

## World Language Philosophical Assumptions

World Language is a serious academic subject that supports literacy in all languages. It is an essential tool for global citizenship in the promotion of the 5 Cs.

- **Communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.
- Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.
- Learning languages provides **connections** to additional bodies of knowledge that may be unavailable to the monolingual speaker.
- Through **comparisons** and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
- Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways.

At the conclusion of the world language program in APS, students will have acquired a deeper understanding of another culture through its language, history and perspective of the world.

## Curriculum Framework Introduction

The world languages curriculum provides a framework for instruction in world languages for students in grades K-12. The scope and sequence and learner objectives have been written as guidelines for all languages currently taught, or new languages to be taught, within the organizational system. The curriculum appendix provides instructional information specific to each language.

The spiraling levels (introductory, exploratory, levels 1, 2, 3, and 4) are designed to foster progressive learning in the areas of listening, speaking, reading, and writing. While students may begin their world language experience at differing grade points, typically introductory and exploratory levels are taught at elementary school and middle school, with level 1 and above courses at middle school and high school. As students progress in world language skills, their language proficiency is assessed in order to make placement decisions about the appropriate world language level.

A language and its culture are inseparable. Through the study of languages, students gain knowledge and understanding of world cultures.

Course content should reflect a wide variety of academic and cultural topics (the arts, history, current events, literature, culture, sports, etc.). Materials should include authentic resources in the form of recordings, films, newspapers, and magazines.

	<b>Level 1</b> <i>(Reading, Writing, Listening and Speaking is expected at all levels, but the focus of Level 1 is speaking and listening)</i>	<b>Level 2</b> <i>(Reading, Writing, Listening and Speaking is expected at all levels, but the focus of Level 2 is speaking and listening)</i>
<b>Listening</b>	<ul style="list-style-type: none"> <li>▪ Follow clear, basic directions in group situations</li> <li>▪ Listen to and derive meaning from a variety of spoken language sources and situations</li> <li>▪ Understand a variety of spoken messages</li> <li>▪ Recognize words, phrases, expressions, and grammatical structures</li> <li>▪ Recognize patterns of sound in oral language</li> <li>▪ Demonstrate comprehension through appropriate responses</li> <li>▪ Identify main idea, details and sequence of events from a variety of sources</li> </ul>	<p>Continuation of skills and processes from Level 1 in addition to the following:</p> <ul style="list-style-type: none"> <li>▪ Follow clear multiple-step directions in group situations.</li> <li>▪ Respond to social and familiar academic language</li> <li>▪ Respond with words and phrases to simple and some complex questions, e.g. open ended, either/or, who/how.</li> <li>▪ Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g. graphic organizers, posters, diagrams, and charts</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>▪ Speak in the target language for a variety of purposes with diverse audiences</li> <li>▪ Apply pronunciation rules and intonation patterns</li> <li>▪ Use vocabulary, grammatical forms, and structures of the target language to convey meaning</li> <li>▪ Use gestures, single words, simple phrases and complete sentences during greetings and to communicate needs in social and academic settings</li> <li>▪ Deliver short presentations on content area concepts which may include conversations and/or visual aids</li> <li>▪ Use some humor</li> </ul>	<p>Continuation of skills and processes from Level 1 in addition to the following:</p> <ul style="list-style-type: none"> <li>▪ Restate information and identify main idea and some details using complete sentences</li> <li>▪ Initiate and maintains conversation in social and academic settings about familiar topics</li> <li>▪ Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify, and extend information</li> <li>▪ Contribute to content area discussions by summarizing, defining, and explaining using simple sentences</li> <li>▪ Deliver short informative presentations on content area concepts</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>▪ Interpret written language on a variety of topics</li> <li>▪ Recognize words, phrases, expressions, and grammatical structures</li> <li>▪ Demonstrate knowledge of sound-symbol relationship in context</li> <li>▪ Apply reading skills from their first language to comprehend various texts</li> <li>▪ Identify main ideas, details and sequence of events from visually-supported texts</li> <li>▪ Predict meaning of unknown words based on the context</li> </ul>	<p>Continuation of skills and processes from Level 1 in addition to the following:</p> <ul style="list-style-type: none"> <li>▪ Recognize, decode, and pronounce new vocabulary in context</li> <li>▪ Identify and apply reading strategies to gain information and construct meaning</li> <li>▪ Respond to stories and text using simple sentences and paragraphs</li> <li>▪ Follow multi-step written directions</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>▪ Write simple sentences and phrases using a model and attending to basic conventions to convey meaning</li> <li>▪ Write about personal and group experiences using background knowledge and illustrations</li> <li>▪ Format written work appropriately e.g., margins, dates, and indenting</li> <li>▪ Spell frequently used words and sight words correctly in the context of writing</li> <li>▪ Use and cite all sources in content area reports</li> </ul>	<p>Continuation of skills and processes from Level 1 in addition to the following:</p> <ul style="list-style-type: none"> <li>▪ Write paragraphs and short compositions on a variety of topics using the writing process (prewrite, rough draft, revise/edit, publish)</li> <li>▪ Use basic sentence patterns with conventional spelling, capitalization, and punctuation</li> <li>▪ Use a variety of vocabulary and grammatical forms to convey meaning</li> <li>▪ Edit for basic conventions of writing and revise for appropriate word choice and organization</li> </ul>
<b>Cultural Competency</b>	<ul style="list-style-type: none"> <li>▪ Observe and identify everyday cultural practices</li> <li>▪ Use culturally appropriate gestures, body language and oral expressions for common or familiar interactions</li> <li>▪ Listen to or read materials in the language from the cultures being studied.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continuation of skills and processes from Level 1 in addition to the following:</li> <li>▪ Discuss components of the social patterns of the cultures being studied</li> <li>▪ Express themselves in a culturally appropriate manner</li> </ul>

