East Meadow U.F.S.D.

East Meadow, NY

Curriculum Area Project

**2013-2014**

## Gr. 12 Spanish 5 Advanced Placement

**Mr. Louis R. DeAngelo**

**Superintendent**

**W.T. Clarke High School**

**Mr. Timothy Voels, Principal**

**East Meadow High School**

**Mr. Richard Howard, Principal**

## Department of Languages Other Than English

### Writers: Jennifer Mangino

**Maria Miller**

**Project Coordinator: Maria Miller**

#### CAP Coordinator: Kelly M. O’Brien

**Table of Contents**

Abstract page 4

Rationale page 5

Understanding by Design lesson plans for selected units

I. Las identidades personales y públicas pages 6-8

Resources pages 9-10

Appendix A - Scope and Sequence for Spanish 5AP page 11-17

Appendix B - New Exam Outline page 18-20

Appendix C - New Achievement Level Descriptions page 21-40

**Abstract**

This guide presents a curriculum for the Languages Other Than English instruction of Spanish students in the Level 5 AP Spanish Language and Culture course. The course is designed for students who have completed Spanish Level 4 AP successfully and have opted to further their linguistic and cultural understanding of the Spanish-speaking world at the 12th grade level. It is the second year of a two year Advanced Placement course that will culminate with the new Advanced Placement Spanish Language and Culture Exam in May 2014. This course incorporates the New York State Standards and the National Standards in Foreign Language Education. These standards include “The Five C’s of Foreign Language Education:” Communication, Cultures, Connections, Comparisons and Communities.

The AP Spanish Language and Culture course provides students with opportunities to exhibit their proficiency in each of the three modes of communication (Interpersonal, Interpretive, and Presentational).

The new curriculum framework centers around six essential themes to integrate language, content, and culture into an interrelated series of lessons and activities. Each theme will be explored through essential questions intended to engage learners and to guide learning activities and performance assessments.

Every effort is made to provide the students with as many authentic materials/situations to familiarize them with the target language and culture. Literary and journalistic texts, advertisements, and authentic audio materials are used to further language acquisition and cultural understanding. The LOTE department has chosen to use various textbooks that we believe will best prepare the students to achieve the goals of the new AP exam and the state and national standards.

Rationale

It is the intent of this Curriculum Area Project to create a specific curriculum and scope and sequence for a Spanish 5 AP Spanish Language and Culture course. This new curriculum is warranted due to the revision of the Spanish AP Language and Culture Exam, commence

ng in May 2014. The new curriculum reflects the use of themes and essential questions that allow students to investigate and express different views on real world issues, make connections to other disciplines and compare aspects of the target culture(s) to their own. In addition there are key revisions to the exam: all exam tasks are contextualized and feature a greater variety of authentic print and audio materials which reflect the linguistic and cultural diversity of a Spanish-speaking world. The new curriculum is aligned with the standards set forth by the New York State Board of Regents and the National Standards in Foreign Language Education.

In order to facilitate the preparation of our students for the new curriculum and exam, the district has chosen new textbooks that are aligned to this new curriculum. The purpose of this Curriculum Area Project is to create a scope and sequence for the course utilizing these new textbooks.

**Selected Lesson Plans**

**I. Las identidades personales y públicas**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage 1—Desired Results** | | | | | |
| **Content Standard(s):**  **COMMUNICATION:**  (1.2) Students understand and interpret written and spoken language on a variety of topics.  (1.3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  **CULTURAL UNDERSTANDING:**  (2.2) Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.  **CONNECTIONS:**  (3.1) Students reinforce and further their knowledge of other disciplines through the foreign language.  **COMPARISONS:**  (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own. | | | |  | |
| **Understanding(s):**  **Students will understand …**   * The impact that social conditions have on assimilation. * How alienation affects not only individuals, but rather society in general. * The role that heroes and historic figures play in one’s national identity. * How do personal interests influence the identity of a person? * How the language a person speaks affects their identity. * The effect that social conditions have on social relationships and self-esteem. |  | | **Essential Question(s):**   * How are aspects of identity expressed in various situations? * How do language and culture influence identity? * How does one’s identity develop over time? |  | |
| **Student will know…**   * Vocabulary relating to alienation, assimilation, self-esteem, national identity, personal interests and personal beliefs. * Who were some heroes and historic figures of the Hispanic world. * How the history of a country contributes to the establishment of national identity. * What constitutes the definition of success. * Verbs and expressions to indicate change. * The imperfect subjunctive and sequence of tenses * If clauses using subjunctive or the indicative. | | | **Students will be able to…**   * Discuss what historic events have been decisive in the formation of our national identity. * Discuss the similarities and differences concerning educational beliefs in the United States and Argentina. * Resolve personal problems between couples and friends. * Identify the characteristics of having good self-esteem and low self-esteem. * How their personality has developed and changed over time. * Discuss reasons why immigrants come into this country and the obstacles they must overcome. |  | |
| **Stage 2—Assessment Evidence** | | | | | |
| **Performance Task(s):**   * Research a prominent figure of the Hispanic world and write a paragraph in which they describe this person’s self-esteem, obstacles and successes. * Interview an immigrant and find their motives for leaving their country of origin and how their experience was. Present your findings orally to the class. * Read “Naranjas” by AngelaMcEwan-Alvarado and reflect on how an education can allow immigrant children to have a better life with more opportunities than their parents. * Analyze “La Guernica” by Pablo Picasso and discuss how the painting portrayed the horrors of war. | |  | **Other Evidence:**   * Take written vocabulary quizzes on related vocabulary. * Listen to authentic audio materials similar to those on the new AP Exam. * Assess their understanding of grammatical structures, vocabulary, and cultural points by means of written exams. * Write an essay of more than 200 words using authentic sources of both printed and audio materials on the topic: *Does plastic surgery help to improve self-esteem?* * Oral presentation: *What relevance have historical figures had on the identity or well being of your community?* * Read authentic passages related to the topic that are similar to those on the new AP exam. * Simulated conversations related to the topic that are similar to those found of the new AP exam. * Write responses to emails related to topic. |  | |
| **Stage 3—Learning Plan** | | | | | |
| **Learning Activities:**   * Vocabulary will be presented by using transparencies and flashcards. * Working in cooperative groups, students will perform activities that will reinforce vocabulary. * Present grammatical structures of verbs and expressions to indicate change; the imperfect subjunctive and sequence of tenses; if clauses using subjunctive or the indicative. * Present popular Hispanic icons of today and then have students compare and contrast them. | | | | |  |

**Resources**

Blanco, José A. and C. Cecilia Tocaimaza-Hatch. Imagina: español sin barreras.

Boston, Massachusetts: Vista Higher Learning, 2007.

Díaz, José M. AP Spanish: Preparing for the Language and Culture Examination. Boston, Massachusetts: Pearson Education Inc., 2014.

