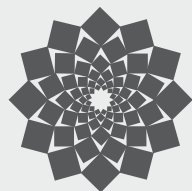


Appendix G

Guiding Documents for Benchmarks and Assessment

- (G1) ACTFL Proficiency Guidelines (2012)
- (G2) ACTFL Performance Guidelines for K–12 Learners (2002)
- (G3) APS Secondary World Languages Curriculum Framework (2010)
- (G4) APS Spanish for Fluent Speakers Curriculum Framework (2011)
- (G5) APS Latin Curriculum Framework (2010)

ACTFL
**PROFICIENCY
GUIDELINES**
2012



ACTFL

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General Preface

to the **ACTFL Proficiency Guidelines 2012**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines, and the addition of a general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 Guidelines is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on language teaching and learning in the United States.

ACTFL PROFICIENCY GUIDELINES 2012 — SPEAKING

Preface

The ACTFL Proficiency Guidelines 2012 – Speaking describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that

speakers encounter when attempting to function at the next higher major level.

These Guidelines can be used to evaluate speech that is either Interpersonal (interactive, two-way communication) or Presentational (one-way, non-interactive).

The written descriptions of speaking proficiency are accompanied online by speech samples illustrating the features of each major level.

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DISTINGUISHED

Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.

SUPERIOR

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Advanced High

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

Advanced Mid

Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.

Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

INTERMEDIATE

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

NOVICE

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

ACTFL PROFICIENCY GUIDELINES 2012 — WRITING

Preface

The ACTFL Proficiency Guidelines 2012 – Writing

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that writers can handle at each level as well as the content, context, accuracy, and

discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.

These Guidelines can be used to describe written text that is either Presentational (essays, reports, letters) or Interpersonal (instant messaging, e-mail communication, texting). Moreover, they apply to writing that is spontaneous (immediate, unedited) or reflective (revised, edited). This is possible because the Guidelines describe the product rather than the process or purpose of the writing.

The written descriptions of writing proficiency are accompanied online by writing samples illustrating the features of each major level.

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DISTINGUISHED

Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic and societal issues. In addition, Distinguished-level writers are able to address world issues in a highly conceptualized fashion.

These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own. They are also able to communicate subtlety and nuance. Distinguished-level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.

Distinguished-level writing is dense and complex; yet, it is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects target-culture thought patterns. At the Distinguished level, length is not a determining factor. Distinguished-level texts can be as short as a poem or as long as a treatise.

Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it. Conventions are generally appropriate to the text modality and the target culture.

SUPERIOR

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.

ADVANCED

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

Advanced High

Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

Advanced Mid

Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced Mid writers will manifest a decline in the quality and/or quantity of their writing.

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

INTERMEDIATE

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

Intermediate Low

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

NOVICE

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Novice High

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

Novice Low

Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.

Preface

The ACTFL Proficiency Guidelines 2012 – Listening

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced Level into High, Mid, and Low is new. This makes the Listening descriptions parallel to the other skill-level descriptions.

Listening is an interpretive skill. Listening comprehension is based largely on the amount of information listeners can retrieve from what they hear and the inferences and connections that they can make. By describing the tasks that listeners can perform with different types of oral texts and under different types of circumstances, the Listening Proficiency Guidelines describe how listeners understand oral discourse. The Guidelines do not describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity. Rather, they are intended to describe what listeners understand from what they hear.

These Guidelines apply to listening that is either Interpretive (non-participative, overheard) or Interpersonal (participative).

The written descriptions of listening proficiency are accompanied online by authentic speech samples and the functional listening tasks associated with each major level.

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ACTFL PROFICIENCY GUIDELINES 2012 — LISTENING

DISTINGUISHED

At the Distinguished level, listeners can understand a wide variety of forms, styles, and registers of speech on highly specialized topics in language that is tailored to different audiences. Listeners at the Distinguished level can understand language such as that found in classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns. They are able to comprehend implicit and inferred information, tone, and point of view, and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics. In addition, their listening ability is enhanced by a broad and deep understanding of cultural references and allusions. Listeners at the Distinguished level are able to appreciate the richness of the spoken language.

Distinguished-level listeners understand speech that can be highly abstract, highly technical, or both, as well as speech that contains very precise, often low-frequency vocabulary and complex rhetorical structures. At this level, listeners comprehend oral discourse that is lengthy and dense, structurally complex, rich in cultural reference, idiomatic and colloquial. In addition, listeners at this level can understand information that is subtle or highly specialized, as well as the full cultural significance of very short texts with little or no linguistic redundancy.

Distinguished-level listeners comprehend language from within the cultural framework and are able to understand a speaker's use of nuance and subtlety. However, they may still have difficulty fully understanding certain dialects and nonstandard varieties of the language.

SUPERIOR

At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.

Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.

ADVANCED

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

Advanced High

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

Advanced Mid

At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced Low

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

INTERMEDIATE

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

Intermediate High

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Intermediate Mid

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Intermediate Low

At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

NOVICE

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

Novice High

At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Novice Low

At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.

ACTFL PROFICIENCY GUIDELINES 2012 — READING

Preface

The ACTFL Proficiency Guidelines 2012 – Reading

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced level is new. This makes the Reading descriptions parallel to the other skill level descriptions.

Reading is an interpretive skill. Reading comprehension is based largely on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. By describing the tasks that readers can perform with different types of texts and under different types of circumstances, the Reading Proficiency Guidelines describe how readers understand written texts. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to understand from what they read.

These Guidelines apply to reading that is either Interpretive (books, essays, reports, etc.) or Interpersonal (instant messaging, texting, email communication, etc.).

The written descriptions of reading proficiency are accompanied online by authentic text samples and the functional reading tasks associated with each major level.

The ACTFL Proficiency Guidelines 2012 – Reading may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

DISTINGUISHED

At the Distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished-level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy texts.

Distinguished-level readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language.

SUPERIOR

At the Superior level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and extralinguistic clues.

Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain cultural references.

Superior-level readers are able to understand lengthy texts of a professional, academic, or literary nature. In addition, readers at the Superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.

ADVANCED

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

Advanced High

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

Advanced Mid

At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

Advanced Low

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

INTERMEDIATE

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

Intermediate High

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Intermediate Mid

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

Intermediate Low

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

NOVICE

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

Novice Low

At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

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ACTFL

Performance

Guidelines

For K-12

Learners





ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS TASK FORCE

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Why New Guidelines?

For nearly two decades, the *ACTFL Proficiency Guidelines* (1982) have profoundly influenced our profession, first in the area of assessment and second in the area of curriculum development. Even though they were designed to describe language performance of adult-like language users, these guidelines have also been helpful in articulating the kind of language high school users might produce. The *ACTFL Proficiency Guidelines* (1982) assume a certain level of cognitive development with which the language user can perform language tasks and functions and also describe language proficiency regardless of where and how it is acquired.

The *ACTFL Performance Guidelines for K-12 Learners* expand upon the aforementioned guidelines by focusing on second language use by students who participate in elementary, middle and high school foreign language programs. Unlike adult language users, students in the K-12 spectrum are in a continuous process of cognitive development that influences their ability to perform language tasks. Additionally, students acquire their language skills in the controlled and carefully articulated environment of a school classroom. The new *ACTFL Performance Guidelines for K-12 Learners* take these factors into consideration as they set forth characteristics of language users at the various stages or benchmarks of learning and development.

Standards for Foreign Language Learning are the **content standards** that define the “what” of foreign language learning in American classrooms. The *ACTFL Performance Guidelines for K-12 Learners* are the **performance standards** that define the “how well.” Like *Standards for Foreign Language Learning*, the *ACTFL Performance Guidelines for K-12 Learners* are designed to reflect second language learning that begins in kindergarten and continues in an uninterrupted sequence through Grade 12, reflecting a vision for language learning and language use by American students. Clearly, more American school districts now offer longer sequences of foreign language than ever before. However, a 13-year uninterrupted program of foreign language study is not commonly found in this country as the 20th century draws to a close.

While designed to describe language use by students who articulate along the 13-year continuum of language learning set forth by *Standards for Foreign Language Learning*, language professionals whose students do not travel on a 13-year continuum will still find the *ACTFL Performance Guidelines for K-12 Learners* useful since they account for various entry points that reflect most major language sequences found in the United States. Users of the *K-12 Guidelines* will be able to identify language performance descriptions for their students who fit into any of the following configurations: K-4; K-8; K-12; 5-8; 5-12; 9-10; 9-12.

What has heretofore been missing is the answer to the question “how well” should students be expected to do that “what.”



What Are these Guidelines Intended to Do?

Standards for Foreign Language Learning have answered the question of “what” should be taught in American foreign language classrooms. Subsequent efforts by states and local school districts have further defined what should be taught to American students learning foreign languages. Such standards are known as “content standards.” What has heretofore been missing is the answer to the question “how well” should students be expected to do the “what.” These guidelines, or “performance standards,” provide information to teachers and administrators about how well students can be expected to do the “what” from the content standards.

The *ACTFL Performance Guidelines for K-12 Learners* were developed to help foreign language educators better understand the developmental path that second language learning takes when it occurs within a school setting. More exposure to language and culture content, as provided by the classroom

teacher, is a major factor in language acquisition by students. Varying learning speeds, biases to certain learning styles and the general language learning ability of students also affect how well a second language is learned. The language performance descriptions contained in these *Guidelines* are designed to help teachers understand how well students demonstrate lan-

guage ability at various points along the language learning continuum.

Hopefully, using the *ACTFL Performance Guidelines for K-12 Learners* will alleviate the pressure experienced by many foreign language educators to achieve unrealistic goals in short periods of instructional time. Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. The hundreds of American foreign language educators who reviewed and responded to these guidelines during their development have verified that the descriptions represent the reality of what students should be able to do with a foreign language after set amounts of time provided that their instruction is both **standards-based** and **performance-based**. That being the case, teachers should be able to refer to this document, reflect on their students’ use of language, and feel that they are “on track.” Alternatively, teachers may read the descriptors and determine that their students do not perform at a level consistent with the time and effort spent and, therefore, seek ways of modifying their program to achieve the levels of language performance described.

CLASSICAL LANGUAGES

The *ACTFL Performance Guidelines for K-12 Learners* are also intended to be applied to the classical languages (Latin and Greek). While often falsely assumed that students of Latin and

It cannot be expected, therefore, that students learning the less commonly taught languages will reach the same level of performance in all modes of communication as those who study the western languages more frequently offered in American schools.



classical Greek spend all of their instructional time reading and translating, the new performance guidelines provide a further context for a more comprehensive view of the instructional components to be found in such classes. The importance of the three modes of communication (Interpersonal, Interpretive and Presentational) as an applicable principle to the learning of the classical languages is evidenced in the following standards found in the *Standards for Classical Languages*:

- Students read, understand and interpret Latin or Greek.
- Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Therefore, while reading and understanding the written messages of the ancient world is a key to communication in the study of Latin and classical Greek, the oral use of the language can also be employed to build student interest and to heighten understanding of and appreciation for the languages and their cultures.

LESS COMMONLY TAUGHT LANGUAGES

The *ACTFL Performance Guidelines for K-12 Learners* have been written to describe realistic language performance for students at the various benchmarks along the instructional sequence. Particularly, they describe performance expect-

ed in students who study the western languages most commonly taught in American schools. Students whose native language is English find many similarities between English and the languages of the western world, both in oral and written forms. These similarities aid the students in their acquisition of the new language. Conversely, when students encounter the less commonly taught languages such as Arabic, Chinese, Japanese, Korean, and Russian, new hurdles await them: unfamiliar sounds, different writing systems and new grammars. These linguistic features, which oftentimes cannot be linked to anything the students know in their native language, present challenges and generally tend to extend the language acquisition process. It cannot be expected, therefore, that students learning the less commonly taught languages should reach the same level of performance as those who study the western languages more frequently offered in American schools.

Students acquire their language skills in the controlled and carefully articulated environment of a school classroom.

THE ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS

The *ACTFL Performance Guidelines for K-12 Learners* are contained in the enclosed, full-size poster.* The poster was designed to facilitate the recognition of language performance by language educators and learners:

- across levels of proficiency
- across modes of communication
- across the criteria for accuracy

*(Please remove center staple carefully before opening poster.)



How Are the Guidelines Organized?

The guidelines account for various entry points that reflect all major language sequences found in the United States.

Following the organizing principle of *Standards for Foreign Language Learning*, the *ACTFL Performance Guidelines for K-12 Learners* are organized to describe language use as it is characterized by modes of communication: Interpersonal, Interpretive and Presentational. Developers of the standards viewed the use of language “modes” as a richer and more natural way of envisioning communication than the traditional four skills of listening, speaking, reading and writing. Additionally, Brecht and Walton (1994) suggest that looking at these language modes places primary emphasis on the context and purpose of the communication rather than concentrating on any one skill in isolation.

The **Interpersonal Mode** is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The **Interpretive Mode** is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpreting the cultural meaning of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The **Presentational Mode** refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of



meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. These examples of “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

These three modes of communication, then, provide the organizing principle for describing language performance, as evidenced by students at the benchmarks labeled Novice Range, Intermediate Range and Pre-Advanced Range. These benchmarks correlate to students enrolled in K-Grade 4 or Grade 5-8 programs; Grade 9-10 programs; K-Grade 8, Grade 9-12 or Grade 5-12 programs; and K-Grade 12 programs, respectively. These benchmarks also reflect language descriptors as set forth in the Novice, and Intermediate sections of the *ACTFL Proficiency Guidelines*.

To provide the user of these guidelines with as much specificity as is possible and helpful, the language performance descriptors are grouped into the following domains within each of the three modes:

- **Comprehensibility** (How well is the student understood?)
- **Comprehension** (How well does the student understand?)
- **Language Control** (How accurate is the student’s language?)
- **Vocabulary** (How extensive and applicable is the student’s vocabulary?)
- **Cultural Awareness** (How is the student’s cultural knowledge reflected in language use?)
- **Communication Strategies** (How does the student maintain communication?)

(Portions of this section taken from *Standards for Foreign Language Learning: Preparing for the 21st Century* with permission.)

Students in the K-12 spectrum are in a continuous process of cognitive development.



Finding Your Students

The *ACTFL Performance Guidelines for K-12 Learners* reflect how well students perform in the language and the content as outlined in *Standards for Foreign Language Learning*. The standards assume an instructional language path that begins in kindergarten and continues through high school. This may not reflect reality for many school districts, but just as national foreign language standards articulate a vision for the future, so do these *Guidelines* articulate a vision for how well American foreign language learners will perform in those languages as they follow that specified continuum.

Considering the content and the intended K-12 sequence set forth in the *Standards for Foreign Language Learning*, developers of the performance guidelines for students felt obliged to assume that accomplishment of such content standards required students to be enrolled in elementary programs that meet from 3-5 days per week for no less than 30-40 minutes per class; middle school programs that meet daily for no less than 40-50 minutes; and high school programs that equal four units of credit.

To parallel the national standards, the *ACTFL Performance Guidelines for K-12 Learners* were written primarily to describe the language performance of students who begin foreign language study in kindergarten and continue through Grade 12. And for such programs, these guidelines should adequately describe the full-range of language that students will be able to control at those three benchmark opportuni-

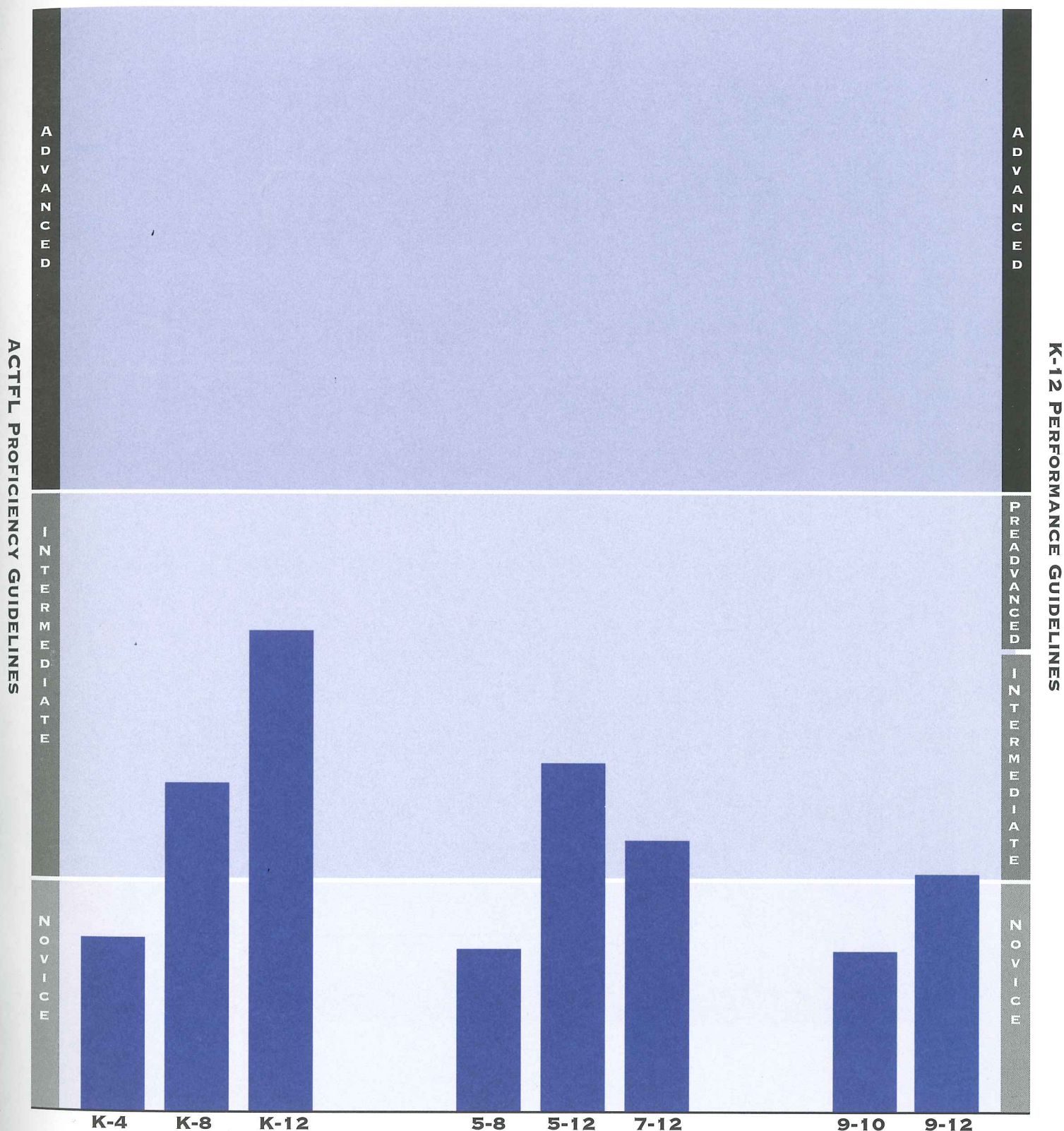
ties (Novice, Intermediate and Pre-Advanced) in their K-12 journey.