	<b>Level 3</b>	<b>Level 4</b>
	(Reading, Writing, Listening and Speaking is expected at all levels, but the focus of Level 3 is reading and writing)	(Reading, Writing, Listening and Speaking is expected at all levels, but the focus of Level 4 is reading and writing)
<b>Listening</b>	Continuation of skills and processes from Level 2 in addition to the following: <ul style="list-style-type: none"> <li>Follow clear multiple-step directions individually.</li> <li>Demonstrate comprehension through appropriate responses to complex situations with less contextual support e.g. graphic organizers, posters, diagrams, and charts</li> <li>Listen to and understand the general idea of a variety of language sources presented at a conversational rate of speech</li> <li>Infer meaning while recognizing words, phrases, expressions, and grammatical structures of increasing number and complexity</li> <li>Participate in a variety of listening situations for an extended period of time</li> </ul>	Continuation of skills and processes from Level 3 in addition to the following: <ul style="list-style-type: none"> <li>Demonstrate comprehension through appropriate responses to increasingly complex situations with little or no contextual support</li> <li>Listen for and understand specific details from a variety of complex language sources presented at a conversational rate of speech.</li> <li>Infer meaning while recognizing words, phrases, idioms, and grammatical structures of increasing number and complexity</li> </ul>
<b>Speaking</b>	Continuation of skills and processes from Level 2 in addition to the following: <ul style="list-style-type: none"> <li>Initiate brief conversations: Describe, narrate, and explain</li> <li>Use expanded vocabulary, grammatical forms, and structures of the target language to convey meaning; provide, obtain, and exchange information; express emotions and needs; summarize and re-tell; express thought in alternate ways</li> <li>Communicate information, observation, and ideas, and express feelings clearly in conversations</li> <li>Prepare and deliver presentations/reports that incorporate specific vocabulary and grammatical structures in order to communicate thoughts, ideas and expose opposing points of view</li> </ul>	Continuation of skills and processes from Level 3 in addition to the following: <ul style="list-style-type: none"> <li>Initiate and sustain conversations: Describe, narrate, explain and reason</li> <li>Use expanded vocabulary, grammatical forms, and structures of the target language to convey meaning, provide, obtain, and exchange information, defend and justify opinions, and persuade listeners</li> <li>Use formal and informal language with increasing fluency, e.g. interviewing, persuasive speech with attention to grammar, vocabulary, intonation, and pronunciation</li> <li>Prepare and deliver presentations/reports that include persuasive speech, an introduction, transitions, and conclusions</li> </ul>
<b>Reading</b>	Continuation of skills and processes from Level 2 in addition to the following: <ul style="list-style-type: none"> <li>Read and derive meaning from various sources, including authentic materials, written in the target language</li> <li>Read for a variety of purposes e.g. follow instructions, defend opinions, summarize, predict outcomes.</li> <li>Use a variety of reading strategies to understand more complex text and unfamiliar words e.g., paraphrasing, skimming/scanning, summarizing, comparing/contrasting, cause/effect, predicting, analyzing, sequencing</li> <li>Read aloud with confidence, accuracy and intonation</li> <li>Identify cultural elements found in reading materials e.g. compare different cultures, connect to other disciplines</li> </ul>	Continuation of skills and processes from Level 3 in addition to the following: <ul style="list-style-type: none"> <li>Read, gather, organize, analyze, and interpret information related to academic content areas from various sources, e.g., reference books, magazines, textbooks, Internet, media presentations, etc.</li> <li>Use a variety of reading strategies to understand complex and authentic texts.</li> <li>Read aloud with confidence, accuracy, intonation, and fluency</li> <li>Demonstrate understanding of some language subtleties, e.g., common idioms, dialect, humor, and figurative language</li> </ul>
<b>Writing</b>	Continuation of skills and processes from Level 2 in addition to the following: <ul style="list-style-type: none"> <li>Write compositions and short essays on a variety of topics with more frequency and of increasing lengths using the writing process (pre-write, rough draft, revise/edit, publish)</li> <li>Use basic sentence structures with expanded vocabulary, syntax, conventions and grammatical forms to convey meaning</li> </ul>	Continuation of skills and processes from Level 3 in addition to the following: <ul style="list-style-type: none"> <li>Create coherent multi-paragraph compositions.</li> <li>Use complex sentence structures with appropriate advanced vocabulary, syntax, conventions, effective transitions and accurate grammar to convey both concrete and abstract meaning</li> <li>Edit for writing conventions and revise for appropriate genre, audience and purpose</li> </ul>
<b>Cultural Competenc</b>	Continuation of skills and processes from previous levels in addition to the following: <ul style="list-style-type: none"> <li>Analyze aspects of the cultures being studied, such as social and political institutions</li> <li>Function in a culturally appropriate manner, through speaking and writing, in complex social and/or work situations</li> <li>Research topics of interest using sources from the cultures being studied</li> </ul>	