Díaz. José M. and María F. Nadel. Abriendo Paso - Gramática. Boston, Massachusetts: Pearson Education Inc., 2012.

Díaz. José M. and María F. Nadel Abriendo Paso – Lectura. Boston, Massachusetts: Pearson Education, Inc., 2012.

Díaz. José M. and María F. Nadel. Abriendo Paso - Temas y Lecturas. Boston, Massachusetts: Pearson Education, Inc., 2014.

Draggett, Parthena, Cole Conlin, Max Ehrsam, and Elizabeth Millán. Temas - AP Spanish Language and Culture. Boston, Massachusetts: Vista Higher Learning, 2014.

Frisancho, Jorge, María T. Redmon, and Marta Lucía Restrepo Bravo. AP Spanish Language and Culture Exam Preparation. Boston, Massachusetts: Vista Higher Learning, 2014.

Gatski, Barbara and John McMullan. Triángulo Aprobado. Fifth ed. Yartmouth, Maine: Wayside publishing, 2013.

McVey Gill, Mary, Brenda Wegmann and Teresa Méndez-Faith. En Contacto -

Gramática en acción. Boston, Massachusetts: Thomson-Heinle, 2007.

McVey Gill, Mary, Brenda Wegmann and Teresa Méndez-Faith. En Contacto –

Lecturas intermedias. Boston, Massachusetts: Thomson-Heinle, 2007.

Rusch, Debbie, Marcela Domínguez and Lucía Caycedo-Garner. Fuentes: Conversación y gramática. Third ed. Boston, Massachusetts: Houghton Mifflin Company, 2005.

Tuten, Donald N., Lucía Caycedo-Garner and Carmelo Esterrich. Fuentes: Lectura y redacción. Third ed. Boston, Massachusetts: Houghton Mifflin Company, 2005.

Zayas-Bazán, Eduardo, Susan M. Bacon and Dulce M. García. Conexiones -

Comunicación y Cultura. Fourth ed. New Jersey: Prentice-Hall, Inc., 2010.

Zayas-Bazán, Eduardo, Susan M. Bacon and Dulce M. García. Conexiones -

Comunicación y Cultura. Fifth ed. Boston, Massachusetts: Pearson Education, Inc., 2014.

**Videos**

*Mar Adentro*

*Voces Inocentes*

*La fiesta del chivo*

Cortometrajes from Temas AP Spanish Language and Culture:

*Un atajo, un camino*

*Pecera: Un cortometraje del océano*

*El espía*

**APPENDIX A**

**Scope and Sequence for 5 AP Spanish Language and Culture**

**Spanish 5 AP Scope and Sequence (REVISED)**

1. **Tema – La ciencia y la tecnología**

**Essential Questions:**

1. **How do developments in science and technology affect our lives?**
2. **What factors have driven innovation and discovery in the fields of science and technology?**
3. **What role do ethics play in scientific advancement?**
4. **What are the ethical consequences of cloning and stem cell research?**

**Introduction to the theme: Class discussion about how technology impacts the students’ personal lives.**

**1. ¿Cómo impacta la tecnología en tu vida personal?**

**2. ¿ Crees que son una ventaja o una desventaja los avances tecnológicos del mundo actual?**

1. **Los efectos de la tecnología en el individuo y en la sociedad**

* *Conexiones* ,5th ed. pp. 362 -367; pp. 369-374; pp. 376-380; pp. 385-388.
* *Temas, p. 72-84* (Selected).
* *Abriendo Paso Temas y Lecturas, pp.296-306.*
* Lectura: “Nosotros No” por José Bernardo Adolf

**Closing analysis questions of the chapter:**

1. ¿Cuáles han sido algunos impactos tanto positivos como negativos de la tecnología en la sociedad?

2. ¿Qué factores afectan la reacción a favor o en contra del uso de la tecnología en la vida diaria?

3. ¿Cómo se ve afectada por la tecnología la información que recibe la gente?

**B. El cuidado de la salud y la medicina**

* *Temas,* pp. 85-97
* *Abriendo Paso Temas y Lecturas, pp. 307-317*

**Closing analysis questions of the chapter:**

1. ¿Cómo se ven impactadas la salud y la medicina por las nuevas tecnologías?
2. ¿Con qué desafíos sociales se enfrentan las comunidades debido al uso de la tecnología en la medicina?
3. ¿Qué se puede esperar en el futuro con respeto al cuidado de la salud y la medicina?

**C. La ciencia y la ética**

* *Temas*, pp. 102-114
* *Abriendo Paso Temas y Lecturas*, pp. 338-347
* Conexiones, 4th ed. pp.56-73

Movie: El mar adentro

**Closing analysis questions of the chapter:**

1. ¿ Cuáles son algunas de las áreas que tenemos que tener en cuenta con respeto a los avances

tecnológicas y científicos y sus consecuencias?

2. ¿Cuál es la responsabilidad de los seres humanos con respeto a los avances tecnológicos?

3. ¿Se debe tener en consideración la ética cuando un avance tecnológico parece beneficiar a los seres humanos?

**D. Los fenómenos naturales**

* *Conexiones 4th ed.,* p. 63 , "Los manglares"; p. 66, "Juanito la laguna" por Antonio Berni and workbook activities.
* *Abriendo Paso Temas y Lecturas,* pp. 327-337
* *Temas*, pp. 115-127

**Closing analysis questions of the chapter:**

1. ¿Cuál es el papel de la tecnología en la prevención de los fenómenos naturales?

2. ¿Qué se sabe sobre los animales y los fenómenos naturales?

3. ¿Cómo se enfrentan los sres humanos a los fenómenos naturales desastrosos?

**E. El acceso a la tecnología**

* *Temas,* p. 133
* *Abriendo Paso Temas y Lecturas,* pp. 284-295

**Closing analysis questions of the chapter:**

1. ¿Qué se está haciendo para que más personas tengan acceso a la computadoras?

2. ¿ Cuáles son algunos de los beneficios que se pueden ver ya?

3. ¿Cuáles don algunos de los retos que han surgido?

**F. Las innovaciones tecnológicas**

* *Temas*, pp. 134-139
* *Abriendo Paso Temas y Lecturas*, pp. 318-326

**Closing analysis questions of the chapter:**

1. ¿Cómo se ha visto afectada nuestra vida por las innovaciones tecnológicas?

2. ¿Han logrado los innovadores lo que se prponían al desarrollar los avances tecnológicos?

3. ¿Cuáles son algunos efectos no esperados de las innovaciones tecnológicas?