The present picture of foreign language learning in this country, however, is a long way from that vision. So, where would a high school teacher look to find appropriate language performance descriptions for students who did not begin language study prior to high school? Or what about the middle school teacher whose students start language study in Grade 6? Or an elementary school teacher who provides beginning instruction for Grade 4?

The chart on the next page graphically illustrates the influence of time on language performance ability and shows what ability is reasonable to expect of students who begin foreign language study at various points in the K-16 spectrum. This chart also indicates the relationship between the *ACTFL Performance Guidelines for K-12 Learners* and the *ACTFL Proficiency Guidelines*. While the latter were written to describe abilities of adult-like language users, the former articulate finer gradations within the Novice and Intermediate ranges and, therefore, provide clearer descriptions of the abilities of language users who acquire language in school settings. The *ACTFL Performance Guidelines for K-12 Learners* describe students' language use through the Pre-Advanced level. This is the equivalent of Intermediate High as described in the *ACTFL Proficiency Guidelines*. Once students sustain language ability beyond this level, the *ACTFL Proficiency Guidelines* should be used to describe continued language acquisition through the Superior level.

Varying learning speeds, biases to certain learning styles and the general language ability of students all affect how well second language acquisition will happen.

Visual Representation of Anticipated Performance Outcomes As Described in the
ACTFL Performance Guidelines for K-12 Learners¹



¹ Descriptors are based on information gathered from foreign language professionals representing a variety of program models and articulation sequences. Descriptors are appropriate for languages more commonly taught in the United States. Descriptors assume a sustained sequence of Standards-based, performance-outcome, language instruction.



PREPARING FOR THE 21ST CENTURY

- We must acquire the ability to understand and be understood in the languages of the world-wide neighborhood...
- The key to successful communication: knowing how, when, and why to say what to whom...
- Students who start earlier have a distinct advantage.



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MAYDELLE JENKS, Katy (TX) Independent School District

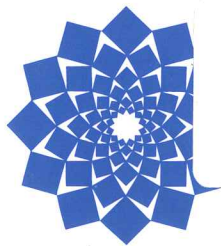
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STUDENTS OF THE FAIRFAX COUNTY (VA) Schools,

... and the hundreds of foreign language professionals who responded to various drafts of the *Guidelines* during their development.



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Secondary World Languages Curriculum Framework

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 21st 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.*

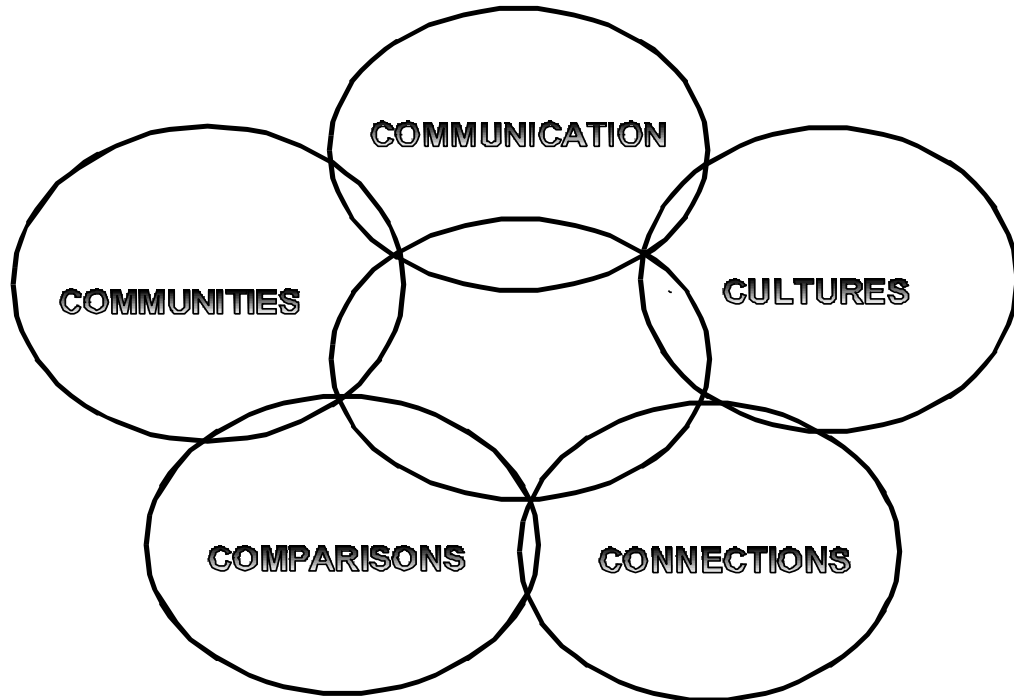
BELIEFS: ***We believe that in today's world, world languages are:***

- *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*

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"> • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. • Language learning involves taking risks and learning from one's mistakes. • Implicit in language study is the recipient audience 	<ul style="list-style-type: none"> • Why are words alone not sufficient for meaningful communication? • 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? • Does practice make perfect: What role does accuracy play in communications? • In what ways do different audiences require the use of different levels of language?

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"> • Knowledge of culture drives meaningful communication. • The perspectives, practices and products of a people define their culture. • Culture and language are interrelated and influence how people behave. • Culture and language evolve. They are bound by people, time and place. 	<ul style="list-style-type: none"> • How does culture influence communication? • What is culture? What is the connection between a people’s perspectives, practices, products and their language? • 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? • How do people, time and place affect language and culture?

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"> World language learning offers opportunities to uncover big ideas in and about other disciplines. Learning another language enables one to access information available only in that language. Strategies used to acquire a language are transferable to other areas of learning throughout life. A second language facilitates the acquisition of information about the world outside our experiences. 	<ul style="list-style-type: none"> How does knowledge and understanding of other languages support the ability to understand concepts in other content areas and make connections with other disciplines? Why is it important to be able to access primary information? Which strategies for learning a world language support learning in other content areas? How does learning a second language broaden our knowledge base of world issues?

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"> • By learning another language one can better understand how the native language works. • By studying another culture, one can better understand and appreciate their own. 	<ul style="list-style-type: none"> • 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?) • 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? • What evidence do we see that language and meaning do not transfer directly from one language to another? • How do cultural similarities and differences on social, economic and political relationships between the target culture and one's own affect the global community? • How do social interactions and personal interactions differ among cultures? • What are the unique elements of our own culture?

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

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
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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
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identify idiomatic expressions in target and own language	compare and contrast with target and own language	use idiomatic expressions	use idiomatic expressions	use idiomatic expressions
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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
---------	----------	-----------	----------	-------------

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

Goal #1: Communication			
Listening	Speaking	Reading	Writing
<p>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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

Goal # 2 Culture	Goal # 3 Connections	Goal # 4 Comparisons	Goal # 5 Communities
<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)

Goal #1: Communication			
Listening	Speaking	Reading	Writing
<p>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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)

Goal #2 Culture	Goal #3 Connections	Goal # 4 Comparisons	Goal # 5 Communities
<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)

Goal #1: Communication			
Listening	Speaking	Reading	Writing
<p>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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)

Goal #2: Culture	Goal #3: Connections	Goal #4: Comparisons	Goal #5: Communities
<p>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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)

Goal #1: COMMUNICATION			
Listening	Speaking	Reading	Writing
<p>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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)

Goal #2: Culture	Goal #3: Connections	Goal #4: Comparisons	Goal #5: Communities
<p>STUDENTS CAN:</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"> • formal introductions • polite requests • offering/accepting/ refusing invitations • apologizing • paying compliments • sharing confidences • persuading • offering advice • offering opinions <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>STUDENTS CAN:</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>STUDENTS CAN:</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>STUDENTS CAN:</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
Level I Novice Low-Mid	<ul style="list-style-type: none"> - graphic organizers - listening for gist - listening with visuals - selective listening - listening for dictation - clue searching (listening for clues to meaning) - listening for pantomime - listening for illustrating - listening for TPR - listening for cognates 	<ul style="list-style-type: none"> - personalized questions, completions, true-false - word associations - surveys and polls - conversation cards - slash sentences - directed dialogue - information gap activities - role-play - paired interviews - jigsaw activities - group problem-solving - brainstorming - TPR - recording speech on tape and video 	<ul style="list-style-type: none"> - pre-reading activities - prediction - skimming - scanning - guessing from context - for the gist - extracting specific information - simple cloze - identifying cognates 	<ul style="list-style-type: none"> - copying - listing - slash sentences - simple description with visuals - sentence completion - sentence builders - dictations - graphic fill-ins - cinquain poetry
Level II Novice Mid-High	<p>All of Level I plus</p> <ul style="list-style-type: none"> - listening for comprehension checks - listening for clue searching - listening for note-taking 	<p>All of Level I plus</p> <ul style="list-style-type: none"> - sentence builders - dialogue adaptation - logical conclusions - chair stories - paired interviews - small group consensus / problem-solving 	<p>All Level I plus...</p> <ul style="list-style-type: none"> - detecting functions of text - clue searching - scrambled stories - passage completion - making inferences - cloze techniques - identifying link words and referents - reading simple forms 	<p>All Level I plus...</p> <ul style="list-style-type: none"> - dictations and variations - paragraph completion - sentence combining - guided descriptions - composition based on interview - guided composition - peer editing - descriptions with visuals - cloze passages - filling out forms - note writing
Level III Novice High- Interm. Mid	<p>All Level II plus...</p> <ul style="list-style-type: none"> - listening for contextual guessing 	<p>All of Level II plus...</p> <ul style="list-style-type: none"> - elaboration - short talks 	<p>All of Level II plus...</p> <ul style="list-style-type: none"> - reading forms 	<p>All of Level II plus...</p> <ul style="list-style-type: none"> - elaboration - dialogue - journals/diaries - process writing - poetry - simple note taking
Level IV Interm. Mid- High	<p>All of Level III plus...</p> <ul style="list-style-type: none"> - listening 	<p>All of Level III plus...</p> <ul style="list-style-type: none"> - oral reports 	<p>All of Level III plus...</p> <ul style="list-style-type: none"> - analyzing information 	<p>All of Level III plus...</p> <ul style="list-style-type: none"> - response to literature - letter writing

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

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 5th or 7th 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.

Florida Atlantic University Title VII Multifunctional Resource Center

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

SPEAKING/WRITING PROFICIENCY CORRELATION TO ACTFL GUIDELINES

APS World Language Spanish for Fluent Speakers

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

	NOVICE LOW-MID Level I	NOVICE MID-HIGH Level II	INTERMEDIATE LOW-MID Level III	INTERMEDIATE MID-HIGH Level IV
<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"> * writes with originality and cohesiveness * solid main idea with supporting details * clear introduction, with 2 or 3 ideas developed and a conclusion * evidence of knowledge of grammar and mechanics * correct and varied use of verb tenses * some use of complex sentences 	Advanced (mid)
7	<ul style="list-style-type: none"> * solid main idea developed * transitions between ideas * good overall organizations of paragraph * complete and varied sentences with appropriate word order * ample vocabulary and descriptive detail * better control of verb tenses * evidence of knowledge of mechanics and grammar 	Advanced (low)
6	<ul style="list-style-type: none"> * passage stays focused on topic * paragraph organization with beginning, middle, and end * good control of basic structures (present, past, future tenses, adjective/noun agreement) * variety and appropriateness of vocabulary * some descriptive detail * complete and varied sentences 	Intermediate (high)
5	<ul style="list-style-type: none"> * complete sentences * some detail for the topic * greater control of mechanics and grammar (subject/verb agreement, adjective/noun agreement, syntax present tense) * greater variety of vocabulary and sentence structure 	Intermediate (mid)
4	<ul style="list-style-type: none"> * some use of complete sentences * some sense of organization * conveys main idea * some control of basic structures and word order * varied vocabulary 	Intermediate (low)
3	<ul style="list-style-type: none"> * simple sentences with repeated sentence structures * conveys meaning * some control of basic structures * more vocabulary 	Novice (high)
2	<ul style="list-style-type: none"> * conveys some meaning (but forces interpretation) * some ability to communicate on topic * simple and repetitive sentences in present tense * limited vocabulary 	Novice (mid)
1	<ul style="list-style-type: none"> * short, incomplete statements * errors obscure meaning * very limited vocabulary 	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"> * comprehension is limited to learned vocabulary, memorized expressions and cognates 	<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"> * can comprehend memorized or recombined learned material * can read fixed phrases in forms * has difficulty identifying written structural items.
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"> * in understanding conversational exchanges there is frequent need for some repetition * difficulty understanding speech delivered at normal rate * cannot generally understand vocabulary beyond most elementary needs 	<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"> * understanding of main ideas is good * misunderstanding of detail is common
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"> * in understanding conversational exchanges there may be need for some repetition * more deliberate speech * difficulty understanding speech delivered at normal rate * generally has difficulty understanding vocabulary beyond elementary needs 	<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"> * understanding of main ideas is good * some understanding of finer points
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"> * in understanding conversational exchanges there may be need for some repetition * deliberate speech * some difficulty understanding speech delivered at normal rate * can distinguish between present, past, and future time 	<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"> * understanding of main ideas is good * misunderstanding of finer points is common * increasing ability to infer

ACCURACY EXPECTATION: PERFORMANCE STANDARDS

(PRODUCTIVE)

LEVELS	SPEAKING (DESCRIPTOR)	WRITING (DESCRIPTOR)
LEVEL I	<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"> * generally intelligible when using memorized or highly familiar material * can give one or two word answers * can list or enumerate * 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) 	<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"> * sentences are simple and frequently incomplete * material may be characterized by frequent misspellings and inaccuracies, especially when writer ventures beyond very familiar material <p>Frequent errors in</p> <ul style="list-style-type: none"> * noun-adjective agreement * subject verb agreement * choice of verb tense
LEVEL II	<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"> * comprehensible to native speaker used to dealing with target-language learners * some accuracy in basic structures * uses short sentences * minimal sociolinguistic knowledge in evidence * very basic vocabulary 	<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"> * comprehensible to native speakers used to dealing with the writing of non-natives * generally able to write in present time using everyday common vocabulary * some control of basic constructions, although errors may still be patterned * frequent errors when venturing beyond simple structures and vocabulary * may have limited dictionary skills * very limited in use of cohesive elements of discourse
LEVEL III	<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"> * comprehensible to native speaker used to dealing with target-language learners * some accuracy in basic structures * uses short sentences * same sociolinguistic knowledge in evidence * limited vocabulary 	<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"> * comprehensible to native speakers used to dealing with the writing of non-natives * good control of basic constructions, although errors may still be patterned * frequent errors when venturing beyond simple structures and vocabulary * generally able to write in present time using everyday common vocabulary * may have limited dictionary skills * very limited in use of cohesive elements of discourse
LEVEL IV	<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"> * comprehensible to native speaker * increased accuracy in basic structures * sentences * sociolinguistic knowledge in evidence * vocabulary related to content areas listed 	<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"> * comprehensible to native speakers using to dealing with the writing on non-natives * good control of basic constructions, although errors may still be patterned * frequent errors when venturing beyond simple structures * generally able to write in present, past, and future time using everyday common vocabulary * limited in use of cohesive elements of discourse

SAMPLE RUBRICS

- Writing
- Speaking

HOLISTIC WRITING RUBRIC LEVEL I

	Comprehensibility	Completion	Vocabulary	Syntax
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
Total				

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

	Comprehensibility	Completion	Vocabulary	Syntax
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
Total				

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
3 Meets expectations	10-13	13-14 B
		10-12 C
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

	Comprehensibility and organization	Completion	Vocabulary	Syntax
3	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
2	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
1	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
Total				

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: _____

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. Applies memorized material correctly
- 3. Usually applies memorized material correctly**
2. Occasionally applies memorized material correctly
1. Rarely applies memorized material correctly
0. No application of memorized material

Vocabulary

4. Rich use of memorized vocabulary and cognates
- 3. Consistent use of memorized vocabulary**
2. Limited use of memorized vocabulary
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

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
3 Meets expectations	10-13	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
3 Meets expectations	10-13	13-14 B
10-12 C		
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
3 Meets expectations	10-13	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 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
3 Meets expectations	10-13	13-14 B
10-12 C		
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

Spanish for Fluent Speakers Curriculum Framework

Department of Instruction
World Languages Office
Arlington Public Schools
Arlington, VA 22207
Revised September 2011

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PREFACE

The Arlington Public Schools Spanish for Fluent Speakers Framework is the product of the efforts of the Spanish for Fluent Speakers Staff and Supervisor. Those efforts included work through countywide meetings and summer curriculum projects. Teachers from all levels were involved in discussing, reading, evaluating, writing and revision of the framework over a period of five years. The intent of the framework is to provide guidance and support to teachers to enhance Spanish speakers' learning.