<b>Level 5 or Advanced Placement</b> (Advanced reading, writing, listening and speaking are expected at this level)	
<b>Listening</b>	<p>Continuation of skills and processes from Level 4 in addition to the following:</p> <ul style="list-style-type: none"> <li>▪ <b>Demonstrate understanding of some oral language subtleties, e.g. figurative language, humor, sarcasm, idioms, cultural expressions, slang and interpret linguistic cues to infer social relationships</b></li> <li>▪ Comprehend key concepts of content area information and oral presentations with no contextual support</li> <li>▪ Respond to complex questions about new information, e.g. inference, comparison, summarization, point of view, (dis)agreeing</li> <li>▪ <b>Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic</b></li> </ul>
<b>Speaking</b>	<p>Continuation of skills and processes from Level 4 in addition to the following:</p> <ul style="list-style-type: none"> <li>▪ Use figurative language, e.g. metaphors, similes, and hyperbole</li> <li>▪ Use technical, expanded, and descriptive vocabulary related to content areas</li> <li>▪ <b>Describe, narrate, and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two to five minutes and be able to answer questions about presentation topic(s)</b></li> <li>▪ <b>Use information from sources provided to present a synthesis and express an opinion</b></li> <li>▪ <b>Initiate, maintain, and close a conversation on a familiar topic</b></li> <li>▪ <b>Formulate questions to seek clarification or additional information</b></li> </ul>
<b>Reading</b>	<p>Continuation of skills and processes from Level 4 in addition to the following:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a more complex understanding of some language subtleties, e.g., common idioms, dialect, humor, and figurative language</li> <li>▪ Support interpretation of text for literal and implied meaning with reference to features in written text, e.g., vocabulary, facts, sequence, relevance of details, and bias of author</li> <li>▪ <b>Demonstrate understandings of most language subtleties, e.g., cultural elements, common idioms, dialect, humor, and figurative language</b></li> <li>▪ Use a variety of reading strategies to understand complex and authentic texts targeted to native speakers of the target language.</li> <li>▪ <b>Identify and summarize main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt</b></li> </ul>
<b>Writing</b>	<p>Continuation of skills and processes from Level 4 in addition to the following:</p> <ul style="list-style-type: none"> <li>▪ <b>Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue, with control of grammar and syntax</b></li> <li>▪ <b>Communicate via formal and informal written correspondence</b></li> <li>▪ Analyze literature including connections to personal experience</li> <li>▪ <b>Use language that is semantically and grammatically accurate according to a given context</b></li> <li>▪ Edit for writing conventions and revise for appropriate genre, audience and purpose</li> </ul>
<b>Cultural Competency</b>	<p>Continuation of skills and processes from Level 4 in addition to the following:</p> <ul style="list-style-type: none"> <li>▪ Analyze aspects of the cultures being studied, such as social and political institutions</li> <li>▪ Function in a culturally appropriate manner, through speaking and writing, in complex social and/or work situations</li> <li>▪ Research topics of interest using sources from the cultures being studied</li> </ul>

