

**WEBSTER GROVES SCHOOL DISTRICT
BOARD OF EDUCATION ITEM OF CONSIDERATION**

DATE: April 13, 2015

TOPIC/PROPOSAL:

Approval of 7-12 World Language Curriculum

BACKGROUND INFORMATION:

Over the past year and a half, numerous staff members have worked to develop a written curriculum that aligns with the most current educational standards for music and the Marzano Teacher Evaluation Model adopted by the district. In addition and most important, teachers and leadership placed an emphasis on developing curriculum that is rigorous and relevant for students.

The 7-12 World Language curriculum is attached.

INSTRUCTIONAL IMPACT/RATIONALE:

The revised 7-12 world language curriculum will better enable our students to apply their skills of a world language in a variety of contexts and settings.

CSIP/DISTRICT GOAL ADDRESSED:

* WGSD will personalize learning for all students to increase engagement and rigor resulting in improved student achievement.

*WGSD will make a positive impact on the world by being a model for teaching, learning and practicing sustainability.

FISCAL NOTE:

No increase in FTE.

ADMINISTRATIVE RECOMMENDATION:

- Action Requested: X
- Information:
- Proposed Motion for Approval (if applicable):

I move that the Board of Education adopt the 7-12 World Language curriculum for the 2014-15 school year.

PREPARED BY: John Simpson

Motion: _____

Second: _____

Board Vote: (yes) (no) (abstain) (Consent Agenda)



7-12 World Language Curriculum

Presented to the Board of Education on
Monday, April 13, 2015

As a learning community, the Webster Groves School District will lead in purposeful innovation that challenges each of us to discover and pursue our passions and make a positive impact on the world.

Table of Contents

- I. Executive Summary
- II. Process for Curriculum Review
- III. Spanish, German, and French I
- IV. Spanish, German, and French II
- V. Spanish, German, and French III
- VI. Spanish, German, and French IV
- VII. Spanish, German, and French V
- VIII. Spanish, German, and French VI/AP
- IX. Latin I
- X. Latin II
- XI. Latin III
- XII. Latin IV
- XIII. Japanese I
- XIV. Japanese II

Standards: The world language curricula was aligned to the latest version of the National Standards for World Language Education.

Rationale: It is critical for students today to engage in learning that is relevant, rigorous, and rewarding. In addition to engaging in learning that is cognitively demanding and challenging, students need to be able to apply their knowledge and skills across contents and contexts within the school environment, and more importantly in the “real world.” For it is when this application extends outside the boundaries of the school, that interest, relevance, and value are maximized.

While the curriculum is designed to support the transference of knowledge and skills, district staff working together must learn and work to provide authentic and engaging learning opportunities for students. As they engage in such learning within the world language curricula, students will learn the skills and knowledge necessary to expressively and receptively communicate in their language of study outside the school setting.

Course Changes: Given the low enrollment in Japanese over the last few years, a curriculum was not written for Japanese 3 and 4. Although students currently enrolled in Japanese will be able to finish the sequence if they so desire, it will be moved to a two year offering (Japanese 1 and 2) prior to being phased out. The 7-12 department is discussing the possibility of offering Mandarin beginning in middle school and through the high school.

Items of note: The following are a few items of note regarding the world language curricula:

- The learning goals and proficiency scales are largely skill-based as a priority was placed on the children’s ability to communicate in all its forms. The learning targets do contain some “knowledge” (ie: vocabulary for transportation) items that will be learned as they apply their understanding of the knowledge through the skills learned.
- While the curricula are all very similar, the three core languages (Spanish, French, and German) are pretty much the same. In Latin, children are taught to read, among other things, but there isn’t a focus on speaking as Latin is not a spoken language today. Japanese is unique from the three core languages due to the dramatic difference in its alphabet and the fact that items such as subject-verb agreement, conjugations, etc. aren’t found in the language.
- To align with new standards and current trends, we’ve shifted from the courses being “foreign” languages to “world” languages.