The Spanish for Fluent Speakers Framework is a statement of what students should know and be able to do. The Framework is based on the National Standards for Foreign Language Learning.

The Spanish for Fluent Speakers' Framework includes a vision, mission and belief statement. It identifies program goals and standards, includes placement criteria, progress indicators for levels I-IV, performance standards, and suggestions for assessments and writing proficiency rubrics.

VISION, MISSION AND BELIEF STATEMENT

VISION:

Real life communication is at the heart of second language study. Our goal is to provide students with the sociolinguistic skills to enable them to use their heritage language to communicate with a variety of audiences and for a variety of purposes: personal, social, and academic. Effective communication will be a cornerstone for success and prosperity in the future.

MISSION STATEMENT:

Our purpose is to encourage all students in the Fluent Speakers Program to:

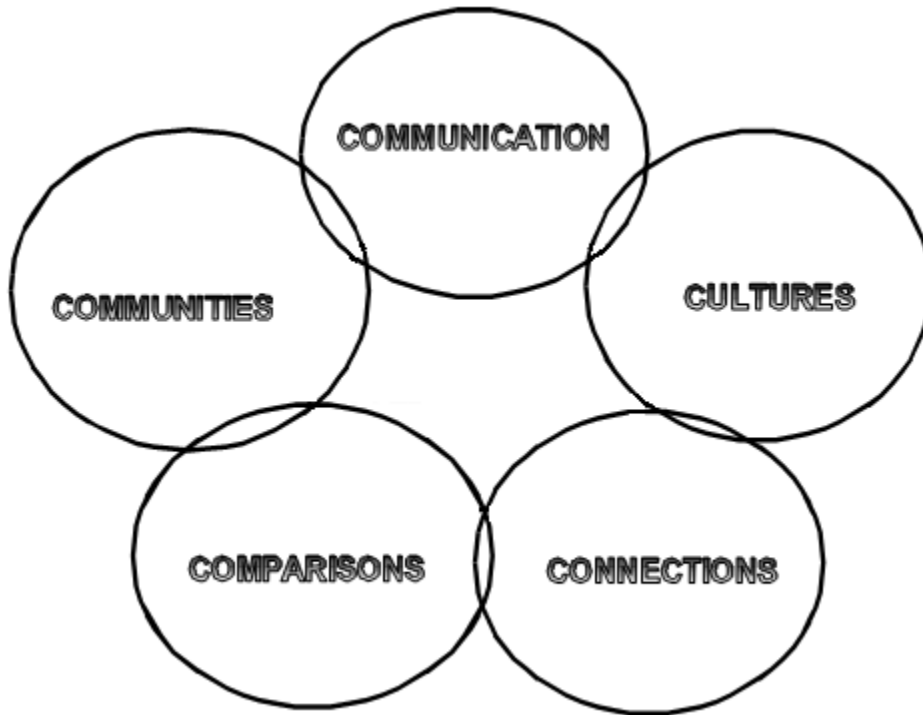
- ◆ *maintain and further develop Spanish language skills in listening, speaking, reading and writing;*
- ◆ *develop an openness, understanding, and appreciation for other cultures while focusing on the diversity and richness of the Spanish/Hispanic culture;*
- ◆ *develop the necessary skills for functional oral and written communication in Spanish; and*
- ◆ *develop confidence and pride in their ability to function in Spanish.*

BELIEF:

We believe that Spanish for Fluent Speakers programs should:

- ◆ *provide all students with an important means for developing knowledge, communication skills, and the understanding of the cultural practices and perspectives in the Spanish-speaking world.*
- ◆ *enable students to use their language skills to communicate with a variety of audiences and for a variety of purposes: personal, social academic and beyond.*
- ◆ *validate the multiple perspectives that arise from students' experiences and exposure to Spanish (whether by being native or heritage speakers and/or acquired through academic study or exposure*
- ◆ *recognize, celebrate and promote respect towards differences among cultures represented;*
- ◆ *recognize and validate the lexical variations of Spanish students use in class within the context of a curriculum that focuses on standard Spanish; and*
- ◆ *provide opportunities for students of varied abilities, learning styles, interests, and goals to begin and continue studies of the native language and culture.*

ORGANIZING PRINCIPLES



Communication, is at the heart of Spanish language study, whether the communication takes place face-to-face, in writing, or through the interaction between reader and literary texts. Through the study of Spanish, students gain knowledge and understanding of the many **cultures** where Spanish is spoken and make **connections** to other subjects. Through **comparisons** and contrasts with Spanish as it is spoken in a variety of countries in the Spanish speaking world, students develop greater insight into the many cultures that make up the Hispanic world. Together, these elements enable Hispanic students to participate in **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. The graph illustrates how they interconnect and suggests the richness embodied in human language.

(National Standards for Foreign Language 2006)

PROGRAM GOALS BASED ON NATIONAL STANDARDS FOR FOREIGN LANGUAGE

COMMUNICATION:

Goal #1 - Communicate in Spanish

Learners develop 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.

Students will:

- *use knowledge and language skills for functional and academic oral and written communication in Spanish.*

CULTURES:

Goal #2 - Gain knowledge of other cultures

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.

Students will:

- *gain knowledge and understanding of Spanish/Hispanic cultures.*

CONNECTIONS:

Goal #3 - Connect with other disciplines and acquire information

As students become more proficient users of Spanish, they seek out materials of interest to them, analyze the content, compare it to information available in English, 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.

Students will:

- *relate the study of the Spanish language and culture to experiences in other curricular areas, make interdisciplinary connections and acquire information.*

COMPARISONS:***Goal #4 - Develop insight into the nature of language and culture***

Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of the Spanish 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 the interaction between language and culture.

Students will:

- *compare the Spanish language and the Hispanic culture with the English language and culture.*

COMMUNITIES:***Goal #5 - Participate in multicultural communities at home and around the world***

Students recognize 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 interests for personal benefit.

Students will:

- *use the language in meaningful contexts and apply learning to the world beyond the classroom.*

GOALS AND CONTENT STANDARDS

COMMUNICATION

GOAL #1: *use knowledge and language skills for functional and academic oral and written communication in Spanish:*

- 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 Spanish in social and academic contexts.
- Standard 1.3 Students will present information on a variety of topics.
- Standard 1.4 Students will demonstrate comprehension of a variety of literary forms.
- Standard 1.5 Students will use writing as a tool to express concrete and abstract ideas.

CULTURE

GOAL #2: *gain knowledge and understanding of other cultures:*

- Standard 2.1 Students will demonstrate knowledge of specific practices of the target cultures 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.
- Standard 2.3 Students will apply cultural knowledge to establish similarities and differences among cultures.

CONNECTIONS

GOAL #3: *relate the study of the Spanish language to experiences in other curricular areas, make interdisciplinary connections, and acquire information:*

- Standard 3.1 Students will use Spanish 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).
- Standard 3.3 Students will research, use critical thinking, and make connections among different fields of knowledge.

COMPARISONS

GOAL #4: *compare the Spanish language and culture with other languages and cultures;*

- Standard 4.1 Students will make comparisons of the nature of the Spanish language with other languages.
- Standard 4.2 Students will demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.
- Standard 4.3 Students will develop a capacity to transcend their own culture and become citizens of the world.

COMMUNITIES

GOAL #5: *use Spanish and apply learning to the world beyond the classroom.*

- Standard 5.1 Students will use Spanish both within and beyond the school setting.
- Standard 5.2 Students will use Spanish for personal enjoyment and enrichment.
- Standard 5.3 Students will participate actively in community activities.

CONTENT AND PERFORMANCE STANDARDS

Communication:

They will engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken Spanish. They will present information, concepts, and ideas to an audience of listeners and readers. They will demonstrate comprehension of a variety of literary forms. They will use writing as a tool to express concrete and abstract ideas.

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 Spanish language to express meaning.

- ◆ *reproduce Spanish symbols*
- ◆ *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*

Communities:

Students will use Spanish both within and beyond the school *communities*. They will use the language skills for personal enjoyment and enrichment and will participate actively in community endeavors.

Students will

- ♣ *make practical use of their knowledge of the Spanish language and cultures at school and if possible in the community. (e.g. in everyday conversation, in research, in the workplace, in recreational pursuits)*
- ♣ *interact orally and in writing with individuals in the Spanish/Hispanic cultures.*
- ♣ *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 require proficiency in language and culture.*
- ♣ *listen to songs, music, or play musical instruments from the Spanish/Hispanic world.*
- ♣ *participate both as a group and as individuals in community projects.*

FLUENT SPEAKERS PLACEMENT

1. **WHAT IS A FLUENT SPEAKER?**

A student whose listening and speaking proficiency level of Spanish is fluent (comparable to an intermediate high level on ACTFL proficiency scale).

2. **ENTRY REQUIREMENTS FOR SFS I:**

(PROFICIENCY LEVEL RANGE: Intermediate Low-MID)

LISTENING: Understand a narrative or dialogue about topics familiar to the student.

SPEAKING: Complete a successful interview about daily life.

READING: Read short paragraphs and understand main ideas.

WRITING: Demonstrate emerging writing skills. Write in complete sentences about themselves and other familiar topics; some grammatical errors are expected (which of these should be kept?)

3. **EXIT CRITERIA FOR SUCCESSFUL COMPLETION OF SFS I LEVEL A:**

LISTENING: Use acquired listening strategies to comprehend literal and implied meaning in increasingly complex oral narratives and dialogues.

SPEAKING: Use acquired vocabulary and speaking strategies to express ideas and opinions about personal experiences and ideas presented in class.

READING: Use acquired reading skills to comprehend a variety of simple reading materials.

WRITING: Write in complete sentences about themselves and other familiar topics; some grammatical errors are expected.

CULTURE: Recognize, identify, and respect some of the contributions and influence of the Spanish/Hispanic peoples on the American heritage and on the world.

**4. ENTRY REQUIREMENTS FOR SFS I LEVEL B
FOR STUDENTS ENTERING THE SFS PROGRAM:**

(PROFICIENCY LEVEL: Intermediate Mid)

LISTENING: Understand a narrative or dialogue about topics familiar to the student.

SPEAKING: Complete a successful interview about daily life and personal experiences.

READING:

WRITING: Write in complete sentences about themselves and other familiar topics; some grammatical errors are expected.

5. EXIT CRITERIA FOR SFS I ENTRY CRITERIA FOR SFS II:

(PROFICIENCY LEVEL: Intermediate High)

LISTENING: Use acquired listening strategies to comprehend and interpret literal and implied meaning in a wide range of communicative forms such as dialogues, songs, phone conversations, broadcasts, and authentic literature.

SPEAKING: Use acquired vocabulary, language structures, and speaking strategies to express ideas and opinions about personal, social, and cultural topics.

READING: Use acquired reading strategies to comprehend literal and implied meaning in increasingly complex and varied reading materials.

WRITING: Organize ideas into a coherent piece of writing by using proper syntax in acquired formats which include paragraphs containing a main idea and supporting details.

CULTURE: Demonstrate knowledge of the most salient characteristics of the different regions and cultures that make up the Spanish-speaking world.

6. EXIT CRITERIA FOR SFS II/ENTRY CRITERIA FOR SFS III:

(PROFICIENCY LEVEL: Advanced Low)

LISTENING: Use acquired listening strategies to comprehend, interpret and describe meaningful relationships in topics presented in lectures, speeches, and literary works.

SPEAKING: Use acquired vocabulary, language structures, and speaking strategies to convey organized information about selected topics.

READING: Use acquired reading strategies to comprehend literal and implied meaning and to evaluate increasingly complex and varied reading materials.

WRITING: Present ideas in coherent prose and expressive poetry using appropriate syntax, vocabulary, and spelling.

CULTURE: Relate selected themes of Spanish culture to different forms of socio-political, literary, and artistic expression.

7. EXIT CRITERIA FOR SFS III/ENTRY CRITERIA FOR SFS IV:

(PROFICIENCY LEVEL: Advanced Mid)

LISTENING: Use acquired listening strategies to comprehend, interpret, describe meaningful relationships, summarize, and draw conclusions of topics presented in lectures, speeches, and literary works.

SPEAKING: Use acquired vocabulary, language structures, and speaking strategies to convey organized information and to contribute and discuss a wide variety of topics.

READING: Use acquired reading strategies to comprehend literal, implied, and interpretative meaning and to evaluate increasingly complex and varied reading material.

WRITING: Present complex ideas in coherent prose and expressive poetry using appropriate syntax, vocabulary, spelling, and elements of creative writing.

CULTURE: Survey, appreciate, and relate selected themes of Spanish culture to different forms of socio-political, literary and artistic expression.

8. EXIT CRITERIA FOR SFS IV:

(PROFICIENCY LEVEL: Advanced High)

LISTENING: Use acquired listening strategies to comprehend, interpret, describe meaningful relationships, summarize, and draw conclusions of topics presented in lectures, speeches, and literary works.

SPEAKING: Use acquired vocabulary, language structures, and speaking strategies to convey organized information and to contribute and discuss a wide variety of topics.

READING: Use acquired reading strategies to comprehend literal, implied, and interpretative meaning and to evaluate increasingly complex and varied reading material.

WRITING: Present complex ideas in coherent prose and expressive poetry using appropriate syntax, vocabulary, spelling, and elements of creative writing.

CULTURE: Survey, appreciate, and relate selected themes of Spanish culture to different forms of socio-political, literary and artistic expression.

Progress Indicators and Language Forms

LANGUAGE FORMS

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
ADJECTIVES	Agreement gender and number, placement, possessive adjectives	Demonstrative, descriptive and possessive	All adjectives and adjectives clauses	
NOUNS	Gender, number, & Agreement	Use of proper and common nouns	Concrete and abstract	
PRONOUNS	Subject pronouns and demonstrative pronouns	Personal, demonstrative reflexive	Direct and Indirect Object Pronouns All including indefinite	Neuter pronouns
VERBS	Present tense, regular and common irregular; present progressive -near future - informal and formal commands subject-verb agreement	Present, past, future; indicative and subjunctive moods	Indicative, subjunctive, imperfect moods. Present, past and future. Simple and compound	
OTHER	Prepositions and contractions. Articles (definite and indefinite) Adverbs (introduction) Acentuación, division silábica	Adverbs (modo, tiempo) prepositions and conjunctions articles (definite and indefinite)		

PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS I

LEVEL A

Goal # 1 COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
* find the main ideas and supporting details of an oral presentation	* speak in complete sentences using appropriate word order	* answer who/ what/ when/ where/ why/ questions	* take dictation
* paraphrase oral information	* make oral presentations to small groups and to the class	* identify chronological series of events	* produce the correct written symbols (letters) for the corresponding Spanish phoneme
* follow sequence of oral instructions	* participate in informal conversations and discussions	* identify main idea and secondary ideas	* practice proofreading to rewrite drafts
* distinguish between true and false statements made about an oral narrative	* enunciate well enough to be understood	* differentiate between fact and opinion, reality and fantasy	* write informal notes and letters to friends and relatives
* discriminate Spanish phonemes	* pronounce words correctly with appropriate intonation	* make simple inferences and draw conclusions	* write description based on a picture presented in class
* identify the stressed syllable in a word	* paraphrase oral or written information	* identify primary characters, setting and plot	* write answers to questions
* distinguish between formal and informal speech	* answer oral questions	* read aloud; possibly will read hesitantly with some errors	* write short summaries
			* write about personal experiences
			* express personal opinions in writing
			* write paragraphs about selected topics
			* use pre-writing techniques such as listing ideas, brainstorming, mapping or webbing, and free writing for five minutes
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
* locate the Spanish-speaking countries on a map	* begin to develop an understanding of the influence of the Spanish/Hispanic culture on the American	* demonstrate awareness of the sound and writing systems of Spanish and discriminate between these elements and their	* use standard Spanish to communicate outside the classroom

	heritage	English counterpoints	
* list the countries, capitals, and their most important cities	* present some basic information about school life in the Spanish language	* develop sensitivity to cultural differences and differentiate between stereotypes and authentic culture	* participate in Spanish language community activities with comfort and understanding
* recognize some of the major historical events and personalities in the Americas and Spain			
* recognize various ethnic groups that comprise the Spanish-speaking world			

Lista de lecturas recomendadas

Características del texto para este nivel: cuentos cortos, fragmentos de obras

Lista de verano:

Prosa

-Sendas Literarias:

1. Los tres consejos
2. Los novios y Guanina
3. La comadre Sebastiana
4. Once
5. Los chicos
6. Los inocentes
7. Cajas de carton
8. Mi abuela fumaba puros
9. Primer amor
10. Cuando era puertorriquena

2. Leyendas latinoamericanas (mitos y leyendas)

3. Leyendas de España

Poesía:

Dependiendo del tema de la Unidad

Temas de Sendas Literarias: presentan
Lecturas...películas...