**Purpose of these classes: To improve Spanish literacy for Spanish speakers knowing that advanced literacy skills in one language will improve literacy skills in another.**

	<b>Spanish For Spanish Speakers Beginning/Early Intermediate</b> Designed for Spanish speakers with beginning levels of literacy in <b>Spanish</b> .	<b>Spanish for Spanish Speakers Intermediate</b> Designed for Spanish speakers with intermediate levels of literacy in <b>Spanish</b> .
<b>Listening</b>	<ul style="list-style-type: none"> <li>▪ Listen and derive meaning from a variety of authentic, academic sources</li> <li>▪ Infer meaning of words, phrases, expressions and grammatical structures of increasing number and complexity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen and respond to complex and content-related questions about new information, e.g. inference, comparison, summarizing, point of view, (dis)agreeing</li> <li>▪ Demonstrate understanding of oral language subtleties, e.g., academic and figurative language, humor, sarcasm, common idioms, and slang</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>▪ Use expanded academic vocabulary and grammatical forms to convey meaning</li> <li>▪ Summarize, re-tell and paraphrase in alternate ways</li> <li>▪ Prepare and deliver presentations/reports using academic language that include purpose, point of view, introduction, transitions, and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use formal academic language with fluency that includes informative, persuasive, and expository speech</li> <li>▪ Prepare and deliver presentations/reports that incorporate specific academic vocabulary and grammatical structures in order to communicate thoughts and ideas</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>▪ Read a variety of genre for a variety of purposes</li> <li>▪ Use reading strategies such as self-correcting, re-reading, making predictions, etc. to construct and regain meaning</li> <li>▪ Recognize, decode, pronounce and interpret academic vocabulary with ease and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read, gather, organize, analyze, and interpret information related to academic content areas from various sources, e.g., reference books, magazines, textbooks, Internet, media presentations, etc.</li> <li>▪ Support interpretation of text for literal and implied meaning with reference to features in written text e.g., vocabulary, facts, sequence, relevance of details and bias of author</li> <li>▪ Demonstrate understandings of subtleties in text, e.g., common idioms, dialect, humor, and figurative language</li> <li>▪ Synthesize information by reflecting and responding to texts</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>▪ Spell high frequency words and use grammatical forms correctly</li> <li>▪ Select genre to suit purpose and audience, demonstrating control over most essential elements</li> <li>▪ Use basic sentence structures with appropriate academic vocabulary, syntax, and conventions, e.g., spelling, capitalization, and punctuation</li> <li>▪ Use background knowledge, personal experiences and questions to generate, explore and develop ideas for writing</li> <li>▪ Understand, compare and analyze similarities and differences between own writing process with the writing process in English and Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create coherent multi-paragraph compositions.</li> <li>▪ Use complex sentence structures with appropriate advanced vocabulary, syntax, conventions, effective transitions and accurate grammar to convey both concrete and abstract meaning</li> <li>▪ Understand the writing process and flexible use of strategies to generate fluent writing</li> <li>▪ Edit for writing conventions and revise for appropriate genre, audience and purpose</li> </ul>