**Grammar topics for Tema 1:**

*Abriendo Paso Gramática*: Review Present Subjunctive; Subjunctive vs Indicative; Future Tense;

Conditional Tense;

1. **Tema - Los desafíos mundiales**

**Essential Questions:**

1. **What environmental, political and social issues pose challenges to societies throughout the world?**
2. **What are the origins of those issues?**
3. **What are the possible solutions to those issues?**
4. **Los temas del medio ambiente**

* *Conexiones* 5th ed., pp. 70-97
* *Temas*, pp. 293-305
* *Abriendo Paso Temas y Lecturas*, pp. 360-371
* Cuento: "El pez y el pescador", En contacto lectura
* Song: ¿*Dónde jugarán los niños*? por Maná

**Closing analysis questions of the chapter:**

1. ¿Cuáles son los principales problemas del medio ambiente que afectan a las comunidades y localidades del mundo**?**

2. ¿Cuáles son los orígenes y las consecuencias del problema ambiental?

3. ¿Cuáles son algunas de las estrategias posibles para que todos puedan disfrutar de un medio ambiente sano en el futuro?

**B. Los temas económicos**

* *Temas*, pp. 280-292
* *Abriendo Paso Temas y Lecturas*, pp. 350-359
* Poem: "United Fruit Company" por
* Power point presentation: "Los voces inocentes"
* Movie: " Los voces inocentes"

**Closing analysis questions of the chapter:**

1. ¿Cuáles son algunos de los desafíos económicos con que se enfrentan las sociedades hoy día?

2. ¿Qué impacto tienen los inmigrantes en la situación económica de diferentes comunidades por todo el mundo?

3. ¿Cuáles son algunos pasos que se pueden tomar individualmente para desarrollar responsabilidad económica en el futuro?

**C. La población y la demografía**

* *Temas*, pp. 313-325
* *Abriendo Paso Temas y Lecturas*, pp. 383-385

Closing analysis questions of the chapter:

1. ¿Cuáles son algunos de los hechos o las circunstancias que afectan la demografía de una sociedad?

2. ¿Cómo ha cambiado a través de los años la población mundial y qué resultados ha tenido este cambio?

3. ¿ Qué pueden hacer los individuos y los gobiernos para asegurar una población educada, saludable y bien alimentada?

**D. El bien estar social:**

* *Conexiones* 5th ed., pp 208-240 (Selected)
* *Conexiones* 4th ed., pp. 220-221; p.235
* *Temas*, pp. 326-338
* *Abriendo Paso Temas y Lecturas*, pp. 394-404

Closing analysis questions of the chapter:

1. ¿Cómo definen las sociedades y los individuos el bien estar social?

2. ¿ De qué manera afectan la economía, el medio ambiente, la religión, la demografía y otros aspectos colectivos el bien estar social de las comunidades?

3. ¿Qué pueden hacer los individuos y los gobiernos para mejorar el bienestar social de sus comunidades y las de otros?

E. **El pensamiento filosófico y la religión:**

* *Abriendo Paso Temas y Lecturas*, pp. 372-382
* *Temas*, p.341

Closing analysis questions of the chapter:

1. ¿De qué manera afectan la religión y la filosofía a las comunidades tanto locales como nacionales y mundiales?

2. ¿Cómo afectan las perspectivas y prácticas religiosas a la vida diaria?

3. ¿Cómo ha cambiado y cómo cambiará en el futuro el panorama de las religiones?

**F. La conciencia social:**

* *Abriendo Paso Temas y Lecturas*, pp. 405-415
* *Temas*, pp. 341-347

Closing analysis questions of the chapter:

1. ¿Cuáles son algunos de los problemas sociales que requieren atención en todo el mundo hoy día?

2. ¿Qué se puede hacer para que los individuos y las sociedades tengan conciencia de los problemas existentes sientan empatía y contribuyan a remediarlos?

3. ¿Cuáles son algunos de los mecanismos que existen para remediar los problemas?

**Grammar topics for Tema 2:**

*Abriendo Paso Gramática*: Imperfect Subjunctive; Sequence of tenses in the subunctive; Subjunctive in adverbial clauses; If clauses.

**III. Tema - Las identidades personales y públicas**

**Essential Questions:**

**1. How are aspects of identity expressed in various situations?**

**2. How do language and culture influence identity?**

**3. How does one’s identity develop over time?**

1. **La autoestima:**

* *Conexiones 4th ed., p. 118 - VideoRed: "*Mejora tu autoestima*!"*

p. 119 - " Yo puedo: un programa para elevar el estatus de la mujer en Honduras"

p. 133- " las dos Fridas"

p. 136- " A julia de Burgos"

* *Temas,* pp. 363-375 (Selected)
* *Abriendo Paso Temas y Lecturas*, pp.58-68

Closing analysis questions of the chapter:

1. ¿Cómo se desarrolla la autoestima de una persona?

2. ¿Cómo contribuyen el hogar, la escuela y el trabajo a la autoestima?

3. ¿Qué efecto tienen las condiciones sociales (por ejemplo: el desempleo, la pobreza) en las relaciones sociales y la autoestima?

**B. Las creencias personales:**

* *Temas*, p. 412
* *Abriendo Paso Temas y Lecturas*, pp. 34-45

Closing analysis questions of the chapter:

1. ¿Qué papel tienen la familia, la escuela, y otros agentes sociales en el desarrollo de las creencias personales?

2. ¿Qué función e importancia tiene el lenguaje en el desarrollo de la identidad personal y las creencias personales?

3. ¿Cómo se benefician las comunidades de los aportes de una población ética e instruida?

**C. Los intereses personales:**

* *Temas*, pp. 397-409 (Selected)
* *Abriendo Paso Temas y Lecturas*, pp. 46-57

Closing analysis questions of the chapter:

1. ¿Cómo influyen los intereses personales en la identidad de las personas?

2. ¿Qué conflictos se presentan entre los intereses personales y los intereses ajenas?

3. ¿Qué papel tiene la madurez en diversas situaciones?

**D. La enajenación y la asimilación:**

* *Temas*, pp. 350-362;
* Cuento: "Expulsados" por Francisco Jimenez
* *Abriendo Paso Temas y Lecturas*, pp.2-12
* Cuento: " Naranjas" por Angela McEvan-Alvarado
* \*Movie: " Los voces inocentes"
* \*Power point presentation: Los voces inocentes.
* Conexiones 4th ed. p. 218; VideoRed : "Spot contra la discriminación"
* Conexiones 5th ed., p. 234: " Causas y metas" and Preguntas

**\* If not previously shown.**

Closing analysis questions of the chapter:

1. ¿Cuáles son algunas cosas que pueden causar sentimientos de enajenación en las personas?

2. ¿Qué impacto tienen las condiciones sociales (por ejemplo: la familia, la educación, el trabajo) en la asimilación?

3. ¿ Qué pueden hacer los individuos, las comunidades y los gobiernos para facilitar la asimilación cultural?

**E. Los héroes y los personajes históricos:**

* *Temas*, p.413
* *Abriendo Paso Temas y Lecturas*, pp. 13-23

Closing analysis questions of the chapter:

1. ¿Qué cualidades tienen en común los héroes?