Alinear temas literarios de Sendas Literarias con las
expectativas de lenguaje y gramática

Reglas de Ortografía

-Mayúsculas y puntuación

-acento prosódico y ortográfico

-Tildación de palabras agudas, graves y esdrújulas

-s/c/ y z/

-b/v

-g y gu

-j, g y h

(acoplar con el texto)

PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS I

LEVEL B

Goal # 1 COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
All of Level A plus.... * complete a cloze exercise by listening to a song and identifying selected words	All of Level A plus... * use appropriate verb tenses and modes in familiar settings	All of Level A plus... * compare and contrast elements in a reading selection	All of Level A plus... * spell words according to spelling rules
* listen critically and distinguish between fact and opinion	* respond spontaneously to unrehearsed questions about familiar events	* determine cause and effect	* capitalize and punctuate correctly
* recognize variations of cultural pattern in oral communication	* describe places, peoples and events orally	* read aloud, using correct articulation, appropriate inflection, and voice projection	* divide words into syllables and identify diphthongs
* listen in order to state purpose and main idea of an oral presentation	* explain events and behavior	* recognize regionalisms and idiomatic expressions	* recognize written accents in familiar words and begin to use accents correctly when writing
	* narrate and describe in past, present, and future tense	* identify secondary characters, as well as primary characters, setting, and plot	* organize thoughts in a logical sequence
	* talk about concrete or factual topics of personal and general interest	* distinguish among some short stories, legends, myths, plays, and poetry	* design a simple interview
	* produce speech which can be understood without difficulty by speakers not used to dealing with language learners		
	* perform well in most informal and some formal settings		
	* perform role play in dialogues and skits		
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
All of Level A plus ... * identify, compare, and contrast the salient climatic and physical characteristics of the different regions that make up the Spanish –speaking world	All of Levels A plus... * use their knowledge of cognates to understand new vocabulary in the Spanish language and other disciplines	All of Level A plus... * compare the basic parts of speech and talk in simple grammatical terms about English and Spanish	All of Levels A plus... * can recognize the breadth and plurality of the Spanish-speaking communities in the United States
* recognize some of the major historical events and leading personalities in the Americas and Spain	* demonstrate how the Spanish/Hispanic cultures are represented through the arts	* identify the influence of everyday objects from Spanish/Hispanic cultures on the American culture	* use Spanish language media resources for information and entertainment
* recognize the wealth and variety of the artistic, literary, and cultural achievements of the Spanish-speaking world	* access information about the Spanish language through a variety of sources including technology	* describe the patterns of behavior which are derived from cultural beliefs, traditions, values, and the world view of Spanish/Hispanic cultures	
* recognize use of non-verbal communication: posture, eye contact, gestures			

LANGUAGE FORMS FOR SPANISH FOR FLUENT SPEAKERS I

Demonstrate proficiency in the use and recognition of the following language forms:

ADJECTIVES	<ul style="list-style-type: none"> • agreement, placement, possessive adjectives
NOUNS	<ul style="list-style-type: none"> • gender and number
PRONOUNS	<ul style="list-style-type: none"> • subject pronouns and demonstrative pronouns
VERBS	<ul style="list-style-type: none"> • present tense, regular and common irregular; near future with verb "to go" commands, gerund (present progressive)
OTHER	<ul style="list-style-type: none"> • prepositions and contractions • articles (definite and indefinite) • adverbs

PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS II

Goal #1: COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
All of SFS I A and B plus... * find the main ideas, supporting details, and sequence of events of an oral presentation	All of SFS I A and B plus... * give accurate multi step oral directions	All SFS I A and B plus... * use context clues	All of SFS I A and B plus... * write outline to organize ideas
* summarize oral information	* state opinions in debates	* use table of contents and index to locate information	* identify elements of a paragraph
* increase discrimination of complex sounds and tonalities	* use supporting statements to clarify oral communications	* use a variety of sources, including the Internet, to research assigned topics	* fill out a job application * write a resume
	* act out parts of short plays	* identify message in a reading selection	* design a simple survey * create very short stories
		* identify mood in a reading selection	* use a dictionary to check spelling and division of syllables and to find synonyms
		* identify time setting	* take notes from an oral presentation
		* read and interpret simple poems and short plays	* write from dictation applying punctuation and spelling rules
		* use a dictionary for reading comprehension	* write original poems on selected topics
		* identify prefixes and suffixes	* write a formal letter/business letter
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
All of SFS I A and B plus... * create and improve self-image through the study of the lives and actions of the 20 th century Spanish and Hispanic American historical figures, writers, artists and musicians	All of SFS I A and B plus... * understand the influence of the Spanish/Hispanic culture on the American heritage	All SFS I A and B plus... * compare grammatical structures of English and Spanish	All of SFS I A and B plus... * understand and appreciate the influence of the Spanish language literature, history, and social and political systems on world cultures
* research, prepare, and make a presentation on famous women throughout history and society	* present organized information about school life and community life in the Spanish language	* compare and contrast issues related to the family, leisure, the arts, etc...through oral, written, and artistic expressions	* participate in the community of language scholars in cultural events, lectures, contests, and scholarship
* identify major artistic forms and media	* apply their knowledge of cognates to use new vocabulary in the Spanish language and other disciplines	* analyze the perception of the U.S. as viewed through the lens of the Spanish language and cultures	* appreciate the diversity within the Hispanic communities
* produce original artistic expressions in different media	* relate the knowledge of literary themes to other areas of human experience		

LANGUAGE FORMS FOR SPANISH FOR FLUENT SPEAKERS II

Demonstrate mastery in the following language forms:

ADJECTIVES	<ul style="list-style-type: none"> demonstrative, descriptive, possessive
NOUNS	<ul style="list-style-type: none"> proper and common
PRONOUNS	<ul style="list-style-type: none"> personal, demonstrative
VERBS	<ul style="list-style-type: none"> present, past, future; indicative and subjunctive moods
OTHER	<ul style="list-style-type: none"> adverbs, prepositions, and conjunctions articles (definite and indefinite)

Lista de lecturas recomendadas

Características del texto para este nivel: cuentos cortos, fragmentos de obras

Lista de verano:

Prosa

-Sendas Literarias 2:

1. Un oso y un amor
2. Confieso que he vivido
3. Los gaillinazos sin plumas
4. Espuma y nada mas
5. Un día de estos
6. El árbol de oro
7. La casa de Bernada Alba

2. Leyendas latinoamericanas (mitos y leyendas)

3. Leyendas de Espana

Poesia:

Dependiendo del tema de la Unidad

Metas de ortografía

Ser y estar

-tildación...ver nivel I...

PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS III

Goal #1: COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
* find the main ideas and supporting details of an oral presentation	* make oral presentations to small groups and to the class	* answer who/ what/ when/ where/ why questions in complex readings	* take dictation
* paraphrase oral information	* participate in informal conversations and discussions	* identify chronological series of events	* practice proofreading to rewrite drafts
* follow sequence of oral instructions	* speak standard Spanish in appropriate situations	* differentiate between fact and opinion, reality and fantasy	* write formal letters to friends and relatives
* distinguish between true and false statements made about an oral narrative	* paraphrase oral or written information	* make inferences and draw conclusions	* write business letters
	* distinguish between formal and informal speech	* identify characters, setting and plot	* write articles and editorials
* draw conclusions on an oral presentation	* participate in and contribute to discussions during an oral activity	* read aloud conveying appropriate meaning	* write summaries and simple essays
		* discern meaningful cues	* write about personal experiences
* synthesize information		* visualize a mental map of the read elements (imagery)	* use pre-writing techniques such as listing ideas, brainstorming, mapping or webbing, and free writing
		* demonstrate comprehension of a variety of literacy forms	* do creative writing
		* use text organizers to predict and categorize information	
		* identify important ideas and provide details for each idea	
		* describe relationships between content and previously learned concepts or skills	
		* abstract thematic components	
		* establish thematic relationships among different pieces of literature	
		* use morphological approaches to decode reading material	
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
* recognize major historical events and personalities in the Americas and Spain and their relationship with the world	* appreciate the influence and the impact of the Spanish/Hispanic culture on the United States and the world	* establish correlations among linguistic patterns of world languages and literary patterns of world literature	* continue use of standard Spanish to communicate outside the classroom
* survey the origins and development of the cultural groups that comprise the Spanish-speaking world			* continue to participate in Spanish language community activities with comfort and understanding

LANGUAGE FORMS FOR SPANISH FOR FLUENT SPEAKERS III

**Demonstrate proficiency in the use and recognition
of the following language forms:**

ADJECTIVES	<ul style="list-style-type: none"> • all adjectives and adjective clauses
NOUNS	<ul style="list-style-type: none"> • concrete and abstract
PRONOUNS	<ul style="list-style-type: none"> • all including indefinite
VERBS	<ul style="list-style-type: none"> • indicative, subjunctive, imperfect moods • present, past, future • simple and compound
OTHER	<ul style="list-style-type: none"> • all parts of speech • morphology • simple and compound sentences (adjective adverbial and nominative clauses) • etymology of words (including prefixes and suffixes)

PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS IV

Goal #1: COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
* find the main ideas and supporting details of an oral presentation	* make oral presentations to small groups and to the class	* answer who/ what/ when/ where/ why questions in complex readings	* take dictation
* paraphrase oral information	* participate in informal conversations and discussions	* identify chronological series of events	* practice proofreading to rewrite drafts
* follow sequence of oral instructions	* speak standard Spanish in appropriate situations	* differentiate between fact and opinion, reality and fantasy	* write formal letters to friends and relatives
* distinguish between true and false statements made about an oral narrative	* paraphrase oral or written information	* make inferences and draw conclusions	* write business letters
	* distinguish between formal and informal speech	* identify characters, setting and plot	* write articles and editorials
* draw conclusions on an oral presentation	* participate in and contribute to discussions during an oral activity	* read aloud conveying appropriate meaning	* write summaries and simple essays
	* participate in formal discussions/debates	* discern meaningful cues * visualize a mental map of the read elements	* write about personal experiences
* synthesize information	* give more extensive oral presentations	* demonstrate comprehension of a variety of literacy forms	* use pre-writing techniques such as listing ideas, brainstorming, mapping or webbing, and free writing
	* tell stories		
		* use text organizers to predict and categorize information	* write creatively * write elaborate compositions
		* identify important ideas and provide details for each idea	
		* describe relationships between content and previously learned concepts or skills	
		* abstract thematic components	
		* establish thematic relationships among different pieces of literature	
		* use morphological approaches to decode reading material	
		* read/analyze short selections and essays written in Spanish	
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
* recognize major historical events and personalities in the Americas and Spain and their relationship with the world	* appreciate the influence and the impact of the Spanish/Hispanic culture on the United States and the world	* establish correlation's among linguistic patterns of world languages and literary patterns of world literature	* continue use of standard Spanish to communicate outside the classroom
* survey the origins and development of the cultural groups that comprise the Spanish-speaking world			* continue to participate in Spanish language community activities with comfort and understanding

PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS V & VI AP LITERATURE

Goal #1: COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
All of the previous levels * can understand recorded and live lectures on selected topics such as art, society and literature.	All of the previous levels * can make oral presentations on assigned topics.	All of the previous levels plus * can read, understand, and analyze literary texts.	All of the previous levels * can write informative and creative essays, short stories, and poems.
	* can recite or dramatize pieces of literary works.	* can use analytical tools (literary terms) to explain literary passages.	* can use a variety of styles appropriate to level. (i.e. narrative, descriptive, expository, persuasive), using resources to enhance writing.
	* present student-created and culturally authentic essays, poetry, plays, and/or stories.		
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	
All of the previous levels * can be able to refer to important texts that are not on the AP reading list that will represent the larger picture as accurately as possible to help create context to better understand the selection.	All of the previous levels * can analyze the context of historical events to understand their causes and effects, relate them to current events.	All of the previous levels * can compare how authors that represent a variety of genres treat a given theme.	
* can identify for works of literature from other periods.	* can discuss world literature written in Spanish.	* can identify and analyze cultural perspectives reflected in a variety of literary genres.	
* can analyze the context of historical events to understand their causes and effects.	* can present reports using a variety of resources, including role-playing, dramatizations, and technology.	* can recognize the different ways of using syntactical forms to express concepts such as time, tense, and moods.	
* can recognize historical moments of a given nation through the lyrics and rhythms of its musical expressions.	* Can recognize archaic usage as well as neologisms of the Spanish language in certain regions of Latin America.	* can compare the role of women in different periods and cultures.	
* can identify issues such as cultural identity.		* can compare how the characters from different periods and cultures react to conflictive situations, and the ways in which they resolve them.	
* can recognize the values and contributions of the Hispanic community.		* can identify and compare texts that exemplify the development of the Spanish language throughout the ages. * can establish correlations among literary pattern of Spanish literature.	

SPEAKING/WRITING PROFICIENCY CORRELATION TO ACTFL GUIDELINES

SFS

LEVEL I	Speaking	Intermediate-Mid
	Writing	Intermediate-Low
LEVEL II	Speaking	Intermediate-High
	Writing	Intermediate Mid
LEVEL III	Speaking	Advanced Low
	Writing	Intermediate High
LEVEL IV	Speaking	Advanced-Mid
	Writing	Advanced-Low
LEVEL V-VI	Speaking	Advanced-High
	Writing	Advanced-Mid

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

ASSESSMENT PRINCIPLES

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

Assessment:

- is an integral part of the teaching and learning process
- includes a wide range of assessment tools both traditional and alternative
- 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

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 students' summary provides an indication of how well the student is able to interact with the material.
- Content Dictation:** The student writes sentences about the content as they are dictated by the teacher. 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.
- 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 5th or 7th 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. Observation may be recorded with anecdote 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.
- 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 method of assessment also stimulates higher level thinking.
- 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.

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MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Student Self Ratings:** Student 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.
- 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:** Student's role-play characters from literature, social studies, or other relevant content areas.
- 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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BEST PRACTICES

The Spanish for Fluent Speakers Teacher:

- uses the target language exclusively 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 address the range of student abilities, learning styles, and multiple intelligences
- uses a multi-sensory approach for delivery of instruction (e.g., use of manipulative, 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

SFS HOLISTIC WRITING PROFICIENCY SCORING RUBRIC LEVEL I

MEDIDAS DEL APROVECHAMIENTO DE LA ESCRITURA Nivel I

4+

4 SOBRESALIENTE- DEMUESTRA UNA HABILIDAD AMPLIA EN LA ESCRITURA

Cumple y sigue con todas las instrucciones.

Expresa un mensaje claro y completo; en su mayor parte se entiende muy bien.

Escribe un párrafo en una forma desarrollada y organizada.

Utiliza registros adecuados de acuerdo a la situación con un vocabulario y una gramática básica y variada; rara vez hay errores y no afectan la comunicación.

La ortografía rara vez dificulta la comprensión.

3+

3 APROBADO - INDICA HABILIDAD PARA LA ESCRITURA

Cumple con algunas de las instrucciones.

Escribe un mensaje claro y básico en su mayor parte. Es comprensible, pero se entiende con un poco de dificultad.

Escribe párrafos simples, poco creativos y a veces sin relación al tema.

Utiliza registros a veces inapropiados con vocabulario básico y estructuras muy simples.*

3-

La ortografía a veces dificulta la comprensión; hay alguna interferencia de la ortografía y fonética.

NO LLENA LOS REQUISITOS

2+

INSUFICIENTE – MÍNIMA HABILIDAD EN LA ESCRITURA

No cumple con la mayoría de las instrucciones de la prueba de escritura.

Expresa un mensaje confuso.

2

Las oraciones no están relacionadas.

Usa oraciones con ideas poco claras y sin detalle.

2-

A veces confunde las personas.

Las palabras están mal escritas. Confunde el inglés con el español.

1+

DESAPROBADO - DEMUESTRA INCOMPETENCIA PARA LA ESCRITURA

Ignora las instrucciones; casi no se entiende lo que escribe.