Process of Curriculum Review Leading to Board Approval

Review Checklist for Draft Phase One (curriculum coordinator and/or high school designee):

- The curriculum which includes learning goals and proficiency scales is written using the district template.
- Learning goals are priority, transferable understandings and skills relevant for students within and across disciplines and situations.
- Cultural relevance is evident in the learning goals and/or proficiency scales when applicable (in curriculum, always applicable in design of learning).
- Approximately 8-11 learning goals are created per semester per course or content. *There may be a good reason for more or less.*
- Learning goals are aligned to “governing” curriculum standards.
- Approximately 2-4 sample learning targets are included for each learning goal (optional).
- Proficiency scales clearly articulate a progression of learning with the learning goals and can be understood by students, staff, and families.
- On the proficiency scale:
Level 4: Includes the statement, “Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.”(Examples may be included).

Level 3: Student demonstrates mastery with the learning goal as evidenced by...(**GRADE LEVEL/COURSE CURRICULUM EXPECTATION**)

Level 2: Student demonstrates he/she is nearing the learning goal by...and includes identification of the “discipline- specific vocabulary” directly tied to the learning goal.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by...

- The curriculum is well-written and in the present tense.
- The content, vocabulary, and language are aligned across grade levels and/or courses (if applicable and by curriculum coordinator).

Review Checklist for Draft Two (Reviewers: Gabrielle Corley or John Simpson)

- The curriculum is written in a manner consistent with district expectations. The “style sheet” will be used to provide feedback.
- The curriculum is written with appropriate conventions and tense. The content and language are aligned across grade levels and/or courses. While the reviewers will examine the vertical progression of the curriculum, they will rely heavily on those developing the curriculum.

Review Checklist for Final Draft (John Simpson)

- If the curriculum is written in a manner consistent with district expectations, it's taken before the CCC for feedback and then the board of education for approval.
- The curriculum is put into digital form following board approval.

WGSD Curriculum-- Foreign Language Level 1 (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 an exchange by providing required information (e.g., responses to questions, statements, and support of opinions) or requesting additional information using present tenses.
 - 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 subject.
 - recalling basic vocabulary which may not be

	<p>relevant to the task.</p> <ul style="list-style-type: none"> • 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>
--	---

Learning Targets

Students will:

- create a dialogue to introduce themselves to friends.
- conduct an interview.
- create questions about familiar topics.
- express personal information about family and home, activities/hobbies, likes and dislikes, friends, food, and school.
- participate in common social interactions, including use of polite terms such as please and thank you, in the formal and informal register.
- describe people, places, and things.
- exchange information about personal events.
- use simple paraphrasing to demonstrate comprehension.

WGSD Curriculum-- Foreign Language Level 1 (Spanish, French, German)

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 that are relevant to the task using present tenses.
 - providing required information (e.g., responses to questions, request for details) with some elaboration.
 - 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.
 - providing some required information without

	<p>elaboration.</p> <ul style="list-style-type: none"> • 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>
--	---

Learning Targets

Students will:

- create a simple paragraph to introduce themselves to friends.
- write and answer questions about familiar topics, using appropriate register.
- provide personal information about family and home, activities/hobbies, likes and dislikes, friends, food, and school.
- give written descriptions of people, places, and things.
- summarize to demonstrate comprehension.

WGSD Curriculum-- Foreign Language Level 1 (Spanish, French, German)

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 present tenses.
 - 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:

- answer questions about a printed text in the target language.
- identify vocabulary in the text.
- demonstrate comprehension by re-creating in other formats, such as pictures.
- reconstruct the text by properly ordering events.

WGSD Curriculum-- Foreign Language Level 1 (Spanish, French, German)

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 the audio source using present tenses.
 - summarizing and analyzing the main ideas or themes of the 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 audio sources in the target language, e.g. songs, news broadcasts, interviews, teacher's spoken language, etc...
- listen to an authentic audio source and summarize understanding.
- respond appropriately to verbal prompts.

WGSD Curriculum-- Foreign Language Level 1

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:

- identify places where the target language is spoken.
- compare and contrast cultural practices between his or her own culture and that of the target language, e.g., holidays, family, housing, food, education, etc...

WGSD Curriculum-- Foreign Language Level 2 (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 an exchange by providing required information (e.g., responses to questions, statements, and support of opinions) or requesting additional information.
 - using present, future or past tenses with regular, irregular and reflexive verbs, and a variety of adjectives.
 - 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.

	<ul style="list-style-type: none"> ○ simple responses without elaboration. ○ verb conjugation which may not agree with the subject. ○ 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>
--	--

Learning Targets

For all target languages, students will:

- conduct an interview.
- 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.