2. ¿Cuál es la relación entre los héroes y los personajes históricos? ¿Son todos los personajes históricos héroes o viceversa?

3. ¿Qué papel tienen los héroes y los personajes históricos en la identidad nacional?

**F. La identidad nacional y la identidad étnica:**

* *Temas*, pp. 384-396
* Abriendo Paso Temas y Lecturas, pp. 24-33

Closing analysis questions of the chapter:

1. ¿Cómo contribuye la historia de un país a establecer la identidad nacional?

2. ¿Qué factores influyen en los cambios de la identidad nacional a través del tiempo?

3. ¿Cómo se expresa la identidad nacional y ética en momentos de crisis?

**Grammar topics for Tema 3:**

**Review all essential grammar points for writing on the AP exam.**

**APPENDIX B**

**New Exam Outline**

**AP Spanish Language and Culture Exam**

Exam Information

The AP Spanish Language and Culture Exam assesses students’

proficiencies in the Interpersonal, Interpretive, and Presentational

modes of communication. The exam is 3 hours long and includes both

a 95-minute multiple-choice section and an 85-minute free-response

section. The multiple-choice section accounts for half of the student’s

exam grade, and the free-response section accounts for the other half.

Section I, the multiple-choice section, primarily assesses Interpretive

Communication by asking students to identify main points, significant

details, purpose, and intended audience of a variety of texts and to

make inferences and predictions based on them. Some questions

require students to show understanding of cultural or interdisciplinary

information contained in the text. Each selection is accompanied by a

preview that provides contextual information.

Section I, Part A, consists of a variety of authentic print materials (e.g.,

journalistic and literary texts, announcements, advertisements, letters,

maps, and tables). Section I, Part B, consists of a variety of authentic audio

materials, including interviews, podcasts, public service announcements,

conversations, and brief presentations. This section is divided into two

subsections. The first subsection includes audio texts that are paired with

print materials; the second consists solely of audio texts. Students will have

time to read the preview and skim the questions before listening to the

audio. All audio texts will be played twice.

Section II, the free-response section, assesses Interpersonal and

Presentational Communication by requiring students to produce written

and spoken responses.

In the writing portion, students demonstrate their ability to write in the

Interpersonal mode by reading and replying to an e-mail message. Then

using the Presentational mode, they write a persuasive essay based on

three sources that present different viewpoints on a topic. Students read

an article, study a table or graphic, and listen twice to a related audio.

Then they have 40 minutes to write an essay in response to a prompt using

the information from all three sources to present and defend their own

viewpoint. Students have access to the print sources and any notes they

may take on the audio during the entire 40-minute writing period.

The speaking portion assesses speaking in the Interpersonal mode

by asking students to respond to questions as part of a simulated

conversation. Students are provided a preview of the conversation,

including an outline of each exchange. This portion also assesses speaking

in the Presentational mode by requiring students to make a 2-minute

presentation in response to a prompt on a cultural topic. In their

presentation, students compare cultural features of their own community

to those found in an area of the Spanish-speaking world with which they

are familiar. Students are encouraged to cite examples from materials

they’ve read, viewed, and listened to, as well as from personal experiences

and observations.

You will hear the audio upon clicking on the audio icon ( ).

The sample exam questions in this curriculum framework include an

Answer Key and an indication of the learning objective(s) targeted by each

question.

**Section Number of**

**Time**

**Section I: Multiple Choice Approx. 95 Minutes**

Part A

Interpretive Communication: Print Texts 30 questions 50% Approx. 40 minutes

Part B

Interpretive Communication: Print and Audio Texts (combined) 35 questions Approx. 55 minutes

Interpretive Communication: Audio Texts

**Section II: Free Response Approx. 85 Minutes**

1. Interpersonal Writing: E-mail Reply 1 prompt

50% 15 minutes

1. Presentational Writing: Persuasive Essay 1 prompt Approx. 55minutes
2. Interpersonal Speaking: Conversation 5 prompts 20 seconds for each response
3. Presentational Speaking: Cultural Comparison 1 prompt 2 minutes to respond

© 2011 The College Board.

**APPENDIX C**

**New Achievement Level Descriptions**

**AP Spanish Language and Culture Curriculum Framework**

Achievement Level Descriptions for Spoken

Interpersonal Communication

***Achievement Level 5***

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and

close conversations on familiar topics in a culturally appropriate

manner most of the time. They understand and usually use culturally

appropriate expressions and gestures.

(b) **Strategies.** Students at this level use a variety of communication

strategies as necessary to maintain communication (e.g.,

circumlocution, paraphrasing, requesting clarification or information).

They often use questions to maintain the conversation and use context

to deduce meaning of unfamiliar words. They often recognize errors

and self-correct.

(c) **Opinions.** They state opinions and demonstrate some ability to support

opinions on topics of personal interest.

(d) **Language structures.** These students use a variety of simple and

compound sentences and some complex sentences on familiar topics,

and they narrate and describe in all time frames, with a few errors that

do not impede comprehensibility.

(e) **Vocabulary.** They understand and use vocabulary on a variety of

familiar topics, including some beyond those of personal interest.

(f) **Register.** Their choice of register is usually appropriate for the

audience, and its use is consistent despite occasional errors.

(g) **Pronunciation.** Their pronunciation and intonation patterns, pacing,

and delivery are comprehensible to an audience unaccustomed to

interacting with language learners; their pronunciation is consistent,

with few errors that do not impede comprehensibility.

(h) **Cultures, connections, and comparisons.** These students identify the

relationships among products, practices, and perspectives in the target

culture(s) and compare them with their own culture. They compare

and contrast a variety of geographic, historical, artistic, social, or

political features of target culture communities.

***Achievement Level 4***

(a) **Interaction.** Students at Achievement Level 4 initiate, maintain,

and close conversations on familiar topics. They usually interact in a

culturally appropriate manner and may understand and use culturally

appropriate expressions and gestures.

(b) **Strategies.** These students use some communication strategies

to maintain communication (e.g., circumlocution, paraphrasing,

restatement, asking for clarification or information). They use context

to deduce meaning of unfamiliar words. They recognize some errors

and self-correct.

(c) **Opinions.** They provide opinions on familiar topics with limited ability

to provide support.

(d) **Language structures.** They use simple and compound sentences and a

few complex sentences with some accuracy. They narrate and describe

in all time frames, demonstrating the most accuracy in present time

and some accuracy in the past and future.

(e) **Vocabulary.** These students understand and use vocabulary on a

variety of familiar topics, including some culturally appropriate and

idiomatic expressions related to topics of personal interest.

(f) **Register.** Their choice of register is usually appropriate for the

situation, yet some shifts between formal and informal registers occur.

(g) **Pronunciation.** Their pronunciation and intonation are

comprehensible to an audience accustomed to interacting with

language learners; errors do not impede comprehensibility.