Usa frases en vez de oraciones, sin desarrollo ni claridad.

1

Confunde las personas.

Confunde el Tú con el Usted

Expresa muchos errores gramaticales

1-

Usa un vocabulario que no se entiende (inglés o regionalismos o una mezcla de ambos).

La ortografía es mayormente incorrecta.

***Nivel I: uso del presente y pretérito e ir a como el futuro.**

SFS HOLISTIC WRITING PROFICIENCY SCORING RUBRIC LEVEL II

MEDIDAS DEL APROVECHAMIENTO DE LA ESCRITURA Nivel II

- 4+**
- 4** **SOBRESALIENTE - DEMUESTRA GRAN HABILIDAD PARA LA ESCRITURA**
 Cumple y sigue todas las instrucciones.
 Expresa un mensaje claro y completo y se entiende muy bien.
 Escribe un párrafo en una forma desarrollada y organizada.
- 4-** Utiliza registros apropiados con vocabulario y gramática del nivel II.*
 Rara vez comete errores gramaticales y no afectan la comunicación; los errores de ortografía no dificultan la comprensión.
- 3+**
- 3** **APROBADO - INDICA HABILIDAD PARA LA ESCRITURA**
 Cumple casi todas las instrucciones.
 Expresa un mensaje bastante claro en su mayoría.
- 3-** Utiliza vocabulario adecuado del nivel II.
 Comete algunos errores gramaticales pero permiten la comunicación.
 Utiliza registros apropiados.
 Se permite cierta interferencia de la ortografía del inglés; la ortografía raras veces dificulta la comprensión.

NO LLENA LOS REQUISITOS

- 2+**
- 2** **INSUFICIENTE - MINIMA HABILIDAD EN LA ESCRITURA**
 Carece algunas de las instrucciones.
 Usa oraciones con ideas vagas y desorganizadas.
 A veces confunde las personas.
- 2-** Usa un vocabulario limitado; hay problemas mayores con la ortografía.
 A menudo se encuentran errores gramaticales.
- 1+**
- 1** **DESAPROBADO - DEMUESTRA INCOMPETENCIA PARA LA ESCRITURA**
 No cumple con las instrucciones.
- 1-** Usa frases o fragmentos de palabras en vez de oraciones completas y no tienen claridad.
 Confunde las personas gramaticales; no demuestra estructura.
 Confunde el Tú con el Usted.

***Nivel II: uso del presente, pretérito, imperfecto, presente subjuntivo**

SFS HOLISTIC WRITING PROFICIENCY SCORING RUBRIC LEVEL III

MEDIDAS DEL APROVECHAMIENTO DE LA ESCRITURA Nivel III

4+

4 **SOBRESALIENTE- CLARAMENTE DEMUESTRA HABILIDAD PARA LA ESCRITURA**

Cumple y sigue todas las instrucciones con elaboración.

Expresa un mensaje claro, detallado y completo.

Usa párrafos en forma coherente; presenta ideas desarrolladas y detalladas.

3- Utiliza registros apropiados con vocabulario y gramática del nivel III.*

Comete algunos errores gramaticales y ortográficos que no afectan ni dificultan la comunicación y la comprensión.

3+

3 **APROBADO - INDICA HABILIDAD PARA LA ESCRITURA**

Cumple y sigue con las instrucciones.

Escribe mensajes claros y completos en su gran mayoría.

Escribe párrafos en forma desarrollada y en secuencia lógica.

3- Utiliza registros apropiados con un vocabulario y una gramática de acuerdo al nivel III.*

Hay algunos errores gramaticales que no disminuyen la comunicación.

Los errores ortográficos no dificultan la comprensión.

NO LLENA LOS REQUISITOS

2+

2 **INSUFICIENTE - INDICA MINIMA HABILIDAD EN LA ESCRITURA POR DEBAJO DE NIVEL DE LA CLASE**

No cumple con las instrucciones del párrafo completamente.

Expresa un mensaje incompleto; se entiende con dificultad.

Escribe párrafos sin desarrollo.

2- A veces confunde las personas.

Usa un vocabulario limitado.

Hay interferencia con la ortografía del inglés; la ortografía puede dificultar la comprensión.

1+

1 **DESAPROBADO - CLARAMENTE DEMUESTRA INCOMPETENCIA PARA LA ESCRITURA**

No cumple con las instrucciones.

Usa oraciones y párrafos incompletos y desorganizados.

Confunde el Tú con el Usted

3- Usa un vocabulario demasiado limitado para el nivel III.*

Hay problemas graves de ortografía.

***Nivel 3: tiempos: presente, pretérito, imperfecto, pretérito perfecto, pluscuamperfecto, presente subjuntivo.**

SFS HOLISTIC WRITING PROFICIENCY SCORING RUBRIC Level IV MEDIDAS DEL APROVECHAMIENTO DE LA ESCRITURA Nivel IV

- 4+**
4 **SOBRESALIENTE MUY BIEN A EXCELENTE-CLARAMENTE DEMUESTRA HABILIDAD PARA LA ESCRITURA**
Cumple con TODAS las instrucciones con elaboración.
Escribe composiciones claras, amplias y completas.
Usa párrafos en forma coherente; presenta ideas desarrolladas.
- 3-** Utiliza registros apropiados con vocabulario variado y hay casi ningún error en la estructura gramatical.
La ortografía no presenta ningún problema mayor con la comprensión.
- 3+**
3 **APROBADO - INDICA HABILIDAD PARA LA ESCRITURA**
Cumple con las instrucciones del párrafo completamente.
Expresa mensajes claros y completos.
Escribe párrafos en forma desarrollada.
- 3-** Utiliza registros apropiados con vocabulario y gramática más avanzados.*
Hay algunos errores gramaticales que no afectan la comunicación; los errores de ortografía no dificultan la comprensión.

NO LLENA LOS REQUISITOS

- 2+**
2 **INSUFICIENTE - INDICA UNA MÍNIMA HABILIDAD EN LA ESCRITURA**
Cumple con las instrucciones pero no de forma completa.
Expresa mensajes simples y limitados.
Escribe composiciones sin desarrollo.
- 2-** No utiliza un vocabulario de acuerdo al nivel;* usa registros a veces inapropiados.
Hay interferencia notable con la ortografía del inglés; la ortografía dificulta la comprensión.
- 1+**
1 **DESAPROBADO - CLARAMENTE DEMUESTRA INCOMPETENCIA PARA LA ESCRITURA**
No cumple con las instrucciones.
Usa párrafos con ideas incompletas y desorganizadas.
Utiliza registros a veces inapropiados.
- 1-** Usa un vocabulario limitado de acuerdo a los temas estudiados.
Hay problemas mayores con la ortografía de acuerdo al nivel.

***Nivel IV: tiempos: todos los anteriores más el subjuntivo imperfecto y el condicional.**

LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
<p>EL ARTE DE LA ELOCUCIÓN</p>	<p>Estudiarán las diferentes maneras en que podemos expresar nuestro pensamiento, bien sea en prosa o en verso: la narración, la descripción, la exposición y el diálogo.</p> <p>Estudiarán los diferentes géneros literarios y sus maneras de elocución. Podrán identificar en el texto las diferentes maneras de expresar nuestro pensamiento.</p>	<p>Usar libros de referencia del maestro: Lengua y Literatura 11 y 12 de José Legorburu; Texto y Vida: Introducción a la literatura española por Bárbara Mujica.</p>
<p>FORMAS DE ELOCUCIÓN LITERARIA</p>	<p>Estudiarán las diferentes formas en que podemos expresar nuestro pensamiento por escrito. El uso de cada una de estas formas dependerá del género a que se aplique.</p>	<p><u>Las formas elocutivas son:</u> La narración, la exposición y el diálogo. La descripción literaria señala las características de objeto, persona o hecho en cuestión. Intervienen los aspectos afectivos y subjetivos del autor.</p> <p><u>Tipos de descripción:</u> <u>Prosopografía:</u> se refiere al aspecto externo de una persona o animal, a sus características físicas en forma extensa y detallada. <u>Etopeya:</u> describe las cualidades morales de una persona. <u>Retrato:</u> Aparecen detalladamente las características externas del personaje <u>El paralelo:</u> Es la descripción comparada de dos o más personajes. <u>La topografía:</u> Es la descripción de un lugar o sitio determinado. <u>La cronografía:</u> Es la descripción minuciosa de un objeto o época.</p> <p><u>Narración-</u> es el relato de unos hechos ocurridos en un lugar, en un tiempo de forma determinada. En la narración intervienen personas o seres personificados que realizan una acción. <u>Diálogo-</u> es la expresión escrita que representa una conversación entre dos o más personajes. El diálogo da agilidad y vitalidad a la narración.</p>

LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
LENGUAJE FIGURADO	<p>Estudiarán las figuras literarias. Esta es la sección dedicada a la comunicación.</p> <p>Estudiarán una de las funciones del lenguaje que es la poética o estética (el mensaje artístico trata de llamar la atención sobre la forma del mensaje mismo, sobre sus palabras).</p>	<p>Analizarán los poemas asignados para este curso. Centrarán su atención en la invención y disposición (el planteamiento y la búsqueda de las ideas a tratar.)</p>
PRIMERAS MANIFESTACIONES LITERARIAS	<p>Se estudiarán las jarchas. Se estudiará el cantar de gesta: El cantar del Mío Cid. Se estudiarán los orígenes de los romances.</p>	<p>Las jarchas, selecciones de cantares de gesta, el cantar del Mío Cid.</p> <p>Romances: Del rey moro que perdió Alhama (Ay de mi Alhama!) Romance del conde Arnaldos. Romance Gitano Romance de la luna, luna Romance de la pena negra. Romance de la monja gitana. Prendimiento de Antoñito de Camborio en el camino de Sevilla. Muerte de Antoñito el Camborio. Romance Sonámbulo.</p>
LOS GENEROS LITERARIOS	<p>La poesía, la épica, la lírica, el soneto, la oda, el cuento, el teatro.</p> <p>Estudiarán muestras de cada género en los diversos movimientos literarios dentro de su contexto histórico.</p>	<p>Cuentos y poemas de poetas y de escritores españoles y latinoamericanos.</p> <p>Libro: Antología de literatura en español Tomo 1 Abriendo puertas (19 cuentos, 26 poemas)</p>
ACONTECIMIENTOS HISTORICOS Y CULTURALES DEL SIGLO VII AL SIGLO XV	<p>La convivencia de las tres grandes tradiciones españolas: la musulmana, la cristiana y la judía.</p> <p>La reconquista cristiana y la unificación de España.</p> <p>El descubrimiento de América. La conquista y colonización de América.</p>	<p>Libro: <u>Abriendo Puertas</u> Sección: Cronología.</p>

LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURAS SELECCIONADAS
SIGLO XVI	<p>Naufragios es una relación de las realidades de la exploración y conquista del nuevo mundo. Este texto refleja momentos dramáticos de la historia de España y del encuentro de la cultura europea y las culturas americanas.</p>	<p>Alvar Núñez Cabeza de Vaca, Naufragios. Capítulo XII, XX, XXI y XXII.</p>
LA EDAD DE ORO Y EL SURGIMIENTO DEL TEATRO ESPAÑOL	<p>Los estudiantes podrán examinar la versión original de la historia del seductor por excelencia que ha llegado a ser un personaje conocido universalmente. Se lee El burlador de Sevilla y Convidado de Piedra</p> <p>Se compara con la versión de Zorrilla: "Don Juan Tenorio"</p> <p>Es importante discutir temas, el desarrollo de la acción y el lenguaje.</p> <p>Los temas del honor y la honra se contrastan con los valores del presente.</p> <p>Se hace un estudio de los personajes masculinos y femeninos en especial el de Don Juan que es irrespetuoso, egoísta y que no teme ni a Dios ni al demonio.</p> <p>En el estudio el lenguaje se incluye las características del drama poético. El teatro barroco encuentra sus representantes en Lope de Vega y Calderón de la Barca. Se crea el teatro nacional.</p>	<p>Tellez. Gabriel (Tirso de Molina) El burlador de Sevilla y Convidado de Piedra</p>

LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
<p>LA EDAD DE ORO Y EL SURGIMIENTO DEL TEATRO ESPAÑOL</p>	<p>El soneto se presta para el estudio del tema del amor. Se recomienda el uso de cuadros comparativos para entender los sonetos de Góngora y de Garcilaso.</p> <p>El estudio del contraste entre el tono, el colorido y el lenguaje entre los dos poemas es muy importante para expresar visiones del amor a la belleza y de la muerte.</p> <p>Con el soneto amor de Quevedo se analiza el mundo interno del poeta barroco destacando el lenguaje rico en contrastes tan típico de sus contemporáneos. Se expresa una visión humilde del hombre y su posición en el universo. Los esplendores del mundo son al final de poco valor.</p>	<p>Góngora y Argote, Luis de Soneto CIXVI (<u>"Mientras por competir con tu cabello"</u>)</p> <p>Vega, Garcilaso de la Soneto XXIII ("En tanto que de rosa y de azucena")</p> <p>Quevedo y Villegas, Francisco de Heráclito cristiano: Salmo XVII ("Miré los muros de la patria mía")</p>
<p>EL SIGLO XVII</p>	<p>La poesía de la primera feminista de América asombra por su modernidad. Se considera a Sor Juana Inés de la Cruz la poetisa más importante de la América colonial. Muchos consideran que su poesía se acerca en espíritu y estilo a la de Góngora y a la de Quevedo. En el soneto "En perseguirme." se observa un rechazo de las tentaciones del mundo. Se analiza los temas, el tono y el lenguaje de las redondillas. Se hace énfasis en las técnicas usadas para demostrar de modo lógico la incongruencia y la necedad de las actitudes masculinas.</p>	<p style="text-align: center;">Cruz, Sor Juana Inés <u>Soneto</u> "En perseguirme, mundo ¿Qué intereses? <u>Redondilla</u> "Hombres necios que acusáis"</p>

LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
<p>EL SIGLO XVIII</p>	<p>Breve discusión acerca del neoclasicismo en el teatro y en la lírica.</p> <p>En especial, se menciona los ataques al teatro barroco del siglo de oro.</p> <p>El teatro toma un carácter didáctico y prosaico.</p>	<p>Textos a usar:</p> <p>Lengua y Literatura de José de Legorburu.</p>
<p>EL SIGLO XIX</p>	<p>Estudiarán los acontecimientos históricos y culturales de España y Latinoamérica durante el Romanticismo.</p> <p>Estudiarán las características del romanticismo y los poetas más importantes de este siglo.</p>	<p>Analizarán los siguientes poemas:</p> <p>De Clarín: Adiós Cordera De Rubén Darío, Cantos de Vida y Esperanza Canción de otoño en primavera Lo fatal A Roosevelt De José María Heredia, En una tempestad De Mariano José de Larra, Vuelva usted mañana. De José Martí, Dos patrias tengo yo Versos sencillos: Yo soy un hombre sincero. De Ricardo Palma, El alacrán de Fray Gómez. De Emilia Pardo Bazán, Las medias rojas.</p>

LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
<p>EL SIGLO XX</p>	<p>En la casa de Bernarda Alba aparecen los temas del honor y la honra, la hipocresía, la falta de comunicación y la soledad así como las diferencias de status social. Se discutirá el aspecto trágico de las pasiones que arrastran a los personajes a la muerte.</p> <p>De España se estudia a los autores de la generación del 98. Como consecuencia de desastre de la pérdida de las colonias en América y de su posición en el mundo, estos escritores de profundizaron en busca de una identidad nacional, del carácter español por excelencia.</p> <p>Además de variedad geográfica como en la obra de Horacio Quiroga, se ofrece diversidad a través de obras de autores de diferente origen étnico. La poesía afro-cubana de Nicolás Guillén es un ejemplo de diversidad cultural y de la influencia africana en la cultura y el arte de Latinoamérica. Existe denuncia social y expresión de la identidad mestiza.</p>	<p>García Lorca, Federico <u>La casa de Bernarda Alba</u> Dos romances del Romancero gitano</p> <p>Unamuno y Jugo, Miguel de “San Manuel Bueno, Mártir”</p> <p>Machado, Antonio “Caminante son tus huellas” ”He andado muchos caminos” ”La primavera besaba”</p> <p>Quiroga, Horacio “El hijo”</p> <p>Guillen, Nicolás “Balada de los dos abuelos” “Sensemayá”</p> <p>Rulfo, Juan “No oyes ladrar los perros”</p>

LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
EL SIGLO XX	<p>La obra de mujeres escritoras ofrece una visión de perspectivas acerca del rol de los sexos en la sociedad latinoamericana. A través de una temática de la mujer hacen una crítica de la sociedad machista en que se desenvuelven. La perspectiva de la técnica de la entrevista es innovadora.</p> <p>Estas escritoras son Alfonsina Storni de Argentina, Julia de Burgos de Puerto Rico, Rosario Castellano de México, Carmen Martín Gaité de España, Isabel Allende de Chile.</p> <p>Se estudia y compara muestras selectas de la obra de los más aclamados escritores del siglo XX tales como Jorge Luis Borges, Pablo Neruda y Gabriel García Márquez. Junto a otros autores del "Boom" tales como Cortázar y Carlos Fuentes.</p> <p>En Borges, cabe señalar temas como el destino, la percepción de la realidad, el tiempo circular, la violencia, la venganza, etc.</p> <p>En la obra de Neruda se presenta lo cotiniano, los frutos de la naturaleza, la intimidad del amor.</p> <p>Con García Márquez, se introduce el "realismo mágico". Se estudia el lenguaje y su tendencia a la exageración así como los elementos humorísticos y de crítica social.</p>	<p>Storni, Alfonsina "Peso ancestral" "Tú me quieres blanca"</p> <p>Burgos, Julia de "A Julia de Burgos"</p> <p>Castellanos, Rosario "Autorretrato" "Kinsey report"</p> <p>Martín Gaité, Carmen "Las ataduras"</p> <p>Allende, Isabel "Dos palabras"</p> <p>Borges, Jorge Luis "La muerte y la brújula" "El sur"</p> <p>Neruda, Pablo "Oda a la alcachofa" Residencia en la tierra 2 "Walking around" Veinte poemas de amor y una canción desesperada, Poema 15 "Me gusta cuando callas"</p> <p>Cortazar, Julio "Continuidad de los parques" "La noche boca arriba"</p> <p>Fuentes, Carlos "Chac Mool"</p> <p>Vodanovic, Sergio "El delantal blanco"</p> <p>García Márquez, Gabriel "El ahogado más hermoso del mundo" "Un señor muy viejo con las alas enormes" "Un día de éstos"</p>

Latin Curriculum Framework

Arlington Public Schools
Department of Instruction
World Languages Office
2010

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PREFACE

The Latin Curriculum Framework is the product of the efforts of the Arlington County Public School teachers of Latin. Work was accomplished through countywide meetings and summer curriculum projects. Teachers from all levels were involved in discussing, reading, evaluating, writing and revising the framework. The document is considered a work in progress. The intent of the framework is to provide guidance and support to teachers to enhance Latin language learning.