The following communicative themes are language-specific:

French:

express personal information about train travel, plane travel, sports, holidays and vacations, one's daily routine.

German:

express personal information about likes and dislikes, friends, clothing, health, future plans and travel.

Spanish:

express personal information about the house and home, daily routine, sports, technology, places in the city, extending and

accepting invitations.

WGSD Curriculum-- Foreign Language Level 2 (Spanish, French, German)

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 that are relevant to the task.
 - providing required information (e.g., responses to questions, request for details) with some elaboration.
 - using present, future or past tenses in multiple paragraphs.
 - using regular, irregular and reflexive verbs, connector words, and a variety of adjectives.
 - 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.

	<ul style="list-style-type: none"> ○ simple responses without elaboration. ○ verb conjugation which may not agree with the subject. ○ recalling basic vocabulary which may not be relevant to the task. ● 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>
--	---

<u>Learning Targets</u>

WGSD Curriculum-- Foreign Language Level 2 (Spanish, French, German)

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 present, future or past tenses.
 - 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:

- answer questions about a printed text in the target language.
- identify vocabulary in the text.
- demonstrate comprehension by re-creating in other formats, such as pictures.
- reconstruct the text by properly ordering events.

WGSD Curriculum-- Foreign Language Level 2 (Spanish, French, German)

High Priority Standards

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

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to understand the spoken target language.	<p>4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3. Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• providing accurate and appropriate responses to questions about the audio source using present, future or past tenses.• summarizing and analyzing the main ideas or themes of the audio source in his or her own words with elaboration. <p>2. The student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• performing processes such as:<ul style="list-style-type: none">○ 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. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

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

WGSD Curriculum-- Foreign Language Level 2

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:

- identify differences among places where the target language is spoken.
- compare and contrast cultural practices between his or her own culture and that of the target language, e.g., holidays, sports, travel, housing, daily routines, shopping, etc...

WGSD Curriculum-- Foreign Language Level 3 (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 an exchange by providing required information (e.g., responses to questions, statements, and support of opinions) or requesting additional information.
 - using present, future, past, and conditional tenses with regular and irregular verbs, imperatives, comparatives and superlatives, object pronouns, and a variety of adjectives.
 - 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:

	<ul style="list-style-type: none"> ○ 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. ● 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>
--	--

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.

The following communicative themes are language-specific:

French:

express personal information about health issues, public transportation, the post office and the bank, telecommunications, gastronomy, and car travel.

German:

express personal information about travel, sports and health, media, and gastronomy.

Spanish:

express personal information about travel, sports and health, myths and legends, and gastronomy.

WGSD Curriculum-- Foreign Language Level 3 (Spanish, French, German)

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 that are relevant to the task.
- providing required information (e.g., responses to questions, request for details) with some elaboration.
- using present, future, past, and conditional tenses with regular and irregular verbs, imperatives, comparatives and superlatives, object pronouns, and a variety of adjectives.
- 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

	<p>subject.</p> <ul style="list-style-type: none"> ○ recalling basic vocabulary which may not be relevant to the task. ● 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>
--	--

<u>Learning Targets</u>

WGSD Curriculum-- Foreign Language Level 3 (Spanish, French, German)

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 present, future, past, and conditional tenses with regular and irregular verbs, imperatives, comparatives and superlatives, object pronouns, and a variety of adjectives.
 - 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:

- answer questions about 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.

WGSD Curriculum-- Foreign Language Level 3 (Spanish, French, German)

High Priority Standards

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

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to understand the spoken target language.	<p>4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3. Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• providing accurate and appropriate responses to questions about the audio source using present, future, past, and conditional tenses with regular and irregular verbs, imperatives, comparatives and superlatives, object pronouns, and a variety of adjectives.• summarizing and analyzing the main ideas or themes of the audio source in his or her own words with elaboration. <p>2. The student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• performing processes such as:<ul style="list-style-type: none">○ 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. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

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

WGSD Curriculum-- Foreign Language Level 3 (Spanish, French, German)

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 cultural practices between his or her own culture and that of the target language, e.g., travel, health, public transportation, myths and legends, gastronomy, etc...