(h) **Cultures, connections, and comparisons.** These students describe

in some detail products or practices of the target culture(s) and may

identify perspectives of the target culture(s) with some inaccuracies.

They compare and contrast some geographic, historical, artistic, social,

or political features of target culture communities.

***Achievement Level 3***

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and

close conversations on familiar topics and sometimes interact in a

culturally appropriate manner.

(b) **Strategies.** These students occasionally use communication strategies,

such as circumlocution and paraphrasing. Students at this level

of achievement often seek clarification of meaning by asking for

repetition. They use context to deduce meaning of unfamiliar words.

Students may recognize errors; attempts at correction are only

occasionally successful.

(c) **Opinions.** These students state opinions on topics of personal interest,

and they understand and respond to questions and statements on

familiar topics.

(d) **Language structures.** Their narrations and descriptions are

characterized by strings of simple sentences and a few compound

sentences, with the most accuracy in the present time and some

accuracy in other time frames.

(e) **Vocabulary.** They understand and use vocabulary from familiar

thematic word groups, including occasionally some culturally

appropriate and idiomatic expressions.

(f) **Register.** Choice of register may be inappropriate for the intended

audience, and shifts between formal and informal registers occur.

(g) **Pronunciation.** Their pronunciation and intonation are

comprehensible to an audience accustomed to interacting with

language learners, yet errors occasionally impede comprehensibility.

(h) **Cultures, connections, and comparisons.** They identify some cultural

products or practices of the target culture(s) and may identify a few

common perspectives. They identify some geographic, historical,

artistic, social, or political features of target culture communities.

***Achievement Level 2***

(a) **Interaction.** Students at Achievement Level 2 initiate and close

conversations on topics of personal interest and maintain them by

making basic statements. Comprehension of messages on familiar

topics is limited, and they have little ability to interact in a culturally

appropriate manner. Their communication often requires intervention

from others to attain comprehensibility.

(b) **Strategies.** They may seek clarification by asking for basic information

or repetition. They seldom recognize errors, and attempts at self correction

usually fail.

(c) **Opinions.** When stating opinions, they are limited to expressing likes

and dislikes.

(d) **Language structures.** These students produce simple sentences with

some accuracy in the present time.

(e) **Vocabulary.** They understand and use a limited range of vocabulary

from familiar thematic word groups, including memorized phrases and

a few idiomatic expressions.

(f) **Register.** These students communicate mainly using the familiar

register.

(g) **Pronunciation.** Their pronunciation and intonation are mostly

comprehensible to an audience accustomed to interacting with

language learners; errors impede comprehensibility.

(h) **Cultures, connections, and comparisons.** These students identify

a few common cultural products or practices and a few geographic,

historical, artistic, social, or political features of target culture

communities.

***Achievement Level 1***

Students at Achievement Level 1 demonstrate performances that are less

proficient than those outlined for Level 2.

Learning Objectives for Written Interpersonal

Communication

**Primary Objective: The student engages in written interpersonal**

**communications.**

▶▶ The student engages in the written exchange of information, opinions,

and ideas in a variety of time frames in formal situations.

▶▶ The student engages in the written exchange of information, opinions,

and ideas in a variety of time frames in informal situations.

▶▶ The student writes formal correspondence in a variety of media using

appropriate formats and conventions.

▶▶ The student writes informal correspondence in a variety of media

using appropriate formats and conventions.

▶▶ The student elicits information and clarifies meaning by using a variety

of strategies.

▶▶ The student states and supports opinions in written interactions.

▶▶ The student initiates and sustains interaction during written

interpersonal communication in a variety of media.

▶▶ The student understands a variety of vocabulary, including idiomatic

and culturally appropriate expressions.

▶▶ The student uses a variety of vocabulary, including idiomatic and

culturally appropriate expressions on a variety of topics.

▶▶ The student self-monitors and adjusts language production.

▶▶ The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶▶ The student demonstrates knowledge and understanding of content

across disciplines.

Achievement Level Descriptions for Written

Interpersonal Communication

***Achievement Level 5***

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and

close written exchanges in formal and informal communications with

good control of culturally appropriate conventions. They understand

and respond to questions on familiar topics with some elaboration and

detail.

(b) **Strategies.** These students use a variety of communication strategies as

necessary in order to maintain communication (e.g., circumlocution,

paraphrasing, requesting clarification or information). They use context

to deduce meaning of unfamiliar words and often recognize errors and

self-correct.

(c) **Opinions.** They state opinions and demonstrate some ability to support

opinions on topics of personal interest.

(d) **Language structures.** These students use a variety of simple and

compound sentences and some complex sentences on familiar topics,

and they narrate and describe in all time frames, with a few errors that

do not impede comprehensibility. They use transitional phrases and

cohesive devices.

(e) **Writing conventions.** Their writing is marked by consistent use of

standard conventions of the written language (e.g., capitalization,

orthography, accents) as appropriate for the medium of communication

(e.g., online chat, e-mail, letters, blogs, bulletin boards).

(f) **Vocabulary.** They understand and use vocabulary on a variety of

familiar topics, including some beyond those of personal interest.

They understand and use some culturally appropriate vocabulary and

idiomatic expressions.

(g) **Register.** Their choice of register is usually appropriate for the

audience, and its use is consistent despite occasional errors.

(h) **Cultures, connections, and comparisons.** These students identify the

relationships among products, practices, and perspectives in the target

culture(s) and compare them with their own culture. They compare

and contrast a variety of geographic, historical, artistic, social, or

political features of target culture communities.

***Achievement Level 4***

(a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and

close written exchanges in formal and informal communications,

although control of culturally appropriate conventions is inconsistent.

They understand and respond to questions and statements on familiar

topics with some elaboration and detail.

(b) **Strategies.** These students use communication strategies (e.g.,

circumlocution, paraphrasing, asking for clarification or information)

to maintain communication. They use context to deduce meaning of

unfamiliar words. They recognize some errors and self-correct.

(c) **Opinions.** They provide opinions on familiar topics with limited ability

to provide support.

(d) **Language structures.** They are usually accurate when writing about

familiar topics using a variety of simple, compound, and a few complex

sentences in all time frames, demonstrating the most accuracy in

present time and some accuracy in the past and future. They use some

transitional phrases and cohesive devices.

(e) **Writing conventions.** Their writing is generally consistent in

the use of standard conventions of the written language (e.g.,

capitalization, orthography, accents) as appropriate for the medium

of communication (e.g., online chat, e-mail, letters, blogs, bulletin

boards).

(f) **Vocabulary.** These students understand and use vocabulary on a

variety of familiar topics, including some culturally appropriate and

idiomatic expressions related to topics of personal interest.

(g) **Register.** Their choice of register is usually appropriate for the

situation, yet some shifts between formal and informal registers occur.

(h) **Cultures, connections, and comparisons.** These students describe

in some detail products or practices of the target culture(s) and may

identify perspectives of the target culture(s) with some inaccuracies.

