

WGSD Curriculum-- Foreign Language Level 5 (Spanish, French, German)

High Priority Standards

ACTFL Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Learning Goal

Students will be able to converse in the target language.

Proficiency Scale

4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
3. Student demonstrates mastery with the learning goal as evidenced by:
 - maintaining a fluent exchange of longer duration by providing required information (e.g., responses to questions, statements, and support of opinions) or requesting additional information.
 - using all indicative tenses and the subjunctive mood.
 - using idioms and/or slang words and transitional phrases.
 - conversing with some errors which do not impede comprehensibility.
 - using accurate and appropriate register consistently and for the appropriate context when speaking.
 - clarifying or self-correcting.
2. The student demonstrates he/she is nearing proficiency by:
 - performing processes such as:
 - simple question formation.
 - simple responses without elaboration.
 - verb conjugation which may not agree with the

	<p>subject.</p> <ul style="list-style-type: none">○ recalling basic vocabulary which may not be relevant to the task.● conversing with errors that force interpretation and cause confusion for the listener.● using register that is inappropriate for the conversation.● clarifying or self-correcting without improving comprehensibility. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

For all target languages, students will:

- participate in interpersonal and presentational speaking.
- create questions about familiar topics.
- participate in common social interactions using the formal and informal register.
- exchange information about personal events in a variety of verb tenses.
- paraphrase to demonstrate comprehension.
- use circumlocution to describe unfamiliar content.

The following communicative themes are language-specific:

French:

express personal information about personal relations, media, city life, justice, politics, and crises.

German:

express personal information about secondary education, politics, media, and environment.

Spanish:

express information about Latin American identity, the workplace, social issues.

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High Priority Standards

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

Learning Goal

Students will be able to write in the target language.

Proficiency Scale

4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
3. Student demonstrates mastery with the learning goal as evidenced by:
 - maintaining responses which include a personal perspective, e.g. essays, written correspondence, etc...
 - providing required information (e.g., responses to questions, request for details) with some elaboration.
 - using all indicative tenses and the subjunctive mood.
 - writing with some errors which do not impede comprehensibility.
 - using accurate and appropriate register for the situation, except for occasional shifts.
2. The student demonstrates he/she is nearing proficiency by:
 - performing processes such as:
 - simple question formation.
 - simple responses without elaboration.
 - verb conjugation which may not agree with the subject.
 - recalling basic vocabulary which may not be relevant to the task.

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| | <ul style="list-style-type: none">• providing some required information without elaboration.• writing partially understandable text, with errors that force interpretation and cause confusion for the reader.• using generally inappropriate register for the situation. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p> |
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Learning Targets

For all target languages, students will:

- engage in interpersonal and presentational writing.
- create original texts in the target language.

High Priority Standards

ACTFL Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Learning Goal

Students will be able to comprehend written text in the target language.

Proficiency Scale

4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
3. Student demonstrates mastery with the learning goal as evidenced by:
 - providing accurate responses to questions about the text using all indicative tenses and the subjunctive mood.
 - summarizing and analyzing the main ideas or themes of the text in his or her own words with elaboration.
2. The student demonstrates he/she is nearing proficiency by:
 - performing processes such as:
 - answering simple questions about the text which may not be accurate.
 - recalling basic vocabulary from the text.
 - restating basic ideas of the text with no elaboration.
1. Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- analyze and interpret an authentic printed text.
- use context clues, synonyms and antonyms to understand unfamiliar vocabulary.
- demonstrate comprehension by creating an original product based on the text.

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High Priority Standards

ACTFL Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Learning Goal

Students will be able to understand the spoken target language.

Proficiency Scale

4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
3. Student demonstrates mastery with the learning goal as evidenced by:
 - providing accurate and appropriate responses to questions about an authentic audio source of longer duration using all indicative tenses and the subjunctive mood.
 - summarizing and analyzing the main ideas or themes of an authentic audio source in his or her own words with elaboration.
2. The student demonstrates he/she is nearing proficiency by:
 - performing processes such as:
 - answering simple questions about the audio source which may not be accurate.
 - recalling basic vocabulary from the audio source.
 - restating basic ideas of the audio source with no elaboration.
1. Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- listen to and interpret a variety of authentic audio sources, e.g. songs, news broadcasts, interviews, teacher's spoken language, film and television clips, etc...
- listen to an authentic audio source and summarize understanding.
- respond appropriately to verbal prompts.

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High Priority Standards

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

ACTFL Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Learning Goal

Students will be able to understand the target language culture.

Proficiency Scale

4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3. Student demonstrates mastery with the learning goal as evidenced by:

- accurately comparing the student's own community with the target culture, including supporting details and relevant examples.
- explaining practices, products and perspectives of the target culture.

2. The student demonstrates he/she is nearing proficiency by:

- recognizing and recalling basic characteristics of the target culture.
- listing practices, products and perspectives of the target culture.

1. Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- explain cultural and linguistic nuances among places where the target language is spoken.
- compare and contrast products, practices, and perspectives of his or her own culture and that of the target language, e.g., social issues, environment, personal relationships, political issues, etc...