<h2 style="margin: 0;">Exploratory Class</h2> <p style="margin: 0;"><i>(Reading, Writing, Listening and Speaking is expected at all levels, but the focus of this level is speaking and listening)</i></p> <p style="margin: 0;">The purpose of an exploratory class is to expose students to languages so that they can make decisions on which language(s) they would like to study further. <b>These classes vary in levels of language proficiency to be achieved, amount of cultural knowledge to be gained, and time required to reach the program goals.</b> Classes are designed to provide a grade appropriate learning experience aiming for some degree of language proficiency.</p>	
<b>Listening</b>	<ul style="list-style-type: none"> <li>▪ Follow clear, basic directions in group situations</li> <li>▪ Listen to and derive meaning from a variety of spoken language sources and situations</li> <li>▪ Understand a variety of spoken messages</li> <li>▪ Recognize words, phrases, expressions, and grammatical structures</li> <li>▪ Recognize patterns of sound in oral language</li> <li>▪ Demonstrate comprehension through appropriate responses</li> <li>▪ Identify main idea, details and sequence of events from a variety of sources</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>▪ Speak in the target language for a variety of purposes with diverse audiences</li> <li>▪ Apply pronunciation rules and intonation patterns</li> <li>▪ Use vocabulary, grammatical forms, and structures of the target language to convey meaning</li> <li>▪ Use gestures, single words, simple phrases and complete sentences during greetings and to communicate needs in social and academic settings</li> <li>▪ Deliver short presentations on content area concepts which may include conversations and/or visual aids</li> <li>▪ Use some humor</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>▪ Interpret written language on a variety of topics</li> <li>▪ Recognize words, phrases, expressions, and grammatical structures</li> <li>▪ Demonstrate knowledge of sound-symbol relationship in context</li> <li>▪ Apply reading skills from their first language to comprehend various texts</li> <li>▪ Identify main ideas, details and sequence of events from visually-supported texts</li> <li>▪ Predict meaning of unknown words based on the context</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>▪ Write simple sentences and phrases using a model and attending to basic conventions to convey meaning</li> <li>▪ Write about personal and group experiences using background knowledge and illustrations</li> <li>▪ Format written work appropriately e.g., margins, dates, and indenting</li> <li>▪ Spell frequently used words and sight words correctly in the context of writing</li> </ul>
<b>Cultural Competency</b>	<ul style="list-style-type: none"> <li>▪ Observe and identify everyday cultural practices</li> <li>▪ Use culturally appropriate gestures, body language and oral expressions for common or familiar interactions</li> <li>▪ Listen to or read materials in the language from the cultures being studied.</li> </ul>

	Exploratory (6 <sup>th</sup> )	Exploratory (7 <sup>th</sup> )	Exploratory (8 <sup>th</sup> )
<b>French</b>	France	Canada	Francophone Countries (Africa, Polynesia, etc.)
<b>Spanish</b>	Spain	Mexico and Central America	South America
<b>Focus</b>	School-based Vocabulary	Tourism	