They compare and contrast some geographic, historical, artistic, social,

or political features of target culture communities.

***Achievement Level 3***

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and

close written exchanges on familiar topics. They understand and

respond to questions and statements on familiar topics.

(b) **Strategies.** These students occasionally use communication strategies

(e.g., circumlocution, restatement, requesting clarification or

information) when interacting on familiar topics, and they occasionally

use context to deduce meaning of unfamiliar words. They often seek

clarification of meaning by asking for repetition. They may recognize

errors; attempts at self-editing are occasionally successful.

(c) **Opinions.** They state opinions on topics of personal interest.

(d) **Language structures.** They produce strings of simple sentences and a

few compound sentences, with the most accuracy in the present time

and some accuracy in other time frames.

(e) **Writing conventions.** Their writing shows inconsistent use of

standard conventions of the written language (e.g., capitalization,

orthography, accents) as appropriate for the medium of

communication (e.g., online chat, e-mail, letters, blogs, bulletin

boards) that sometimes interferes with meaning.

(f) **Vocabulary.** These students understand and use vocabulary from

familiar thematic word groups and occasionally incorporate some

culturally appropriate and idiomatic expressions.

(g) **Register.** Their choice of register may be inappropriate for the intended

audience, and shifts between formal and informal registers occur.

(h) **Cultures, connections, and comparisons.** These students identify some

cultural products or practices of the target culture(s) and may identify

a few common perspectives. They identify some geographic, historical,

artistic, social, or political features of target culture communities.

***Achievement Level 2***

(a) **Interaction.** Students at Achievement Level 2 respond to questions and

statements on topics of personal interest in written exchanges.

(b) **Strategies.** These students may seek clarification by asking for basic

information. They seldom recognize errors, and attempts at self-editing

usually fail.

(c) **Opinions.** When stating opinions, they are limited to expressing likes

and dislikes.

(d) **Language structures.** They produce simple sentences with some

accuracy in the present time. There is inconsistent control of basic

structures.

(e) **Writing conventions.** Their writing shows little use of standard

conventions of the written language (e.g., capitalization, orthography,

accents) as appropriate for the medium of communication (e.g., online

chat, e-mail, letters, blogs, bulletin boards).

(f) **Vocabulary.** They understand and use a limited range of vocabulary

from familiar thematic word groups, including memorized phrases and

a few idiomatic expressions.

(g) **Register.** These students communicate mainly using the familiar

register.

(h) **Cultures, connections, and comparisons.** These students identify

a few common cultural products or practices and a few geographic,

historical, artistic, social, or political features of target culture

communities.

***Achievement Level 1***

Students at Achievement Level 1 demonstrate performances that are less

proficient than those outlined for Level 2.

**Interpretive Communication**

The Interpretive Mode is characterized by the appropriate cultural

interpretation of meanings that occur in written and spoken form where

there is no recourse to the active negotiation of meaning with the writer or

speaker.

Learning Objectives for Audio, Visual, and Audiovisual

Interpretive Communication

**Primary Objective: The student synthesizes information from a**

**variety of authentic audio, visual, and audiovisual resources.**

▶▶ The student demonstrates comprehension of content from authentic

audio resources.

▶▶ The student demonstrates comprehension of content from authentic

visual resources.

▶▶ The student demonstrates comprehension of content from authentic

audiovisual resources.

▶▶ The student demonstrates understanding of a variety of vocabulary,

including idiomatic and culturally authentic expressions.

▶▶ The student understands the purpose of a message and the point of

view of its author.

▶▶ The student identifies the distinguishing features (e.g., type of resource,

intended audience, purpose) of authentic audio, visual, and audiovisual

resources.

▶▶ The student demonstrates critical viewing or listening of audio, visual,

and audiovisual resources in the target cultural context.

▶▶ The student monitors comprehension and uses other sources to

enhance understanding.

▶▶ The student examines, compares, and reflects on products, practices,

and perspectives of the target culture(s).

▶▶ The student evaluates similarities and differences in the perspectives

of the target culture(s) and his or her own culture(s) as found in audio,

visual, and audiovisual resources.

▶▶ The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶▶ The student demonstrates knowledge and understanding of content

across disciplines.

Achievement Level Descriptions for Audio, Visual, and

Audiovisual Interpretive Communication

***Achievement Level 5***

(a) **Comprehension of content.** When listening to or viewing a variety

of authentic audio, visual, and audiovisual resources, students at

Achievement Level 5 identify main ideas, some significant details, and

the intended audience on a range of topics. These students use context

to deduce the meaning of unfamiliar words and usually infer implied

meanings.

(b) **Critical viewing and listening.** These students identify significant

distinguishing features (e.g., type of resource, intended audience,

purpose) of authentic audio, visual, and audiovisual resources.

(c) **Vocabulary.** They comprehend a variety of vocabulary, including

culturally appropriate vocabulary and some idiomatic expressions

related to topics of personal interest and limited unfamiliar topics.

(d) **Cultures, connections, and comparisons.** These students identify the

relationship among products, practices, and perspectives in the target

culture(s) and demonstrate understanding of most of the content of

familiar interdisciplinary topics presented in the resource material.

They compare and contrast geographic, historical, artistic, social, or

political features of target culture communities.

***Achievement Level 4***

(a) **Comprehension of content.** When listening to or viewing a variety

of authentic audio, visual, and audiovisual resources, students at

Achievement Level 4 identify most main ideas and some significant

details on familiar topics. These students use context to deduce the

meaning of unfamiliar words and make some inferences.

(b) **Critical viewing and listening.** They identify some distinguishing

features (e.g., type of resource, intended audience, purpose) of

authentic audio, visual, and audiovisual resources.

(c) **Vocabulary.** These students comprehend most vocabulary, including

some culturally appropriate and idiomatic expressions related to topics

of personal interest.

(d) **Cultures, connections, and comparisons.** These students identify

the products, practices, and some perspectives of the target culture(s)

and demonstrate understanding of some content of familiar

interdisciplinary topics presented in the resource material. They

compare and contrast some geographic, historical, artistic, social, or

political features of target culture communities.

***Achievement Level 3***

(a) **Comprehension of content.** When listening to or viewing a variety

of authentic audio, visual, and audiovisual resources, students at

Achievement Level 3 identify some main ideas and details on familiar

topics. They respond accurately to basic information questions (e.g.,

Who? What? When? Where?) and can sometimes use context to

deduce meaning of unfamiliar words and make limited inferences.

(b) **Critical viewing and listening.** They identify a few distinguishing

features (e.g., type of resource, intended audience, purpose) of

authentic audio, visual, and audiovisual resources.

(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of

personal interest.

(d) **Cultures, connections, and comparisons.** These students are able

to identify the cultural products and practices and demonstrate

understanding of basic content of familiar interdisciplinary topics

presented in the resource material. They are also able to identify a few

geographic, historical, artistic, social, or political features of target

culture communities.