WGSD Curriculum-- Foreign Language Level 4 (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 an exchange 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.
 - 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 subject.

	<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>
--	---

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 health issues, public transportation, hotels, urban vs rural living, rites of passage.

German:

express personal information about education, travel, media, and gastronomy.

Spanish:

express information about the geography and history of Spain and Latin America, and express personal information about city life, the environment, social networking and technology, free time activities, school and work.

WGSD Curriculum-- Foreign Language Level 4 (Spanish, French, German)

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 that are relevant to the task.
 - 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.
 - providing some required information without

	<p>elaboration.</p> <ul style="list-style-type: none"> • 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>
--	---

Learning Targets

For all target languages, students will:

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

WGSD Curriculum-- Foreign Language Level 4 (Spanish, French, German)

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:

- answer questions about 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.

WGSD Curriculum-- Foreign Language Level 4 (Spanish, French, German)

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 the audio source using all indicative tenses and the subjunctive mood.
 - summarizing and analyzing the main ideas or themes of the 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.

WGSD Curriculum-- Foreign Language Level 4 (Spanish, French, German)

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 cultural practices between his or her own culture and that of the target language, e.g., urban vs rural life, technology, celebrations, etc...

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.

	<ul style="list-style-type: none"> ○ simple responses without elaboration. ○ verb conjugation which may not agree with the subject. ○ 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>
--	--

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.

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

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.

	<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>
--	---

Learning Targets

For all target languages, students will:

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

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

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.

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

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.

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

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...

WGSD Curriculum-- Foreign Language Level 6 AP (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.
 - participating in a formal cultural comparison
 - 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:

	<ul style="list-style-type: none"> ○ 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. ● 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>
--	--

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.
- discuss the AP themes: personal and public identity, family and community, contemporary life, global challenges, science and technology, and beauty and aesthetics

WGSD Curriculum-- Foreign Language Level 6 AP (Spanish, French, German)

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. persuasive essays, formal 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

	<p>relevant to the task.</p> <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>
--	--

Learning Targets

For all target languages, students will:

- engage in interpersonal and presentational writing.
- create original texts in the target language.
- integrate details from texts to support an opinion and make cultural comparisons

WGSD Curriculum-- Foreign Language Level 6 AP (Spanish, French, German)

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:

- 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.
- analyze details from texts to support an opinion and make cultural comparisons.

WGSD Curriculum-- Foreign Language Level 6 AP (Spanish, French, German)

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.
 - engaging in an interpersonal conversation with elaboration and detail.
 - summarizing and analyzing the main ideas or themes of an authentic audio source in his or her own words.
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.

WGSD Curriculum-- Foreign Language Level 6 AP (Spanish, French, German)

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 nuances among the products, practices, and perspectives of the target culture.
- compare and contrast products, practices, and perspectives from the AP themes in a formal cultural comparison of 2 minutes in length.

WGSD Curriculum-- Latin Level 1

High Priority Standards

American Classical League Standard 1.1 Students read, understand, and interpret Latin or Greek.

Learning Goal

The student will be able to comprehend written text in Latin.

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 passages of simplified Latin using the present, perfect, imperfect, and future tenses
 - clarifying or self-correcting translations.
2. The student demonstrates he/she is nearing proficiency by performing processes such as:
 - recalling basic words, phrases and simple sentences
 - associating basic words, phrases and simple sentences with pictures, and/or other words, phrases and simple sentences.
 - answering simple questions about short passages which may or may not be accurate.
1. Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- read easy original Latin (dialogues, mottoes, epitaphs)
- read adapted Latin narratives
- scan text for answers to simple questions
- make logical guesses from context
- read simple myths
- paraphrase and translate
- formulate judgements about content

WGSD Curriculum-- Latin Level 1

High Priority Standards

American Classical League Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Learning Goal

Students will be able to read aloud and 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:

- reading simple text aloud with accurate pronunciation.
- providing required information (e.g., responses to questions, request for details) with some elaboration.
- writing simple sentences or texts 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:

- recognizing the sounds of Latin
- giving verbal or written responses to simple questions, statements, commands, or non-verbal stimuli which may or may not be accurate.
- writing simple sentences or texts with errors that force interpretation and cause confusion for the reader.

