

# Essential Learnings - World Language

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## **STANDARD (1) : Communication**

- A. The student communicates in a foreign language while demonstrating literacy in all four essential skills: listening/signing comprehension, speaking/signing, reading/videotexting and writing/composing
- B. The student speaks in the foreign language or signs for a variety of purposes and for diverse audiences.
- C. The student demonstrates the ability to read and derive meaning from a variety of materials written in a foreign language.
- D. The student writes/composes in a foreign language for a variety of purposes and for diverse audiences.

## **GRADE/COURSE (1.1) : ASL, Chinese, French, German, Japanese, Spanish, Elementary**

### **ESSENTIAL LEARNING (1.1.1) : Interpretive Mode**

Develop the ability to understand basic language derived from content-based topics presented through a variety of curriculum-linked materials

#### **Indicators:**

- (1.1.1.1) Identify main ideas and key words in short narratives and conversations using familiar material
- (1.1.1.2) Interpret, decode and demonstrate an understanding of a simple text

### **ESSENTIAL LEARNING (1.1.2) : Interpersonal Mode**

Develop skills necessary to initiate, sustain and close brief exchanges using familiar phrases and topics

#### **Indicators:**

- (1.1.2.1) Comprehend and respond to basic language in a culturally appropriate manner on subjects derived from elementary content-based curriculum
- (1.1.2.2) Communicate in predictable, controlled situations using memorized phrases and vocabulary
- (1.1.2.3) Give and follow simple directions, commands and requests for participating in age-appropriate classroom and cultural activities

### **ESSENTIAL LEARNING (1.1.3) : Presentational Mode**

develop skills necessary to recite, retell and narrate information

#### **Indicators:**

- (1.1.3.1) Write a paragraph on a familiar topic using level appropriate vocabulary and paragraph organization (intro, body, conclusion)

## **GRADE/COURSE (1.2) : ASL, Chinese, French, German, Japanese, Spanish I**

### **ESSENTIAL LEARNING (1.2.1) : Interpretive Mode**

Develop the ability to understand basic language derived from familiar topics presented through a variety of

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level-appropriate materials

**Indicators:**

(1.2.1.1) Identify main ideas and key words in short narratives and conversations using familiar material

(1.2.1.2) Comprehend and respond to basic language in a culturally appropriate manner on subjects related to everyday needs, expressions of courtesy and familiar objects/situations

(1.2.1.3) Interpret and decode language and demonstrate an understanding of the content of a simple text

**ESSENTIAL LEARNING (1.2.2) : Interpersonal Mode**

Develop skills necessary to initiate, sustain and close brief exchanges using familiar phrases and topics

**Indicators:**

(1.2.2.1) Comprehend and respond to basic language in a culturally appropriate manner. Subjects will include everyday needs, expressions of courtesy and familiar objects/situations

(1.2.2.2) Communicates in predictable, controlled situations using memorized phrases and vocabulary.

(1.2.2.3) Give and follow simple directions, commands and requests for participating in age-appropriate classroom and cultural activities

**ESSENTIAL LEARNING (1.2.3) : Presentational Mode**

Develop skills necessary to interpret, summarize and narrate information

**Indicators:**

(1.2.3.1) Write a 50-75 word composition on a familiar topic using level-appropriate vocabulary, syntax, (for example subject,verb/adjective agreement) and paragraph organization (intro, body, conclusion)

**GRADE/COURSE (1.3) : ASL, Chinese, French, German, Japanese, Spanish II**

**ESSENTIAL LEARNING (1.3.1) : Interpretive Mode**

Continue to develop the ability to understand simple language based on familiar topics presented through a variety of level-appropriate materials

**Indicators:**

(1.3.1.1) Identify main ideas and key words in short narratives using familiar, learned material

**ESSENTIAL LEARNING (1.3.2) : Interpersonal Mode**

Continue to develop skills necessary to initiate, sustain and close level-appropriate exchanges using familiar phrases and topics