***Achievement Level 2***

(a) **Comprehension of content.** When listening to or viewing a variety

of authentic audio, visual, and audiovisual resources, students at

Achievement Level 2 identify a few main ideas or details and are

sometimes unable to respond to basic information questions.

(b) **Critical viewing and listening.** These students identify few

distinguishing features (e.g., type of resource, intended audience,

purpose) of authentic audio, visual, and audiovisual resources.

(c) **Vocabulary.** They understand a limited range of vocabulary from

familiar thematic word groups, including memorized phrases and a few

idiomatic expressions.

(d) **Cultures, connections, and comparisons.** These students identify a

few common cultural products or practices of the target culture(s) and

demonstrate limited understanding of the basic content of familiar

interdisciplinary topics presented in the resource material. They are

able to identify a few geographic, historical, artistic, social, or political

features of target culture communities.

***Achievement Level 1***

Students at Achievement Level 1 demonstrate performances that are less

proficient than those outlined for Level 2.

Learning Objectives for Written and Print Interpretive

Communication

**Primary Objective: The student synthesizes information from a**

**variety of authentic written and print resources.**

▶▶ The student demonstrates comprehension of content from authentic

written and print resources.

▶▶ The student demonstrates understanding of a variety of vocabulary,

including idiomatic and culturally authentic expressions.

▶▶ The student understands the purpose of a message and the point of

view of its author.

▶▶ The student identifies the distinguishing features (e.g., type of resource,

intended audience, purpose) of authentic written and print resources.

▶▶ The student demonstrates critical reading of written and print

resources in the target cultural context.

▶▶ The student monitors comprehension and uses other sources to

enhance understanding.

▶▶ The student examines, compares, and reflects on products, practices,

and perspectives of the target culture(s).

▶▶ The student evaluates similarities and differences in the perspectives of

the target culture(s) and his or her own culture(s) as found in written

and print resources.

▶▶ The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶▶ The student demonstrates knowledge and understanding of content

across disciplines.

Achievement Level Descriptions for Written and Print

Interpretive Communication

***Achievement Level 5***

(a) **Comprehension of content.** When reading a variety of authentic

written and print resources, students at Achievement Level 5 identify

main ideas and supporting details on a range of topics. They use

context to deduce the meaning of unfamiliar words and usually infer

implied meanings.

(b) **Critical reading.** They demonstrate critical reading skills and usually

differentiate facts from opinions. These students identify the intended

audience, source, and purpose and describe the basic context of the

resource material.

(c) **Vocabulary.** These students comprehend a variety of vocabulary,

including culturally appropriate vocabulary and some idiomatic

expressions related to topics of personal interest and limited unfamiliar

topics.

(d) **Cultures, connections, and comparisons.** These students identify the

relationship among products, practices, and perspectives in the target

culture(s) and demonstrate understanding of most of the content of the

interdisciplinary topics presented in the resource material. They also

compare and contrast geographic, historical, artistic, social, or political

features of target culture communities.

***Achievement Level 4***

(a) **Comprehension of content.** When reading a variety of authentic

written and print resources, students at Achievement Level 4 identify

most main ideas and some supporting details on familiar topics. They

use various reading strategies to aid in the literal comprehension of the

text. These students make some inferences and use context to deduce

the meaning of unfamiliar words.

(b) **Critical reading.** These students identify the intended audience,

source, and purpose of the resource.

(c) **Vocabulary.** They comprehend most vocabulary, including some

culturally appropriate and idiomatic expressions related to topics of

personal interest.

(d) **Cultures, connections, and comparisons.** These students identify the

products, practices, and some perspectives of the target culture(s) and

demonstrate understanding of some content of the interdisciplinary

topics presented in the resources. They compare and contrast some

geographic, historical, artistic, social, or political features of target

culture communities.

***Achievement Level 3***

(a) **Comprehension of content.** When reading a variety of authentic

written and print resources, students at Achievement Level 3 identify

some main ideas and supporting details on familiar topics. They

respond accurately to basic information questions (e.g., Who? What?

When? Where?), make limited inferences, and use contextual clues to

assist in the literal comprehension. They can sometimes use context to

deduce meaning of unfamiliar words.

(b) **Critical reading.** These students identify the source and purpose of the

resource.

(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of

personal interest.

(d) **Cultures, connections, and comparisons.** They are able to identify

the products and practices of the target culture(s) and demonstrate

understanding of basic content of familiar interdisciplinary topics

presented in the resource material. They are also able to identify a few

geographic, historical, artistic, social, or political features of target

culture communities.

***Achievement Level 2***

(a) **Comprehension of content.** When reading a variety of authentic

written and print resources, students at Achievement Level 2 identify

some main ideas and details, but they are sometimes unable to respond

to basic information questions. They occasionally use contextual clues

for basic comprehension.

(b) **Critical reading.** They identify the source of the resource.

(c) **Vocabulary.** They understand a limited range of vocabulary from

familiar thematic word groups, including memorized phrases and a few

idiomatic expressions.

(d) **Cultures, connections, and comparisons.** These students identify

a few common cultural products or practices of the target culture(s)

and demonstrate limited understanding of basic content of familiar

interdisciplinary topics presented in the resource material. They are

able to identify a few geographic, historical, artistic, social, or political

features of target culture communities.

***Achievement Level 1***

Students at Achievement Level 1 demonstrate performances that are less

proficient than those outlined for Level 2.

**Presentational Communication**

The Presentational Mode is characterized by the creation of messages in

a manner that facilitates interpretation by members of the target culture

where no direct opportunity for the active negotiation of meaning exists.

Learning Objectives for Spoken Presentational

Communication

**Primary Objective: The student plans, produces, and presents spoken**

**presentational communications.**

▶▶ The student produces a variety of creative oral presentations (e.g.,

original story, personal narrative, speech, performance).

▶▶ The student retells or summarizes information in narrative form,

demonstrating a consideration of audience.

▶▶ The student creates and gives persuasive speeches.

▶▶ The student expounds on familiar topics and those requiring research.

▶▶ The student uses reference tools, acknowledges sources, and cites them

appropriately.

▶▶ The student self-monitors and adjusts language production.

▶▶ The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶▶ The student demonstrates knowledge and understanding of content

across disciplines.

Achievement Level Descriptions for Spoken

Presentational Communication

***Achievement Level 5***

(a) **Discourse and development.** When planning, producing, and

presenting spoken presentational communications, students at

Achievement Level 5 use paragraph-length discourse with mostly

appropriate use of cohesive devices to report, explain, and narrate on

a range of familiar topics. They develop ideas by showing evidence of

synthesis and interpretation of background information.

(b) **Strategies.** These students employ a variety of strategies to clarify and

elaborate content of presentation; self-correction is mostly successful.

