indefinite articles (ch.3)</li> <li>- negations(ch.3)</li> <li>- prepositions: dans &amp; chez (ch. 3), autour de, sur, près de, loin de (ch. 4 )</li> <li>- « quand ? » ch. 4</li> <li>- contractions with à and de (ch.5)</li> <li>- partitive (ch. 6)</li> <li>- « pourquoi ? » ch. 6</li> <li>- <b>NOTE : review all question words here</b></li> </ul>	<p>ALL OF LEVEL I PLUS:</p> <ul style="list-style-type: none"> <li>- Ch. 11 negative statements</li> </ul>	<p>ALL OF LEVELS I &amp; II PLUS:</p> <ul style="list-style-type: none"> <li>- Ch. 4:prepositions with geographic names</li> <li>- Ch.5: reciprocal actions, negation</li> <li>- Ch.6: future</li> <li>- Ch. 7: si clauses</li> <li>- Ch. 8: commands with pronouns</li> <li>- Ch. 9: formation of adverbs</li> <li>- Ch 10; REVIEW questions, expressing time with depuis (present and imparfait)</li> <li>- Ch. 11: pour, avant de, sans + infinitive</li> </ul>	<p>ALL OF LEVELS I – III PLUS:</p> <ul style="list-style-type: none"> <li>- review: depuis, negation</li> </ul>

*Revised 7/23/08*

**Suggested Pacing Guide for  
French Curriculum Levels I-IV  
Bon Voyage**

**July 2008**

## French Curriculum Framework Development 2008 – 2009

Participants: Reed Hubbard, Cecilia Allen, Val Blitgen, Susan Boyle  
Meeting days: July 7, 8, 9, 22, 23, 24 & 28, 2008

The group met over the course of 6 meetings at Yorktown High to discuss and revise the curriculum framework for the upcoming school year.

The group's work focused on realigning the Secondary French Curriculum Framework with State / National Standards using the *Glencoe Bon Voyage* books (red, green, blue) for levels I, II, III.

Over the first two years of the *Bon Voyage* adoption period, students have demonstrated difficulty succeeding using the publisher's suggested pacing of "1 book per level", despite teachers' many efforts to adjust curriculum.

\*\*see "Background Information" below

The group reviewed comments from current APS French teachers on the Glencoe series, APS previous years' scope and sequencing, APS previous years' final writing samples, the Virginia SOL's, Glencoe's pacing guides, and Fairfax County's scope and sequence for *Allez Viens!* and APS Spanish teachers' recommendations.

Our recommendations for the coming school year are the following:

Separate the red book over the course of levels I and II.

- I. Level I teachers will:
  - a. Teach chapters 1-7 with emphasis on student *mastery* of "avoir" , "être" "faire", "aller" and "-er" verbs.
  - b. Introduce -ir and -re verbs.
  - c. Issue a letter home to parents giving the option of students using the on-line text, a CD-ROM, or a hard-copy text book for homework and study. (By giving parents and students the option to use the on-line or CD-ROM version we are reducing backpack weight and stretching the textbook inventory.
  
- II. Teach Level II students chapters 8-14 of the red book.
  - a. Use the full red text to teach as new material chapters 8-14 (using ch. 1-7 as a reference, as needed.)
  - b. Teach with an emphasis on student mastery of "ir", "re" verbs, "passé composé" with "avoir" and "être" and imparfait.
  
- III. Use the green text to teach all of Level III students.
  - a. Use *Révision* (A-F) and chapters 1 & 2 as needed for review.
  - b. Teach as new material chapters 3-12

- IV. Use the blue text of *Bon Voyage* in combination with *Personnages* to teach Level IV students. (Level 4 teachers will review and expand this section)
- V. **ASSESSMENT:** Teachers at all levels will be expected to administer and report to the Foreign Language department results of a mid-year (administered at the end of the 2nd quarter around end-January/beginning-February) and a final exam. The mid-term and final exams should be constructed using the text's *Test Generator* and/or the chapter and unit exams contained in the text's resource materials. A copy of each exam (mid-term and final) must be submitted to the county supervisor (MaryAnn Ullrich) two weeks in advance of testing.

## \*\* Background Information

The Bon Voyage series, specifically level I red book, covers linguistic elements previously taught over the course of 2 years in APS:

The level II green book covers linguistic and grammatical elements (specifically passé composé with “avoir” and “être”, l'imparfait and reflexive tenses) which were previously (in long APS history) taught during level II and III. Following the textbook representative's guidance during the adoption process, APS teachers attempted for the 1<sup>st</sup> 2 years of adoption to teach the majority of the red book's content and grammatical structures during level I, and the green book's content during level II. APS teachers found that the expectations and achievements of students using the structure of “1 book per level” were inconsistent with previous APS history and state and national standards.

This new pacing guide serves as a tool for the better implementation and use of our existing textbooks. This plan is designed to encourage more students to continue through upper levels of French, taking them beyond the minimum requirements of the advanced diploma.

The objectives of the new pacing guide are:

- To place equal emphasis on speaking, reading, writing and listening skills
- To use auxiliary materials more effectively
- To differentiate instruction more effectively
- To allow opportunity for teacher and student creativity
- To thoroughly prepare our students to move from one level to the next with a strong foundation
- Minimize students repeating levels
- Better bridge middle school to high school
- To develop more student confidence/motivation in French
- To encourage student continuity within the language (past level 3)
- To promote consistency throughout the county
- To clarify curriculum goals for new teachers

Meeting these objectives is best achieved through the following required county assessments:

- Mid-term Assessment (required of ALL teachers, based on content from the recommended pacing guide.)
- Final Assessment that includes speaking, reading, writing (grammar/vocabulary) and listening.
- End of Year County-wide Writing Assessment (already in place)
- High School teachers in level 3 use STAMP results as part of final exam, but must also assess vocabulary and grammar from *Bon Voyage* series.

VI. TEXTBOOK recommendations for Bon Voyage series:

APS should:

- Purchase 1A book for each level 1 student.
- Move all red books to level 2 students
- Move all green books to level 3 students (high schools)