**Indicators:**

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(1.3.2.1) Initiate, sustain and close a conversation on a familiar topic

(1.3.2.2) Express personal opinions and desires using level-appropriate vocabulary, grammar, idiomatic expressions and syntax

(1.3.2.3) Formulate questions to seek clarification or additional information

## **ESSENTIAL LEARNING (1.3.3) : Presentational Mode**

Continue to develop skills necessary to interpret summarize and narrate information

### **Indicators:**

(1.3.3.1) Describe, narrate and present information using level-appropriate vocabulary, grammar, idiomatic expressions and syntax

(1.3.3.2) Write a well-organized 75-100 word composition on selected topics using level-appropriate vocabulary, grammar, idiomatic expressions and syntax

## **GRADE/COURSE (1.4) : ASL, Chinese, French, German, Japanese, Spanish III**

ASL, Chinese, French, German, Japanese, Spanish III

## **ESSENTIAL LEARNING (1.4.1) : Interpretive Mode**

Demonstrate an understanding of new topics presented through a variety of materials including authentic sources, using structural analysis strategies and other clues to identify increasingly complex language

### **Indicators:**

**(1.4.1.1) Analyze, evaluate and make predictions about the main idea and supporting details from adapted, level-appropriate and culturally relevant materials.**

When provided with prompts, students will respond in a variety of formats

## **ESSENTIAL LEARNING (1.4.2) : Interpersonal Mode**

Demonstrate skills necessary to initiate, sustain and close exchanges applying level-appropriate vocabulary and structures in new situations to express ideas

### **Indicators:**

(1.4.2.1) Express simple opinions and needs in sustained conversations using the appropriate register for a minimum of one minute

## **ESSENTIAL LEARNING (1.4.3) : Presentational Mode**

Demonstrate ability to interpret, summarize and express own ideas using a variety of level-appropriate resources with increased detail, complexity and accuracy

### **Indicators:**

(1.4.3.1) Summarize and draw conclusions on given topics using level-appropriate vocabulary, grammar,

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idiomatic expressions and syntax in a presentation of at least one minute

(1.4.3.2) Compose a 100-150 word essay on selected familiar concrete topics consistently using level-appropriate vocabulary, grammar, idiomatic expressions and syntax

**GRADE/COURSE (1.5) : ASL, Chinese, French, German, Japanese, Spanish IV**

## **ESSENTIAL LEARNING (1.5.1) : Interpretive Mode**

Develop abstract thinking skills through interpretation, analysis and synthesis in a variety of level-appropriate, authentic, social and cultural contexts.

### **Indicators:**

**(1.5.1.1) Analyze, evaluate and respond to the perspective and purpose of level-appropriate and culturally authentic materials that include unfamiliar vocabulary.**

Students will use a variety of formats including group discussion, debate and individually prepared presentations, some of which will be timed.

## **ESSENTIAL LEARNING (1.5.2) : Interpersonal Mode**

Develop ability to communicate appropriately with sympathetic native speakers in a variety of familiar and unfamiliar social and cultural contexts

### **Indicators:**

**(1.5.2.1) Express and justify opinions in a sustained conversation of 2-3 minutes using diverse level-appropriate vocabulary, grammar, idiomatic expressions and syntax.**

Students will use the appropriate register in rehearsed and unrehearsed situations, demonstrating skills of self-correction and circumlocution

## **ESSENTIAL LEARNING (1.5.3) : Presentational Mode**

Develop ability to discuss events, activities or points of view in a cohesive, coherent and culturally appropriate manner with linguistic accuracy in both rehearsed and unrehearsed situations

### **Indicators:**

(1.5.3.1) Describe narrate, paraphrase and present information or a persuasive argument using advanced grammatical structures and a wide range of vocabulary in a presentation of at least 2-3 minutes

**(1.5.3.2) Compose a well-organized 150-200 word essay on a variety of culturally relevant topics, either concrete or abstract**