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

Learning Targets

Students will:

- create a simple paragraph to introduce themselves to friends.
- write and answer questions about familiar topics, using appropriate register.
- write simple declarative and interrogative sentences
- give written descriptions of people, places, and things.
- give simple greetings and commands
- singing songs in Latin

WGSD Curriculum-- Latin Level 1

High Priority Standards

American Classical League Standard 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans

American Classical League Standard 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

Learning Goal

Students will be able to relate Latin text to Roman historical, cultural and literary contexts.

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 responding to questions about Roman products and perspectives.
- summarizing and analyzing the practices of the Romans in his or her own words with elaboration.
- providing accurate and appropriate responses to questions about Roman religion, architecture and art.

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

- listing basic facts of daily life of the ancient Romans.
- naming some famous Greeks or Romans
- listing basic historical facts and geography of the ancient world.
- Identifying principal Greek or Roman deities and heroes. fluence.
- recognizing basic architectural features and art forms

	of the Greeks or Romans. 1.Student demonstrates limited understanding or skill with the learning goal.
--	---

<p style="text-align: center;"><u>Learning Targets</u></p> <p>Students will:</p> <ul style="list-style-type: none">• talk about Roman family life, homes, clothing, the alphabet, schools, and the city of Pompeii• talk about the geography of the Mediterranean• recognize Greek and Roman gods• discuss the Roman influence on American life in the areas of language, government, architecture, and ideas
--

WGSD Curriculum-- Latin Level 1

High Priority Standards

American Classical League Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

American Classical League Standard 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.

American Classical League Standard 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.

American Classical League Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Learning Goal

Students will be able to connect their knowledge of Latin and ancient cultures with other disciplines and cultures.

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 Roman culture, including supporting details and relevant examples.
 - accurately demonstrating a knowledge of the geography of the ancient world and connecting it to the modern world.
 - explaining how Latin influenced the development of their own language with relevant examples
2. The student demonstrates he/she is nearing proficiency by:
- recalling specialized vocabulary in such fields as government and politics.
 - recognizing Roman numerals and the vocabulary associated with counting.

- | | |
|--|--|
| | <ul style="list-style-type: none">• listing basic facts about the Greco-Roman world.• recognizing plots and themes of Greco-Roman myths in the literature of other cultures.• recognizing the Greco-Roman elements in the architectural features of the buildings around them. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p> |
|--|--|

<p style="text-align: center;"><u>Learning Targets</u></p>
--

Students will:

- 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
- recognize and use Roman numerals
- use their knowledge of Latin in understanding a specialized vocabulary in such fields as law and medicine

WGSD Curriculum-- Foreign Language Level 2 Latin

High Priority Standards

American Classical League Standard 1.1 Students read, understand, and interpret Latin or Greek.

Learning Goal

The student will be able to comprehend written text in Latin.

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 passages of adapted Latin using previously learned tenses in both active and passive voices
 - clarifying or self-correcting translations.
 - summarizing to demonstrate comprehension.
2. The student demonstrates he/she is nearing proficiency by performing processes such as:
 - giving responses to simple questions about passages of adapted Latin with no elaboration.
 - identifying main idea of passages with no elaboration.
 - recalling basic vocabulary, inflectional systems, and syntax appropriate to their reading level.
1. Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- read longer and more difficult adapted passages
- glean information from Latin text
- answer questions (in English) about content
- paraphrase and translate content
- make inferences and formulate judgments about content

WGSD Curriculum-- Latin Level 2

High Priority Standards

American Classical League Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Learning Goal

Students will be able to read aloud and 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:

- reading Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection
- paraphrasing text that reflects knowledge of syntax.

	<ul style="list-style-type: none"> • writing with some errors which do not impede comprehensibility. <p>2. The student demonstrates he/she is nearing proficiency by performing processes such as:</p> <ul style="list-style-type: none"> • recognizing and reproducing the sounds of Latin. • writing simple phrases and sentences in Latin which may not be accurate. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>
--	--

Learning Targets

Students will:

- write simple sentences
- write descriptions with visuals
- read Latin prose and poetry aloud.