The Latin Framework outlines what students should know and be able to do. The Framework is based on the Standards for Classical Language Learning. The standards are organized within the five goal areas targeted in the National Standards for Foreign Language Learning: communication, culture, connections, comparisons, and communities.

The Latin Framework includes a philosophy statement, goals for Latin learning, progress indicators for levels I-IV in each goal area, accuracy expectations for receptive and productive skill areas, language forms targeted to each level, and sections on assessment and best practices.

PHILOSOPHY STATEMENT

We believe that the study of Latin for today's students continues to be valuable, beneficial, and practical for:

- examining the nature of language itself and basic linguistic concepts;
- learning to read Latin literature in the original language;
- reading the works of the great authors of classical antiquity as works that have the power to open our minds, to enhance our lives, and to bring us to a deeper awareness of what it means to be human;
- broadening and deepening English language skills: vocabulary, reading, and appreciation of style;
- providing a basis for the study of modern foreign languages;
- contrasting the customs, values, and world view of a different culture for our own;
- considering the Greco-Roman contributions to western civilization.

We believe Latin instruction should:

- be available for all students;
- develop precision and accuracy in our students;
- be a spiral in which reading and consolidation of linguistic concepts reinforce each other each step of the way;
- incorporate an understanding of the culture to include the value system and behavior patterns;
- provide opportunities for students of varied abilities, learning styles, needs, interests, and goals to begin and continue their studies.

MISSION STATEMENT

Our purpose is to encourage all Latin students to:

- begin and continue the study of Latin and to develop an openness, understanding, and appreciation for the Greco-Roman culture.
- develop the necessary skill for reading Latin with comprehension and enjoyment; and
- understand the scope of classical studies: the Latin language and literature, the history and culture, and the substantial contributions of the ancient classical world to our own.

GOALS AND STANDARDS

COMMUNICATION:

- Students communicate in a classical language by reading and understanding Latin texts.

Standard 1.1 - *Students read, understand, and interpret Latin.*

Standard 1.2 - *Students use orally, listen to, and write Latin as part of the language learning process.*

CULTURES:

- Students gain knowledge and understanding of the Greco-Roman culture.

Standard 2.1 - *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.*

Standard 2.2 - *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.*

CONNECTIONS:

- Students connect with other disciplines and expand knowledge.

Standard 3.1 - *Students reinforce and further their knowledge of other disciplines through their study of classical languages.*

Standard 3.2 - *Students expand their knowledge through their reading of Latin and the study of ancient culture.*

COMPARISONS:

- Students develop insight into their own language and customs.

Standard 4.1 - *Students recognize and use elements of Latin language to increase knowledge of their own language.*

COMMUNITIES:

- Students participate in wider communities of language and culture.

Standard 5.1 - *Students use their knowledge of Latin in a multilingual world.*

Standard 5.2 - *Students use their knowledge of Greco-Roman culture in a world of diverse cultures.*

LATIN LANGUAGE STANDARDS

As students learn the Latin language, they will:

- read, understand, and interpret Latin;
- develop an insight into the Greco-Roman world and its multi-cultural, multi-ethnic richness;
- compare and contrast their own culture with that of the Greco-Roman world;
- develop linguistic awareness which will enhance their knowledge of English and other languages;
- use their knowledge of Latin in a multilingual world;
- relate Latin language study to experiences in other curricular areas and make interdisciplinary connections; and
- continue to develop the fundamental skills of thinking, problem solving, collaborating, and literary analysis.

LATIN LANGUAGE PROGRESS INDICATORS

Level I Objectives

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> • can read easy original Latin (dialogues, mottoes, epitaphs) • can read adapted Latin narratives • scan text for answers to simple questions • can make logical guesses from context • can read simple myths • can answer questions in English • can paraphrase and translate • can formulate judgements about content • can copy simple material • can write simple declarative and interrogative sentences • can take dictation from learned material • can write simple poems, e.g. cinquain • can pronounce the sounds of Latin • can read simple sentences aloud with correct pronunciation and expression • can respond in Latin to simple Latin questions • can comprehend simple commands, phrases, and short sentences • can give simple greetings and commands 	<ul style="list-style-type: none"> • can talk about Roman family life, homes, clothing, the alphabet, schools, and the city of Pompeii • can talk about the geography of the Mediterranean • can recognize Greek and Roman gods • can discuss the Roman influence on American life in the areas of language, government, architecture, and ideas 	<ul style="list-style-type: none"> • can begin to understand and appreciate the scope of classical studies: language, history and culture, and the substantial contributions of the ancient classical world to our own • can recognize and use Roman numerals • can use their knowledge of Latin in understanding a specialized vocabulary in such fields as law and medicine 	<ul style="list-style-type: none"> • can understand the linguistic and historical relationship between Latin and English • can break down polysyllabic English derivatives into prefixes, roots, and suffixes • can use the meanings of all common Latin prefixes, suffixes, and roots to figure out the meanings of English words • can recognize basic principles of word formation in Latin and how these correspond to parts of speech and meanings of English equivalents • can recognize prefixes that have undergone spelling changes as a result of assimilation • can compare Roman products and perspectives to their own culture 	<ul style="list-style-type: none"> • can present and exchange information about their language experience to others in the school and community • can use the Internet to access the worldwide classical community • can recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity

LATIN LANGUAGE PROGRESS INDICATORS

Level II Objectives

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> • Can read longer and more difficult adapted passages and original Latin • Can read longer and more difficult sight passages • Can read some original Latin passages • Can glean information from Latin text • Can answer questions (in English) about content • Can paraphrase and translate content • Can make inferences and formulate judgments about content • Can write simple sentences • Can write descriptions with visuals 	<ul style="list-style-type: none"> • Can produce a basic time-line of Roman history from the founding to the fall • Can understand the basic development of the political system: Kingdom, Republic, Empire • Can relate to the heroes Aeneas, Jason, Perseus, Theseus, Hercules, Odysseus • Can demonstrate a more extensive knowledge of Greco-Roman history and mythology • Can demonstrate a basic knowledge of Greco-Roman architecture • Has a considerable knowledge of the daily lives of Roman families of different classes • Understands Roman practices of education, entertainment, public and private religious ceremony 	<ul style="list-style-type: none"> • Can recognize and make connections with Latin terminology in law and medicine • Can recognize and make connections with Latin vocabulary in the Romance languages • Can connect their knowledge of ancient history, sociology, and politics to events and systems in the modern world 	<ul style="list-style-type: none"> • Can compare and contrast the language patterns and grammar of Latin to the structure and grammar of English • Can compare and contrast aspects of their own public and private lives to those of the Romans • Can compare Roman social customs (entertainment, funeral, and marriage) to today's customs • Can compare and contrast the ideas and actions of historical figures such as Caesar, Cicero, Augustus, and Hannibal to historical figures of the modern age 	<ul style="list-style-type: none"> • Can use the tools of technology with their classical language to communicate with other students in a global community • Can compare the issues that reveal cultural differences in the ancient world with similar issues in modern cultures

LATIN LANGUAGE PROGRESS INDICATORS

Level III Objectives

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> • can read prose and poetry in original Latin • will continue practice in sight reading • can sight read adapted authentic Latin passages • can recognize styles of authors such as Cicero, Pliny, Ovid, and Caesar • can recognize prose genres: history, oration, biography, letter-writing, fables • can understand historical and textual interaction • can recognize historical references • can recognize major poetical figures such as alliteration, anaphora antithesis, etc. • can recognize idiomatic usage such as <i>amans patriae, certum mihi est, finem facere, patres conscripti</i> • can translate narrative passages into English • can polish literal translations • can write analytical essays in English • can read Latin Literature aloud with expression • can read aloud with understanding of genre, author intent and historical content • can actively participate in choral reading • can recite short authentic Latin passages 	<ul style="list-style-type: none"> • can write dates according to the Roman calendar • can understand the use of augury in the everyday life of a Roman • can identify major festivals and celebrations, e.g. Saturnalia • can identify the causes of the civil unrest and the downfall of the republic • can explain the <i>cursum honorum</i> • can understand the role of the military in the expansion of the republic • can identify mythological characters especially from Ovid and recognize their influence on art and literature throughout the ages • can identify notable cities, regions, mountains, and rivers of the ancient world 	<ul style="list-style-type: none"> • can demonstrate in their written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin • can transfer their knowledge of Latin literature to their understanding of world literature 	<ul style="list-style-type: none"> • skills developed in I and II strengthened and geared to specific authors such as Pliny, Cicero, Ovid, and Caesar • can demonstrate an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin • can compare and contrast elements of literature, mythology, and philosophy of their own world with that of the ancient world • can compare Roman social customs (entertainment, funeral, and marriage) to today's customs • can break down English words into prefixes, roots, and suffixes on a higher level 	<ul style="list-style-type: none"> • can use their knowledge of Latin to communicate within the student and adult community of classical language learners • can use their knowledge of Latin in learning other languages • can participate in the community of classical scholars in cultural events, contests, lectures, and scholarship • can understand and appreciate the influence of the Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures

LATIN LANGUAGE PROGRESS INDICATORS

Level IV Objectives (AP VERGIL)

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> can read the required books (AP syllabus) of the Aeneid can write a literal English translation of a Latin passage on the syllabus can explicate specific words or phrases in context can identify the context and significance of short excerpts from the required books can identify and analyze characteristic or noteworthy features of the poet's mode of expression, including his use of word choice and placement, imagery, figures of speech, sound and metrical effects, as seen in specific passages can discuss particular motifs or general themes not only suggested by specific passages but also relevant to the poem as a whole can analyze characters or situations as portrayed in specific passages can interpret a literary text through creative activities such as screen plays, song and poems can read aloud with attention to pauses and phrases can scan the Latin hexameter verse 	<ul style="list-style-type: none"> can identify the characters and events of the Augustan Age can demonstrate a knowledge of Vergilian geography can understand the role of the gods and goddesses in the Trojan war and in the Aeneid 	<ul style="list-style-type: none"> can transfer their knowledge of the Aeneid to their understanding of world literature can recognize the figures of speech in English literature and use them in their own writings can understand the many allusions to mythology in English literature 	<ul style="list-style-type: none"> can do all of Level I, II and III geared to Vergil can understand the elements of the heroic epic can appreciate modern reinterpretations of ancient stories and themes in artistic works 	<ul style="list-style-type: none"> can show evidence of connecting the past to the present by applying their knowledge of ancient culture to their thoughts and actions can use their knowledge of Latin to communicate within the student and adult community of classical language learners can use their knowledge of Latin in learning other languages can participate in the community of classical scholars in cultural events, contests, lectures, and scholarship can understand and appreciate the influence of the Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures can appreciate films, plays and musicals based on ancient themes

LATIN LANGUAGE PROGRESS INDICATORS

Level IV Objectives (AP CATULLUS)*

Communication	Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> can read selected poems of Catullus [and Ovid] can write a literal English translation of a Latin passage on the syllabus can explicate specific words or phrases in context can identify the context and significance of short experts from Catullus's poetry and selections from either Cicero, Horace, or Ovid, as indicated by the chosen syllabus can identify and analyze characteristics or noteworthy features of the authors modes of expression, including their use of imagery, figures of speech, sound, and metrical effects (in poetry only), as seen in specific passages can discuss particular motifs or general themes not only suggested by passages but also relevant to other selections can analyze and discuss structure and to demonstrate an awareness of the features used in the construction of a poem or an argument can write a literal translation can write a polished translation can interpret poems and communicate their meanings through creative activities can read at sight can scan Alcaic, Sapphic, Asclepiadean strophe, dactylic hexameter, elegiac distich, and hendecasyllabic 	<ul style="list-style-type: none"> can understand the place of the poet in ancient society can appreciate and recognize the influence of the poets on music, art, and literature of the world can develop a deeper understanding of the mythology used by Ovid can understand the social and political milieu of Catullus and Ovid and its effect on their works and lives 	<ul style="list-style-type: none"> can recognize the influence of Ovid's myths on world art can understand the need for expressing oneself from antiquity to the present can recognize echoes of Catullus and Ovid's poetry in the literature of later periods 	<ul style="list-style-type: none"> can do all of Level I, II, and III geared to Catullus can define lyric poetry can understand different meters can understand the use of figures of speech in effective writing can compare ancient love poetry with that of later periods 	<ul style="list-style-type: none"> can show evidence of connecting the past to the present by applying their knowledge of Catullus, Ovid, Cicero, and Horace to their own and their contemporaries' thoughts and actions students use their knowledge of Catullus, Ovid, Cicero, and Horace to learn and appreciate English poetry

*Refers to any of the three Advanced Placement syllabi: Catullus-Ovid, Catullus-Horace, and Catullus-Cicero

LATIN LANGUAGE PROGRESS INDICATORS

LEVELS	LISTENING	SPEAKING	READING	WRITING
LEVEL I	<ul style="list-style-type: none"> listening for pronunciation listening for endings listening for meaning listening with visuals listening for dictation listening for TPR listening for cognates listening for classroom directions listening for comprehension 	<ul style="list-style-type: none"> simple greetings commands simple questions conversation cards recitation of memorized Latin role-play TPR Games Recording speech on tape and video 	<ul style="list-style-type: none"> pre-reading activities prediction skimming scanning guessing from context extracting information simple cloze identifying cognates choral reading reading aloud with expression graphic-organizers games 	<ul style="list-style-type: none"> copying listing simple description with visuals sentence completion sentence builders dictations graphic fill-ins cinquain poetry translating simple English sentences into Latin simple cloze
LEVEL II	<p>All of Level I plus...</p> <ul style="list-style-type: none"> listening for the subjunctive listening for passive and active voice 	<p>All of Level I plus...</p> <ul style="list-style-type: none"> word association dialogues 	<p>All of Level I plus...</p> <ul style="list-style-type: none"> detecting functions of text clue searching making inferences cloze techniques identifying link words and referents 	<p>All of Level I plus...</p> <ul style="list-style-type: none"> dictations and variations sentence combining descriptions with visuals cloze passages note writing
LEVEL III	<p>All of Level II plus...</p> <ul style="list-style-type: none"> listening for comprehension of Latin prose 	<p>All of Level II plus...</p> <ul style="list-style-type: none"> analysis and discussion of literary texts in English 	<p>All of Level II plus...</p> <ul style="list-style-type: none"> compare and contrast different genres and authors recognition of the figures of speech integrating texts with historical backgrounds 	<p>All of Level II plus...</p> <ul style="list-style-type: none"> translate narrative passages into English analytical essays in English
AP	<p>All of Level III plus...</p> <ul style="list-style-type: none"> listening for comprehension and appreciation of Latin epic and lyric poetry listening for the meter in Latin poetry (hexameter) use of appropriate musical works based on literature 	<p>All of Level III plus...</p> <ul style="list-style-type: none"> memorization and recitation of Latin poetry passages 	<p>All of Level III plus...</p> <ul style="list-style-type: none"> analyzing information read and understand critics commentaries appreciate the poets mode of expression, including use of imagery, figures of speech, and sounds and metrical effects critical analysis of characters on situations 	<p>All of Level III plus...</p> <ul style="list-style-type: none"> write a literal translation explication of specific words or phrases in context interpretations of literary text through student creative activities, screenplays, drawings, songs, etc.