Students will use diverse, level-appropriate vocabulary, grammar, idiomatic expressions, syntax and register

**GRADE/COURSE (1.6) : ASL, Chinese, French, German, Japanese, Spanish V/AP**

## **ESSENTIAL LEARNING (1.6.1) : Interpretive Mode**

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Comprehend and interpret language in a variety of authentic social and cultural contexts

**Indicators:**

**(1.6.1.1) Analyze, evaluate and respond to the perspective and purpose of selected materials by native authors for native speakers**

Students will utilize a variety of formats including groups discussion, debate and individually prepared presentations in a timed format

**ESSENTIAL LEARNING (1.6.2) : Interpersonal Mode**

Draw inferences and to derive meaning from language intended for native speakers and to respond appropriately in a variety of social and cultural contexts

**Indicators:**

**(1.6.2.1) Hypothesize, justify and convince others of your point of view on various social, cultural and global issues through the synthesis of authentic materials from a variety of sources.**

Students will utilize a variety of formats including group discussion, debate and individually prepared presentations in a timed format (2-3 minutes)

**ESSENTIAL LEARNING (1.6.3) : Presentational Mode**

Discuss events, activities or points of view with a native speaker (unaccustomed to interacting with non-native speakers) in a cohesive, coherent and culturally appropriate manner with linguistic accuracy in both rehearsed and unrehearsed situations

**Indicators:**

**(1.6.3.1) Compose a well-organized 200-250 word essay on a variety of concrete or abstract topics using the appropriate register, rhetorical devices and syntax**

**(1.6.3.2) Sustain discourse using level-appropriate vocabulary, grammar, idiomatic expressions and syntax in an unrehearsed situation for a minimum of 2-3 minutes**

Students should be able to demonstrate skills of self-correction and circumlocution

**STANDARD (2) : Culture**

The student acquires and uses knowledge of cultures, while developing foreign language skills.

**GRADE/COURSE (2.1) : ASL, Chinese, French, German, Japanese, Spanish, Elementary**

**ESSENTIAL LEARNING (2.1.1) : Make connections between target and one's own culture**

**GRADE/COURSE (2.2) : ASL, Chinese, French, German, Japanese, Spanish I**

**ESSENTIAL LEARNING (2.2.1) : Identify connections and make comparisons between target and one's own culture**

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**ESSENTIAL LEARNING (2.2.2) : Demonstrate social and geographical knowledge of target language communities**

**GRADE/COURSE (2.3) : ASL, Chinese, French, German, Japanese, Spanish II**

**ESSENTIAL LEARNING (2.3.1) : Understand that the attitudes and beliefs/ perspectives of the target culture are reflected in cultural practices**

**Indicators:**

(2.3.1.1) Explain how the attitudes and beliefs/perspectives of the target culture are reflected in cultural practices

**GRADE/COURSE (2.4) : ASL, Chinese, French, German, Japanese, Spanish III**

**ESSENTIAL LEARNING (2.4.1) : Demonstrate ability to apply cultural learnings and understandings gained through a variety a authentic materials**

**Indicators:**

(2.4.1.1) Indicators for the Communication standard will also demonstrate this essential learning

**GRADE/COURSE (2.5) : ASL, Chinese, French, German, Japanese, Spanish IV**

**ESSENTIAL LEARNING (2.5.1) : Students will demonstrate understanding of cultural influences in target language society**

**Indicators:**

(2.5.1.1) Compose a well-organized 150-200 word essay on a variety of culturally relevant topics, either concrete or abstract

**GRADE/COURSE (2.6) : ASL, Chinese, French, German, Japanese, Spanish V/AP**

**ESSENTIAL LEARNING (2.6.1) : Students will demonstrate understanding of cultural influences in target language society**

**Indicators:**

(2.6.1.1) Hypothesize, justify and convince others of your point of view on various social, cultural and global issues through the synthesis of authentic materials from a variety of sources.