WGSD Curriculum-- Latin Level 2

High Priority Standards

American Classical League Standard 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans

American Classical League Standard 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to relate Latin text to Roman historical, cultural, and literary contexts.</p>	<p>4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3. Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • summarizing and analyzing facts of Roman history and political life in his or her own words with elaboration. • providing accurate and appropriate responses to questions about aspects of Roman culture. • relating knowledge of ancient Roman daily life, thought and history to the Latin texts. <p>2. The student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • recalling basic facts of Roman history and culture with no elaboration. • recognizing basic Roman architectural features and art forms. • identifying principal Roman deities or heroes with no elaboration. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets</u>
<p>Students will:</p> <ul style="list-style-type: none"> • produce a basic timeline of Roman history from the founding to the fall • understand the basic development of the political system: Kingdom, Republic, Empire • relate to the heroes Aeneas, Jason, Perseus, Theseus, Hercules, Odysseus • demonstrate a more extensive knowledge of Greco-Roman history and mythology • gain considerable knowledge of the daily lives of Roman families of different classes

- Understand Roman practices of education, entertainment, public and private religious ceremonies

WGSD Curriculum-- Latin Level 2

High Priority Standards

American Classical League Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

American Classical League Standard 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.

American Classical League Standard 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.

American Classical League Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able connect their knowledge of Latin and ancient cultures with other disciplines.	<p>4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3.Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • accurately drawing upon knowledge of Latin roots to determine meaning of new terminology in other disciplines, e.g. sciences, history, language and technology. • accurately comparing Roman plots and themes to literature and art in English. • connecting geographic knowledge of the ancient world to geography of the modern world. • explaining the Latin influence in their own language with relevant examples <p>2.The student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • recognizing Latin roots, prefixes and suffixes in terminology from other

	<p>disciplines..</p> <ul style="list-style-type: none"> • identifying basic language patterns in English that may relate to Latin. • listing practices and perspectives of Roman culture. <p>1.Student demonstrates limited understanding or skill with the learning goal.</p>
--	--

<p style="text-align: center;"><u>Learning Targets</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • recognize and make connections with Latin terminology in law and medicine • recognize and make connections with Latin vocabulary in the Romance languages • connect their knowledge of ancient history, sociology, and politics to events and systems in the modern world
--

WGSD Curriculum-- Latin Level 3

High Priority Standards

American Classical League Standard 1.1 Students read, understand, and interpret Latin or Greek.

Learning Goal

Students will be able to comprehend written text in Latin.

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 using present, future, past, and conditional tenses with regular and irregular verbs, imperatives, comparatives and superlatives, object pronouns, and a variety of adjectives.
 - 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:

- answer questions about an authentic printed text.
- can sight read adapted authentic Latin passages
- can recognize historical references
- can recognize prose genres: history, oration, biography, letter writing, and fables
- use context clues, synonyms and antonyms to understand unfamiliar vocabulary.

WGSD Curriculum-- Latin Level 3

High Priority Standards

American Classical League Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Learning Goal

Students will be able to read aloud and 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:
 - providing responses to questions and requests for details with some elaboration.
 - using present, future, past, and conditional tenses with regular and irregular verbs, imperatives, comparatives and superlatives, object pronouns, and a variety of adjectives.
 - writing with some errors which do not impede comprehensibility.
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.
 - writing partially understandable text, with errors that force interpretation and cause confusion for the reader.

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

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none">• Students write phrases and sentences in Latin with increasing grammatical complexity utilizing target vocabulary

WGSD Curriculum-- Latin Level 3

High Priority Standards

American Classical League Standard 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans

American Classical League Standard 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

Learning Goal

Students will be able to relate Latin text to Roman historical, cultural and literary contexts.

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:
 - relating knowledge of an author, a genre, and/or a literary period gained from authentic materials and unadapted texts in Latin to that of Greek or Roman culture with elaboration.
 - explaining the course of offices (cursus honorum) in the Roman Republic.
2. The student demonstrates he/she is nearing proficiency by:
 - recognizing and recalling basic characteristics of the Roman culture.
 - listing practices, products and perspectives of Roman culture.
 - identifying notable cities regions, mountains, and rivers of the ancient world
1. Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum-- Latin Level 3

High Priority Standards

American Classical League Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

American Classical League Standard 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.

American Classical League Standard 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.

American Classical League Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Learning Goal

Students will be able to connect their knowledge of Latin and ancient cultures with other disciplines and cultures.