ACCURACY EXPECTATION: Receptive Skills

LEVELS	LISTENING	READING
LEVEL I	<p>The purpose of developing listening skills for Latin students is primarily to enhance comprehension of reading material. Practice in listening develops auditory learning skills, aids in memorization and build confidence, especially in a student with an auditory learning style.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> • can process simple expressions and mottoes • can comprehend simple stories and questions about stories • can understand and respond to simple greetings and classroom commands 	<p>The goal of reading Latin texts is primary in Latin studies as opposed to the speaking and listening goals of modern languages. All our efforts are directed to the ultimate goal of reading original Latin texts.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> • comprehend simple stories and dialogues of made-up Latin • understand simple mottoes, graffiti and epitaphs in real Latin • reading of some unprepared Latin passages at sight
Level II	<p>The purpose of developing listening skills for Latin students is primarily to enhance comprehension of reading material. Practice in listening develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> • longer Latin expressions, mottoes are comprehended • difficulty understanding speech delivered at normal rate • cannot generally understand vocabulary beyond most elementary needs 	<p>The goal of reading Latin texts is primary in Latin studies as opposed to the speaking and listening goals of modern languages. All our efforts are directed to the ultimate goal of reading original Latin texts.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> • comprehension is strengthened by the reading of longer and more difficult stories • understanding of mottoes, graffiti and epitaphs becomes easier • begin to read Latin texts with comprehension • opportunities are provided for students to practice sight readings
Level III	<p>The purpose of developing listening skills for Latin students is primarily to enhance comprehension of reading material. It develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> • understanding of prepared authentic Latin passages of up to four lines • understanding of shorter passages or word groups at sight • greetings and classroom commands continue 	<p>The goal of reading Latin texts is primary in Latin studies as opposed to the speaking and listening goals of modern languages. All our efforts are directed to the ultimate goal of reading original Latin texts.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> • students read real Latin prose • students read real Latin poetry • students can make sense out of new unseen Latin passages with dictionary
Level IV	<p>The purpose of developing listening skills for Latin students is primarily to enhance comprehension of reading material. It develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> • understanding of prepared authentic Latin poetry passages • understanding of shorter authentic Latin poetry passages at sight 	<p>All readings at this level are authentic Latin literary works.</p> <p><u>Accuracy Level</u></p> <ul style="list-style-type: none"> • prose works of history, letters, and orations are read • both epic and lyric poetry are read • reading Latin sight passages is continued • reading of articles or books in English concerning literary analysis or background

ACCURACY EXPECTATION: Productive Skills

LEVELS	SPEAKING	WRITING
LEVEL I	<p>The purpose of developing speaking skills for Latin students is primarily to enhance comprehension of reading material. Practice in speaking develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an aural/oral learning style. Accuracy Level</p> <ul style="list-style-type: none"> pronouncing learned Latin words correctly appropriate responses to greetings accurate responses to questions about learned material generally intelligible in choral reading can get the gist of what is being said and acted in the video <i>Forum Romanum</i> 	<p>The purpose of developing writing skills in Latin is to reinforce understanding and comprehension of the reading material. Students can answer question, write simple journals, and poems in Latin. Also students are asked to write essays, research papers or other compositions in English about the Latin material they are reading. Accuracy Level</p> <ul style="list-style-type: none"> supplying short answers to questions recombining words and phrases supplying missing parts of words or sentences opportunity for simple composition
Level II	<p>The purpose of developing speaking skills for Latin students is primarily to enhance comprehension of reading material. Practice in speaking develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an aural/ oral learning style. Accuracy Level</p> <ul style="list-style-type: none"> pronouncing new vocabulary correctly accurate responses to questions active participation in choral reading of longer and more difficult passages begin to manipulate the language can get the main ideas from <i>Forum Romanum</i> 	<p>The purpose of developing writing skills in Latin is to reinforce understanding and comprehension of the reading material. Students can answer questions, write simple journals, poems, and paragraphs in Latin. Also students may be asked to write essays, research papers or other compositions in English regarding the Latin material they are reading. Accuracy Level</p> <ul style="list-style-type: none"> supply answers to more difficult and longer questions recombining words or phrases supplying missing parts of words or sentences opportunity for more complex compositions
Level III	<p>The purpose of developing speaking skills for Latin students is primarily to enhance comprehension of reading material. It develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style. Accuracy Level</p> <ul style="list-style-type: none"> pronouncing new vocabulary correctly responses to questions active participation in choral reading of longer and more difficult passages memorize and recite short authentic Latin literary passages recitation of Latin lyric or epic poetry in correct meter can understand much of what they see and hear in <i>Forum Romanum</i> 	<p>The purpose of developing writing skills in Latin is to reinforce understanding and comprehension of literary passages. Students can answer questions and write simple sentences in Latin. Also students may be asked to write essays, research papers, or other compositions in English regarding the literary passages they are reading. Accuracy Level</p> <ul style="list-style-type: none"> will paraphrase for clearer meaning will be able to make vocabulary substitutions will be able to use different grammatical concepts to provide a smooth accurate translation of difficult Latin constructions will be able to state and develop a thesis in a logical organized manner.
Level IV	<p>The purpose of developing speaking skills for Latin students is primarily to enhance comprehension of reading material. It develops auditory learning skills, aids in memorization and builds confidence, especially in a student with an auditory learning style. Accuracy Level</p> <ul style="list-style-type: none"> pronouncing new vocabulary correctly responses to questions active participation in choral reading of longer and more difficult passages memorize and recite short authentic Latin literary passages recitation of Latin lyric or epic poetry in correct meter can understand most of what they see and hear in <i>Forum Romanum</i> 	<p>The purpose of developing writing skills in Latin is to reinforce understanding and comprehension of literary passages. Students can answer questions and write simple journals, poems, and paragraphs in Latin. Also students are asked to write essays, research papers, or other compositions in English regarding the literary passages they are reading. Accuracy Level</p> <ul style="list-style-type: none"> can produce elegant translations of Latin poetry in poetry and prose can write a well organized essay employing the tools of literary analysis opportunities are given students to imitate the writing styles of the authors studied.

LANGUAGE FORMS

LEVELS	ADJECTIVES	NOUNS	PRONOUNS
LEVELS I	<ul style="list-style-type: none"> agreement in gender, number, and case placement of adjectives demonstrative (hic, ille) positive, comparative and superlative 	<ul style="list-style-type: none"> gender number nominative, subject, predicate nominative and adjective dative, indirect object accusative, direct object ablative, usually with prepositions vocative, direct address declension 	<ul style="list-style-type: none"> personal interrogative demonstratives: hic, ille is
LEVEL II	<ul style="list-style-type: none"> develop Level I substantive use of adjective participles as adjectives gerundives as adjectives other adjectives, e.g., idem, iste, aliquis 	<ul style="list-style-type: none"> develop Level I appositives 	<ul style="list-style-type: none"> develop Level I relative reflexive
<p>LEVEL III Develop II, Maintain I Level III Latin gives the student the opportunity to use and master the grammar of I and II and if necessary to revisit the grammar. New vocabulary will be introduced based on the authors studied. Advanced grammar constructions which have not been taught in depth will be addressed as they occur in the readings.</p>			
LEVEL IV AP VERGIL		<ul style="list-style-type: none"> genitive singular ai instead of ae genitive plural un instead of -arum, -orum, -uum dative singular u instead of ui nouns of Greek origin that retain some Greek ending. E.g. Aeneas contractions poetic plurals supines 	<ul style="list-style-type: none"> olli and ollis instead of illi and illis quis instead of quibus mi instead of mihi
LEVEL IV AP CATULLUS/OVID/HORACE Maintain Levels I&II Develop III *See Vergil List		<ul style="list-style-type: none"> contractions poetic plurals 	

LANGUAGE FORMS

LEVELS	PREPOSITIONS	VERBS	OTHER
LEVELS I	<ul style="list-style-type: none"> with the accusative with the ablative (place) 	<ul style="list-style-type: none"> agreement of subject and verb persons: first, second and third number: singular and plural present, imperfect, perfect, pluperfect voice, active conjugation infinitive principal parts as verb stems imperative irregular verbs 	<ul style="list-style-type: none"> no article in Latin inflection enclitics adverbs interjections
LEVEL II	<ul style="list-style-type: none"> develop Level I ablative of agent 	<ul style="list-style-type: none"> develop Level I historic present passive voice for all tenses present passive infinitive perfect active and passive infinitives, infinitive deponent verbs the use of the subjunctive mood in dependent and independent clauses sequence of tenses gerund, gerundive indirect statement indirect questions volitive subjunctive 	<ul style="list-style-type: none"> prefixes degree of adverbs calendar and Roman system of dating meanings of quam
<p>LEVEL III Develop II, Maintain I Level III Latin gives the student the opportunity to use and master the grammar of I and II and if necessary to revisit the grammar. New vocabulary will be introduced based on the authors studied. Advanced grammar constructions which have not been taught in depth will be addressed as they occur in the readings.</p>			
<p>LEVEL IV AP VERGIL</p>		<ul style="list-style-type: none"> imperfect indicative active of the 4th conjugation, e.g. lenibat plural ending in -ere instead of -erunt contractions of the perfect and pluperfect present infinitive passive ending in -ier instead of -i use of future imperative as a command supine to express purpose supine to express respect infinitive to express purpose contractions poetic plurals 	
<p>LEVEL IV AP CATULLUS/OVID/HORACE Maintain Levels I&II Develop III *See Vergil List</p>		<ul style="list-style-type: none"> same as above 	<ul style="list-style-type: none"> puns archaisms diminutives

ASSESSMENTS

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

Assessment

- is an integral part of the teaching and learning process
- includes a wide range of assessment tools both traditional and alternative
- 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

KNOWLEDGE

- Teacher made short answer tests.
- Teacher made multiple choice tests.
- Reports
- Responding to questions about the action of the story
- Reading a short Latin passage aloud
- Participating in a discussion about a passage just read
- National Latin Exam

PERFORMANCE

- Literal and polished translations
- Oral presentations
- Group presentations
- Creation of art or literature which reflects the ancient world
- Museum or archeological presentations
- Problem solving
- Responses to oral Latin commands, directions, etc.

SELF- ASSESSMENT

- Self-evaluating forms
- Peer response
- Translations
- Portfolios
- Journals
- Discussions

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 students' summary provides an indication of how well the student is able to interact with the material.
- Content Dictation:** The student writes sentences about the content as they are dictated by the teacher. 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.
- 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 5th or 7th 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. Observation may be recorded with anecdote 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.
- 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 method of assessment also stimulates higher level thinking.
- 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.

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MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Student Self Ratings:** Student 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.
- 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.
- 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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BEST PRACTICES

The Latin 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 address the range of student abilities, learning styles, and multiple intelligences
- uses a multi-sensory approach for delivery of instruction (e.g., use of manipulative, 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

National Classical Language
Learning Standards
and the
Arlington Public Schools
Latin Curriculum

LATIN I-II

Goal # 1: Communication: students communicate in a classical language by reading and understanding Latin texts.

Standard 1.1

Students read, understand, and interpret Latin.

Each of the twelve Stages of Unit I opens with line drawings that reflect a specific authentic cultural context. Students read the Latin sentence that accompanies each drawing and without resorting to translation, begin to understand the lives of the Romans through their own language.

Selected examples:

- Roman daily life and routine: Stage 1, pp. 3-7; Stage 2, pp. 20-23
- A story of slavery and freedom: Stage 6, pp. 88-89
- Roman education and skills: Stage 10, pp. 162-165
Each Stage next connects these contextualized, image-based sentences into meaningful passages that provide students with extended Latin reading they can understand. Selected examples:
 - Roman daily life and routine: Stage 1, p. 7; Stage 2, pp. 24-25; Stage 3, pp. 36-40
 - A story of slavery and freedom: Stage 6, pp. 90-92
Roman education and skills: Stage 10, pp. 166-169, 172
Each Stage asks students to demonstrate their comprehension and/or interpret the contextualized Latin they read. Selected examples:
 - Roman daily life and routine; Stage 1, p. 9; Stage 2, pp. 27-28; Stage 3, pp. 39-42
 - A story of slavery and freedom: Stage 6, pp. 95-96
Roman education and skills: stage 10, p. 173-174

LATIN I-II

Standard 1.2 - Communication

Students use orally, listen to, and write Latin as part of the learning process.

In each of the twelve Stages high-interest, contextualized stories with authentic conversational tone encourage oral use of Latin and provide students with an opportunity to listen to Latin read aloud by the teacher, other students, and speakers on the accompanying audio cassette. Note in particular:

- Stage 3, p. 40: A conversation about business takes place within a narrative scene at the harbor.
- Stage 4, p. 58: Judge, accused, and accuser argue in court.
- Stage 5, p. 77: Within the Stage's context of the Roman theater, stage directions accompany a conversation among various residents of Pompeii about an upcoming play.
- Stage 7, p. 106: While at dinner, the host tells a marvelous story to his friends.
- In each stage, in the Practicing the Language sections, students write meaningful phrases and sentences in Latin from the beginning, based on the patterns they have experienced in context. Selected examples:
 - Stage 1, p.9 (emphasis: key nouns and verbs)
 - Stage 2, p. 27 (emphasis: meaning of verbs; nominative and accusative cases)
 - Stage 9, p. 151 (emphasis: meaning of verbs-first, second, and third declension in nominative, dative, and accusative cases)
 - Stage 12, p. 214 (emphases: perfect and imperfect tenses)

LATIN I-II

Goal # 2: Culture: students gain knowledge of the Greco-Roman culture.

Standard 2.1

Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.

Each Stage (a) opens with line drawings that depict the Romans engaging in culturally authentic activities, then includes these practices in the ongoing story line in Latin, and (b) ends with a discussion section in English that provides more detailed reflections on the perspectives underlying these practices: See:

- Home life and daily routine in Stages 1 and 2: (a) 3-7, 20-25, (b) 13-15, 34-36
- Economic life and slavery in Stages 3 and 6: (a) 36-40, 88-92 (b) 43-47, 97-100
- Political life and public service in Stages 4 and II: (a) 52-58, 182-190 (b) 62-66, 194-198
- Education and life skills in Stage 10: (a) 162-172 (b) 175-178
- Dealing with death in Stage 7: (a) 108-114 (b) 115-118
- Theater and performance arts in Stage 5: (a) 70-77 (b) 81-84
- Public gladiatorial contests in Stage 8: (a) 122-131 (b) 134-138
- Socializing in the public baths in Stage 9: (a) 142-152 (b) 154-158

In addition, students are invited to reflect on Roman practices by comparing them with those of the Greeks (pp.162-169) and other Mediterranean cultures of the classical period (pp. 12, 45, 97, 99).

LATIN I-II

Standard 2.2: Culture

Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

Each Stage begins with line drawings that depict Romans surrounded by authentic products and settings. Then throughout the Stage a variety of Roman products are shown through photos, drawings, and diagrams, each with an accompanying caption that connects the product with the Roman perspective that led to its creation. See:

- Products of home and daily life: pp. 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 28, 29, 30, 31, 32, 33, 34, 207, 209, 217 (Stages 1, 2, and 12)
- Products of town life and commerce: pp. 39, 43, 44, 45, 46, 47, 48, 50, 51, 57, 61, 62, 63, 64, 65, 66, 67, 68, 90, 94, 97, 99 (Stages 3, 4, and 6)
- Products of political life: pp. 193, 194, 196, 197, 198, 200 (Stage 11)
- Products reflecting perspectives on death: pp. 103, 107, 115, 116, 117, 118, 119 (Stage 7)
- Products used in education and employment: pp. 167, 175, 176, 177, 178, 180 (Stage 10) products of the theater and literature: pp. 69, 74, 76, 81, 82, 83, 84, 85, 86 (Stage 5) products used in gladiatorial contest: pp. 126, 133, 134, 135, 136, 137, 138, 140 (Stage 8) Public baths: pp. 141, 145, 147, 150, 152, 153, 155, 156, 157, 158, 159, 160 (Stage 9) Works in the fine arts: pp. 7, 9, 37, 78, 80, 83, 132, 140
- Non-literary texts: pp. 138, 197, 198
- Products of religious observance: pp. 50, 207, 209, 213
- In addition, student are invited to reflect on Roman products and perspectives by comparing them with those of the Greeks (pp. 82, 157, 162-169, 177-178) and the Egyptians (pp. 172-173).

LATIN I-II

Goal #3: Connections: Students connect with other disciplines and expand knowledge.

Standard 3.1

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Each Stage provides students with tools and skills they can use to increase their accuracy in the use of their own language and the study of additional languages, classical and/or modern. The inductive approach of the Cambridge Latin course guides students so that, in the process of learning to read Latin, they reflect on the nature of the forms and manipulation of language. In the About the Language sections found in each Stage and at the end of Unit I students can confirm and/or clarify what they have learned from their guided reading.

- See pp. 8, 26, 41, 59, 75-76, 78, 93-94, 107, 11, 130, 132, 148-149, 170-171, 186-187, 191, 212-213, 226-242.