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:
- explaining mythological characters especially from Ovid and their influence on art and literature throughout the ages
 - accurately comparing the student's own community with the Roman culture, including supporting details and relevant examples.
 - accurately demonstrating a knowledge of the geography of the ancient world and connecting it to the modern world.
 - explaining how Latin influenced the development of their own language with relevant examples
2. The student demonstrates he/she is nearing proficiency by:
- recalling specialized vocabulary in such fields as government and politics.

	<ul style="list-style-type: none">• recognizing Roman numerals and the vocabulary associated with counting.• listing basic facts about the Greco-Roman world.• recognizing plots and themes of Greco-Roman myths in the literature of other cultures.• recognizing the Greco-Roman elements in the architectural features of the buildings around them. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>
--	--

WGSD Curriculum--Latin Level 4

High Priority Standards

American Classical League Standard 1.1 Students read, understand, and interpret Latin or Greek.

Learning Goal

Students will be able to comprehend written text in Latin.

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 passages of adapted Latin using all verb tenses, including the subjunctive mood.
 - summarizing and analyzing the main ideas or themes of the text in his or her own words with elaboration.
 - explaining and interpreting content and features of style and meter in the reading.
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:

- answer questions about an authentic Latin text.
- sight read unadapted authentic Latin passages
- recognize major poetical figures such as alliteration, anaphora antithesis, etc
- recognize idiomatic usage such as *amans patriae*, *certum mihi est*, *finem facere*, *patres conscripti*

WGSD Curriculum--Latin Level 4

High Priority Standards

American Classical League Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Learning Goal

Students will be able to read aloud and 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:
 - providing required information (e.g., responses to questions, request for details) with some elaboration.
 - using all indicative tenses, irregular verbs, and the subjunctive mood
 - writing with some errors which do not impede comprehensibility.
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.
 - writing partially understandable text, with errors that force interpretation and cause confusion for the reader.
1. Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will

- write idiomatic sentences with an increased emphasis on word order, style, and sentence structure

WGSD Curriculum--Latin Level 4

High Priority Standards

American Classical League Standard 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans

American Classical League Standard 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

American Classical League Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

American Classical League Standard 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.

American Classical League Standard 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.

American Classical League Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Learning Goal

Students will be able to understand the target language culture within Roman historical, cultural, and literary contexts.

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:

- comparing the student's own community with the target culture, including supporting details and relevant examples.
- explaining the allusions to mythology in both Latin and English literature
- comparing figures of speech in both Latin and English literature and utilizing them in their own writings

	<p>2.The student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">● recognizing and recalling basic characteristics of ancient and modern poetry, e.g. meter, simile, metaphor.● listing practices, products and perspectives of the target culture, e.g .Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures <p>1.Student demonstrates limited understanding or skill with the learning goal.</p>
--	---

WGSD Curriculum-- Japanese Level 1

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 an exchange by providing required information (e.g., responses to questions, statements, and support of opinions) or requesting additional information using present tenses.
 - conversing with some errors which do not impede comprehensibility.
 - 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.
 - 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. 1.Student demonstrates limited understanding or skill with the learning goal.
--	---

Learning Targets

Students will:

- create a dialogue to introduce themselves.
- conduct an interview.
- create questions about familiar topics.
- express personal information about family and home, activities/hobbies, likes and dislikes, friends, food, and school.
- participate in common social interactions, including use of polite terms such as please and thank you, in the formal and informal register.
- describe people, places, and things.

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 that are relevant to the task using present tenses.
 - providing required information (e.g., responses to questions, request for details) with some elaboration.
 - writing with some errors which do not impede comprehensibility using all characters in the two basic alphabets: hiragana and katakana
2. The student demonstrates he/she is nearing proficiency by:
 - performing processes such as:
 - simple question formation.
 - simple responses without elaboration.
 - recalling basic vocabulary which may not be relevant to the task.
 - providing some required information without elaboration.
 - writing partially understandable text, with errors that force interpretation and cause confusion for the reader.
1. Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- create a simple paragraph to introduce themselves.
- write and answer questions about familiar topics,.
- provide personal information about family and home, activities/hobbies, likes and dislikes, friends, food, and school.
- give written descriptions of people, places, and things.
- summarize to demonstrate comprehension.

WGSD Curriculum-- Japanese Level 1

High Priority Standards

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

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to comprehend written text in the target language.</p>	<p>4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3. Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • providing accurate responses to questions about the text using present tenses. • summarizing and analyzing the main ideas or themes of the text in his or her own words with elaboration. • demonstrating comprehension of all characters in the two basic alphabets: hiragana and katakana <p>2. The student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing processes such as: <ul style="list-style-type: none"> ○ 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. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets</u>
<p>Students will:</p> <ul style="list-style-type: none"> • answer questions about a printed text in the target language. • identify vocabulary in the text. • demonstrate comprehension by re-creating in other formats, such as pictures. • reconstruct the text by properly ordering events.

WGSD Curriculum-- Japanese Level 1

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 the audio source using present tenses.
 - summarizing and analyzing the main ideas or themes of the 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 audio sources in the target language, e.g. songs, YouTube lessons, interviews, teacher's spoken language, etc...
- listen to an authentic audio source and summarize understanding.
- respond appropriately to verbal prompts.

WGSD Curriculum-- Japanese Level 1

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:

- compare and contrast cultural practices between his or her own culture and that of the target language, e.g., holidays, family, housing, food, education, etc...

WGSD Curriculum-- Japanese Level 2

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 an exchange by providing required information (e.g., responses to questions, statements, and support of opinions) or requesting additional information.
 - using present or past tenses with verbs, and a variety of adjectives in affirmative and negative forms.
 - conversing with some errors which do not impede comprehensibility.
 - 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 usage with inappropriate tense
 - recalling basic vocabulary which may not be relevant to the task.
 - conversing with errors that force interpretation and

	<p>cause confusion for the listener.</p> <ul style="list-style-type: none"> clarifying or self-correcting without improving comprehensibility. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>
--	---

<p><u>Learning Targets</u></p> <p>Students will:</p> <ul style="list-style-type: none"> conduct an interview. 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. express personal information about home, rooms in the house, family, feelings, pastimes, daily routine, past activities, buildings and descriptions.

WGSD Curriculum-- Japanese Level 2

<p><u>High Priority Standards</u></p> <p>ACTFL Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
--

<p><u>Learning Goal</u></p> <p>Students will be able to write in the target language.</p>	<p><u>Proficiency Scale</u></p> <p>4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3.Student demonstrates mastery with the learning goal as</p>
---	---

	<p>evidenced by:</p> <ul style="list-style-type: none"> • maintaining responses that are relevant to the task. • providing required information (e.g., responses to questions, request for details) with some elaboration. • using present or past tenses in multiple paragraphs. • using present, past and connected verb and adjective forms appropriately. • writing with some errors which do not impede comprehensibility. • producing words using fifty kanji symbols. <p>2. The student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing processes such as: <ul style="list-style-type: none"> ○ simple question formation. ○ simple responses without elaboration. ○ verb and adjective usage with inappropriate forms ○ recalling basic vocabulary which may not be relevant to the task. • providing some required information without elaboration. • writing partially understandable text, with errors that force interpretation and cause confusion for the reader. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>
--	--

Learning Targets

WGSD Curriculum-- Japanese Level 2

High Priority Standards

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

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to comprehend written text in the target language.	<p>4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3. Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• providing accurate responses to questions about the text using present or past tenses.• summarizing and analyzing the main ideas or themes of the text in his or her own words with elaboration.• demonstrating comprehension of words using fifty kanji symbols. <p>2. The student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• performing processes such as:<ul style="list-style-type: none">○ 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. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

- answer questions about a printed text in the target language.
- identify vocabulary in the text.

- demonstrate comprehension by re-creating in other formats, such as pictures.
- reconstruct the text by properly ordering events.

WGSD Curriculum-- Japanese Level 2

High Priority Standards

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

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to understand the spoken target language.	<p>4. In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3. Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• providing accurate and appropriate responses to questions about the audio source using present or past tenses.• summarizing and analyzing the main ideas or themes of the audio source in his or her own words with elaboration. <p>2. The student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• performing processes such as:<ul style="list-style-type: none">○ 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. <p>1. Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

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

WGSD Curriculum-- Japanese Level 2

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:

- compare and contrast cultural practices between his or her own culture and that of the target language, e.g., holidays, sports, travel, housing, daily routines, shopping, etc...