Each Stage with its own culturally authentic context provides a Word Study that includes work with derivatives addressing a wide variety of disciplines, including government, law, history, geography, the arts and literature.

- See pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221.

LATIN I-II

Standard 3.2: Connections**Students expand their knowledge through the reading of Latin and the study of ancient culture.**

Each Stage of Unit 1, set in Pompeii in the year AD 79, provides Latin passages in authentic cultural contexts. The passages are followed by English discussions that provide for more in depth study of Roman culture. Note in particular:

- Economics: pp. 36-40, 43-47, 88-92, 97-100
- Politics; pp. 182-190, 194-198
- Historical events – Pompeii and its destruction: pp. 43-47, 138, 202-210, 216-220
- Education: pp. 162-172, 175-178
- Public Life – the Forum: pp. 52-58, 62-66
- Performance arts; pp. 70-77, 81-84
- Social sciences, including social relationships (pp. 3-7, 13-15, 20-25, 34-36) and public events (pp. 122-131, 134-138, 142-152, 154-158)
- Additional areas of study addressed in Unit 1 include:
 - The influence of the Greeks: pp. 162-169
 - Geography: pp. 10, 43-47, 216-220
 - Plots, themes, and authors in literature: pp. 82-84, 118, 138, 155, 177
 - Architecture: diagrams pp. 13-15, 157, 158; photos pp. 29, 43, 47, 57, 61, 64, 66, 81, 82, 109, 126, 147, 156, 159, 213, 217

LATIN I-II

Goal #4: Comparisons: Students develop insight into their own language and customs.

Standard 4.1

Students recognize and use elements of the Latin Language to increase knowledge of their own language.

Each of the twelve Stages of Unit 1 contains one or two *About the Language* sections that focus on training students to recognize the elements and structure of the Latin language. These sections are followed by a *Practicing the Language* section with a series of activities in which students use the elements of Latin to create meaningful sentences and to reflect on what they have learned. Specifically Unit I trains students in the following key areas (with selected locations presentation and practice for students):

- Case (recognition, pp. 26, 78, 130, 148-149; use, pp. 42, 133, 151)
- Declension of nouns and pronouns (recognition, pp. 41, 78, 149, 186-187; use, 60, 79, 96, 112, 174, 192, 214)
- Verb conjugation and tense (recognition, pp. 59, 75-76, 93-94, 111, 170, 212-213; use, 60, 79, 96, 112, 133)
- Derivatives (in the *Word Study* section of each Stage, pp. 17, 33, 49, 67, 85, 101, 119, 139, 159, 179, 199, 221)
- Roots, pp. 49, 85, 159, 179, 199
- Latin structure and/or syntax specifically compared to English, pp. 8, 26, 93, 107, 111, 186, 191
- Latin compared to English through focused translation, pp. 9, 27-28, 42, 60-61, 79-80, 96, 112, 133, 151, 174, 192-193, 214-215

LATIN I-II

Standard 4.2: Comparisons

Students compare and contrast their own culture with that of the Greco-Roman world.

Each of the twelve Stages of Unit I is organized around a specific aspect of the cultures of the Greco-Roman world. Each contains information, illustrations, and reflections designed both to teach students about classical culture and to provide opportunities for them to compare and contrast their own culture with that of the ancient world with regard to:

- Daily life at home and in the community (Stages 1 and 2)
- Education (Stage 10)
- Economic life (Stage 3, 4, and 6)
- Entertainment and recreation (Stages 5, 8, and 9)
- Politics (Stage 11)
- Beliefs about death (Stage 7)
- Events that have an impact on societies (Stage 12)
- In addition, specific comparisons and contrasts with contemporary culture are found on pp. 10, 12, 13, 15, 63, 65, 97, 115, 154, and 176

LATIN I-II

Goal #5: Communities - Students participate in wider communities of language and culture

Standard 5.1

Students use their knowledge of Latin in a multilingual world.

Through the inductive approach of the Cambridge Latin course students will be able to read Latin and to recognize and use appropriate grammar and syntax. Students will also compare Latin structures and concepts to their own language. Students may then use this knowledge and skill to:

- speak about Latin to others in the school or the community; tutor other students;
- participate in school classics clubs and the Junior Classical League;
- recognize Latin words, phrases, and language elements in a variety of texts and media;
- read classical authors for personal enjoyment and enrichment;
- participate successfully in classical language examinations, contests, and festivals; and experience success in additional courses in modern or classical languages.

LATIN I-II

Standard 5.2: Communities

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

By the end of Unit 1 students have a clear idea of the daily lives and basic activities, attitudes, and beliefs of the ancient Romans. They reflected on the nature of their own culture as they studied that of the Romans and other ancient civilizations and are aware of cultural diversity in both the ancient and modern world. Students are prepared to reach out with sensitivity and skill to:

- recognize Latin cultural elements in a variety of media including films, plays, and television; participate successfully in school, regional, state, and or national classical examinations and contests;
- participate in school or community festivals;
- recognize classical cultural and historical elements in other course disciplines;
- recognize and appreciate classical influences and elements in art, architecture, and music;
- explore additional aspects of classical culture through attendance at lectures and workshops;
- correspond with students around the world.

LATIN III – LANGUAGE COMPONENTS

Focus

The focus for the components of Level III shall be to ensure recognition and production of new and previously learned grammatical forms, definitions and use of Latin vocabulary, and recognition and definition of English words derived from the Latin vocabulary. Continued opportunities to enlarge and enrich the student's English vocabulary through derivative study shall be provided.

Learner Objectives for Communication Goal

COM. III.1 The student will substantially complete the study of the elements of grammar.

Descriptive Statement: This objective ensures that the students assimilate knowledge of new grammatical forms. Since by the end of Latin II the student has encountered the majority of grammatical forms necessary for the reading of Latin Literature at Level III, the objective also assures that the student maintains a working knowledge of these forms.

To accomplish this objective the student is expected to:

- memorize new forms as met.
- identify forms in context.
- practice spelling and pronunciation of forms for reinforcement.

LATIN III – LANGUAGE COMPONENTS

Cambridge Latin Course Unit IV

Indirect Statement Stage 36-38, 40 - 41
Subjunctive Forms

Present Subjunctive, Active, Passive and Deponent, Stage 36, 41

Imperfect Subjunctive, Passive and Deponent, Stage 42-43

Perfect Subjunctive, Active, Passive and Deponent, Stage 37, 48

Pluperfect Subjunctive, Active, Passive and Deponent, Stage 46

Subjunctive Clauses

Fear clauses, Stage 37

Deliberative Subjunctive, Stage 38

Jussive Subjunctive, Stage 45

Conditionals, Stage 42, 45, 46

Gerund/Gerundive

Gerundive of obligation, Stage 38

Ad + gerund/gerundive, Stage 40, 41

Gerunds in genitive and ablative, Stage 43

Case usage

Ablative of comparison, Stage 36

Fruor, utor + ablative, Stage 35,37

Possessive dative, Stage 38

Dative of disadvantage, Stage 45

Genitive of Value, Stage 45

LATIN III – LANGUAGE COMPONENTS

COM III. 2 The student will enlarge a functional vocabulary.

Descriptive Statement: Each author uses vocabulary and idioms peculiar to his style and genre. Therefore, it is necessary for the student to acquire a functional understanding of this vocabulary.

To accomplish this objective the student is expected to:

- recognize new words and idioms.
- determine meanings of new words/idioms in context.
- determine new meanings for familiar vocabulary.
- use these words/idioms to comprehend the reading.

Cambridge Latin Course Unit IV

Stages 41-48 contain adapted excerpts from prominent Roman writers. At the end of each stage the vocabulary for the chapter is presented. “The “Vocabulary Checks” are designed to practice words which, though common, are easily forgotten or confused. Sometimes an important but troublesome word which occurs in a number of consecutive reading passages is included in the “Vocabulary Check” for each passage so that repetition may assist in memorization.” (CLC Unit IV Teacher’s Manual. NCC Enterprises Limited. 1992. p. 35.)

The variety of authors, both prose and poetry, exposes the students to various styles of writing and vocabulary.

A frequent exercise in “Practicing the Language” is a Latin vocabulary drill that expands the students knowledge of Latin vocabulary.

Stage 35	antonyms
Stage 36	adjectives formed from nouns
Stage 39	related verbs and nouns
Stage 40	antonyms
Stage 42	distinction in meaning between <i>emittere</i> , <i>petere</i> , and <i>referre</i>
Stage 43	synonyms
Stage 44	multiple translations of <i>solvere</i>
Stage 45	antonyms
Stage 47	synonyms

LATIN III – LANGUAGE COMPONENTS

COM III. 3 The student will exhibit an increased knowledge of derivatives.

Descriptive Statement: Emphasis is on increasing the student's personal vocabulary through association, memorization, and application of prefixes, suffixes, and root words derived from the vocabulary of each author read.

To accomplish this objective the student is expected to:

- memorize the meanings of root words, prefixes, suffixes.
- apply this knowledge in determining the meaning of unfamiliar English words.

Cambridge Latin Course Unit IV

Each stage provides a Word Search or Synonym Search that includes work with derivatives . . . See *CLC Unit IV*. NCC Enterprises Limited. 1991. pp. 32, 52, 72, 92, 110, 138, 158, 178, 197, 218, 233, 256, 280.

LATIN III – LANGUAGE PROCESS

Focus

The Focus of Processes Level III shall be to provide sufficient opportunities to recognize, identify, and interpret within the readings the syntax common to each author. Frequent review of syntax in context will be conducted to ensure proficiency in recognizing and interpreting the constructions with an eye toward comprehension.

Learner Objectives

PRO III. 1 The student will identify the syntax common to each author read.

Descriptive Statement: Proficiency in the reading of Latin literature requires mastery of syntactical usage. These usages include all introduced on previous levels as well as those required of Latin III.

To accomplish this objective the student is expected to:

- practice identification of syntax in context.

Cambridge Latin Course Unit IV

One of the main components of the CLC series is to teach and reinforce Latin syntax through reading. Each stage introduces a new syntactical form and/or common Latin sentence pattern that is repeated throughout that particular stages readings. The “About the Language” sections of each stage identifies the new syntactical forms and/or sentence structures as it was used in the readings for that stage. The “About the Language” sections may also include a review of previously learned grammar forms and/or sentence structures.

For a list of the syntax and sentence structures taught in each stage in Unit IV see the *CLC Scope and Sequence* which has been appended to this document.

PRO III.2 The student will analyze and interpret the syntax common to each author read.

Descriptive Statement: Comprehension of Latin literature depends on an understanding of syntax. Analysis and interpretation of syntax precedes this understanding.

To accomplish this objective to the student is expected to:

- analyze elements of syntax in context.
- use this analysis to interpret the reading.

Cambridge Latin Course Unit IV

The “Practicing the Language” section of each Stage contains drills that require the student to manipulate the language. The types of grammar drills used by *CLC Unit IV* are substitution, completion, transformation, and translation.

The “Review Grammar” at the end of the book contains exercises that drill both the grammar and the syntax for Unit IV.

LATIN III - LITERATURE

Focus

The focus of Literature Level III shall be to introduce the student to original works of Latin Literature and the techniques of critical analysis. Attention shall be paid to developing an awareness of the element of style and an appreciation of the emotional impact of the works studied. Continuing emphasis shall be placed on correct pronunciation of the Latin through oral reading.

Learner Objectives

LIT.III. 1 The student will continue to read Latin aloud observing standard Classical pronunciation and accent.

Descriptive Statement: The purpose of this objective is to increase oral/aural skills. Special attention is given to poetic meter where applicable.

To accomplish this objective the student is expected to:

- read aloud Latin selections.
- listen and repeat phrases, sentences, and passages read by the teacher
- memorize and recite short passages from authors studied.

Cambridge Latin Course Unit IV

Four of the 14 stages in Unit IV contain readings written in dialogue format that encourages students to read aloud the Latin with proper intonation and gestures. The other ten stages are devoted to reading real Latin both poetry and prose.

Stage 36 Reading Marcus Valerius Martialis – *recitatio* in the ancient world

Epigrams of Martial

Stage 37 Reading “*Amici principis*”

Stage 38 Marriage of Polla

Stage 39 *Heredes principis*

The culture sections of Stages 36 and 39 discuss the ancient Romans’ habit of reading Latin aloud rather than silently.

LATIN III - LITERATURE

LIT.III 2 The student will read and comprehend selected passages of original Latin literature.

Descriptive Statement: This objective introduces the student to original works of prose and/or poetry. These original works may be selected from such authors as Caesar, Cicero, Sallust, Pliny, Ovid, Catullus, Martial, Phaedrus, and Petronius.

To accomplish this objective the student is expected to:

- complete regular reading assignments.
- employ syntactical analysis and interpretation to achieve comprehension.

Cambridge Latin Course Unit IV

Stages 41-48 contain adapted passages from the following prose authors:
Pliny the Younger, Pliny the Elder, Tacitus, Suetonius

Stages 41-48 contain adapted poetry passages from these poets:
Catullus, Ovid, Martial, Phaedrus, Vergil

In addition Unit IV contains supplementary readings taken from:

Petronius, *Satyricon*
Pliny the Elder, *Natural Histories*
Pliny the Younger, *Letters*
Tacitus, *Agricola*
Suetonius, *Life of Domitian*

LIT.III.3 The student will interpret the selected passages through critical analysis.

Descriptive Statement: The focus of this objective is twofold: (1) to develop an awareness of style and (2) to develop and apply analytical skills necessary for a critical approach to literature.

To accomplish this objective the student is expected to:

- learn terminology for elements of style
- practice recognition and identification of elements of style.
- analyze the relationship between style and meaning.

Cambridge Latin Course Unit IV

“A cardinal principle throughout the Course has been that students should not only study the reading material from a linguistic point of view but also explore and discuss its content.”(*CLC Unit IV, Teacher’s Manual*. Cambridge University Press. 1992. pp. 14)
Particularly in stages 41-48, which contain the real Latin excerpts, the reading comprehension questions contain questions that require the students to evaluate the author’s tone, the effectiveness of figures of speech, choice of words etc.

The teacher’s manual for Stages 36, 39, 42,45, and 47 contains instruction on how and where to introduce poetic devices and meter.

LATIN III - LITERATURE

LIT.III 4 The student will respond to a literary work as an art form.

Descriptive Statement: The focus is to move students beyond an emphasis on the relationship of style and meaning to an awareness and appreciation of the emotional impact of the work.

To accomplish this objective the student is expected to:

- apply techniques of critical analysis
- discuss and justify his or her emotional reaction to the work.

Cambridge Latin Course Unit IV

As stated in LIT.III.3, CLC considers the student's emotional response and literary analysis of the readings to be a very important part of the curriculum. The reading comprehension questions for each reading contain thought provoking questions as well as questions regarding content and grammar. Moreover, the teacher's manual for each stage suggests possible ways to engage the student in an analysis of the reading as a piece of literature.

LATIN III - CULTURE

FOCUS

The focus of Culture LEVEL III shall be to develop an understanding of the relationships between the works read and their social, economic, political, historical, and moral contexts. Continuing attention shall be paid to similarities in and differences between Roman and subsequent cultures. Emphasis shall be placed on understanding the immediate and subsequent literary value of the works under study.

Learner Objectives

CUL.III.1 The student will be able to synthesize the cultural and historical contexts of the works read.

Descriptive Statement: This objective expands the student's scope of inquiry to include the social, economic, political, historical, and moral contexts of the literary works.

To accomplish this objective the student is expected to

- place the work in historical context.
- identify aspects of social conventions, economics, and politics reflected in the work, where applicable.

Cambridge Latin Course Unit IV

The historical context for Stages 35-40 readings are 83AD – 90AD set during the middle of Domitian's reign. While the main storyline focuses on the Roman government under the emperors, secondary storylines revolve around marriage, Roman law, and the poet Martial, a contemporary of Domitian.

Stages 41-48 are comprised of excerpts from a variety of authors. Prior to each Stage's readings CLC provides background information about the historical and social context of the readings. Each stage ends with a culture unit related to the content of the readings.

	AUTHOR	CULTURAL BACKGROUND
Stage 41	Pliny the Younger	Roman Provincial Government
Stage 42	Phaedrus, Catullus, Vergil	Latin poets and poetry
Stage 43	Petronius	Divorce and Remarriage
Stage 44	Ovid	Icarus in Art
Stage 45	Catullus	Clodia
Stage 46	Pliny the Younger	Time chart of Roman authors
Stage 47	Vergil	Chariot Race in Homer's Iliad
Stage 48	Tacitus	The Emperor

LATIN III - CULTURE

CUL.III.2 The student will recognize the immediate and subsequent literary value of works read.

Descriptive Statement: Attention is paid to the significance of the work in Roman literary history and its impact on subsequent Western culture.

To accomplish this objective the student is expected to:

- place the work in appropriate historical perspective.
- discuss the use and impact of the work in Western literature.

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Before each reading, CLC provides a brief historical overview of the author and the events surrounding the author's life. The culture section at the end of each stage often contains information that relates Roman culture to subsequent cultures.