(c) **Language structures.** These students use a variety of simple and

compound sentences and some complex sentences in major time

frames. Errors do not impede comprehensibility.

(d) **Vocabulary.** These students use vocabulary on a variety of familiar

topics, including some beyond those of personal interest. They use

some culturally appropriate vocabulary and idiomatic expressions.

(e) **Pronunciation.** Their pronunciation and intonation patterns, pacing,

and delivery are comprehensible to an audience unaccustomed to

interacting with language learners.

(f) **Register.** Their choice of register is usually appropriate for the

audience, and its use is consistent despite occasional errors.

(g) **Cultures, connections, and comparisons.** These students identify the

relationship among products, practices, and perspectives in the target

culture(s) and demonstrate understanding of most of the content of the

interdisciplinary topics presented in the resource material. They also

compare and contrast geographic, historical, artistic, social, or political

features of target culture communities.

***Achievement Level 4***

(a) **Discourse and development.** When planning, producing, and

presenting spoken presentational communications, students at

Achievement Level 4 use mostly paragraph-length discourse with

appropriate use of some cohesive devices to explain, express opinions,

describe, and narrate on familiar topics. Their work shows some

evidence of ideas that are developed and supported with examples.

(b) **Strategies.** These students may employ some communication strategies

appropriately, such as paraphrasing and clarification; self-correction is

often successful.

(c) **Language structures.** They use simple and compound sentences and

a few complex sentences with some accuracy; errors do not impede

comprehensibility.

(d) **Vocabulary.** They use vocabulary on a variety of familiar topics,

including some culturally appropriate and idiomatic expressions

related to topics of personal interest.

(e) **Pronunciation.** Their pronunciation, intonation, pacing, and delivery

are mostly comprehensible to an audience accustomed to interacting

with language learners; errors do not impede comprehensibility.

(f) **Register.** Their choice of register is usually appropriate for the

audience, yet some shifts between formal and informal registers occur.

(g) **Cultures, connections, and comparisons.** These students describe, in

some detail, products or practices of the target culture(s), yet they may

identify perspectives of the target culture(s) with some inaccuracies.

They may compare and contrast some geographic, historical, artistic,

social, or political features of target culture communities.

***Achievement Level 3***

(a) **Discourse and development.** When planning, producing, and

presenting spoken presentational communications, students at

Achievement Level 3 use strings of sentences and a few basic cohesive

devices to express personal opinions, describe, and narrate on familiar

topics. They show evidence of some development of ideas and basic

structural organization (introduction, argument, and conclusion).

(b) **Strategies.** These students employ limited communication strategies,

such as repetition and emphasis; self-correction is occasionally

successful.

(c) **Language structures.** They produce simple and compound sentences

with the most accuracy in the present time and some accuracy in other

time frames. Errors may impede comprehensibility.

(d) **Vocabulary.** These students use vocabulary from familiar thematic

word groups and occasionally incorporate some culturally appropriate

and idiomatic expressions.

(e) **Pronunciation.** Their pronunciation and intonation are

comprehensible to an audience accustomed to interacting with

language learners, yet errors occasionally impede comprehensibility.

(f) **Register.** Their choice of register may be inappropriate for the intended

audience, and shifts between formal and informal registers occur.

(g) **Cultures, connections, and comparisons.** They identify some cultural

products and practices of the target culture(s) and may identify a few

common perspectives. They are also able to identify a few geographic,

historical, artistic, social, or political features of target culture

communities.

***Achievement Level 2***

(a) **Discourse and development.** When planning, producing, and

presenting spoken presentational communications, students at

Achievement Level 2 use strings of sentences to express personal

opinions, describe, and narrate on topics of personal interest. There is

little evidence of development of ideas, and structural organization may

be lacking.

(b) **Strategies.** They seldom recognize errors, and attempts at self correction

usually fail.

(c) **Language structures.** They produce simple sentences with some

accuracy in the present time. Their control of basic structures is

inconsistent; errors impede comprehensibility.

(d) **Vocabulary.** Students at this level use vocabulary from familiar

thematic word groups, including memorized phrases and a few

idiomatic expressions.

(e) **Pronunciation.** Their pronunciation and intonation are mostly

comprehensible to an audience accustomed to interacting with

language learners; errors impede comprehensibility.

(f) **Register.** These students communicate mainly using the familiar

register.

(g) **Cultures, connections, and comparisons.** These students identify

a few common cultural products or practices and a few geographic,

historical, artistic, social, or political features of target culture

communities.

***Achievement Level 1***

Students at Achievement Level 1 demonstrate performances that are less

proficient than those outlined for Level 2.

Learning Objectives for Written Presentational

Communication

**Primary Objective: The student plans and produces written**

**presentational communications.**

▶▶ The student produces a variety of creative writings (e.g., original story,

personal narrative, script).

▶▶ The student retells or summarizes information in narrative form,

demonstrating a consideration of audience.

▶▶ The student produces persuasive essays.

▶▶ The student produces expository writing, including researched reports.

▶▶ The student uses reference tools, acknowledges sources, and cites them

appropriately.

▶▶ The student self-edits written work for content, organization, and

grammar.

▶▶ The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶▶ The student demonstrates knowledge and understanding of content

across disciplines.

Achievement Level Descriptions for Written

Presentational Communication

***Achievement Level 5***

(a) **Discourse and development.** When planning, producing, and

presenting written presentational communications, students at

Achievement Level 5 use paragraph-length discourse with mostly

appropriate use of cohesive devices to report, explain, and narrate on a

range of familiar topics. They integrate content from multiple sources

to support their presentation.

(b) **Strategies.** These students employ a variety of strategies to clarify and

elaborate the content of the presentation; self-correction is mostly

successful.

(c) **Language structures.** These students use a variety of simple and

compound sentences and some complex sentences in major time

frames. Errors do not impede comprehensibility.

(d) **Vocabulary.** These students use vocabulary on a variety of familiar

topics, including some beyond those of personal interest. They use

some culturally appropriate vocabulary and idiomatic expressions.

(e) **Writing conventions.** They demonstrate consistent use of standard

conventions of the written language (e.g., capitalization, orthography,

accents). Errors do not impede comprehensibility.

(f) **Register.** Their choice of register is appropriate for the audience, and its

use is consistent despite occasional errors.

(g) **Cultures, connections, and comparisons.** These students identify the

relationship among products, practices, and perspectives in the target

culture(s) and demonstrate understanding of most of the content of the

interdisciplinary topics presented in the resource material. They also

compare and contrast geographic, historical, artistic, social, or political

features of target culture communities.

***Achievement Level 4***

(a) **Discourse and development.** When planning, producing, and

presenting written presentational communications, students at

Achievement Level 4 use mostly paragraph-length discourse

with appropriate use of some cohesive devices to explain, express

opinions, describe, and narrate on familiar topics. They summarize

multiple sources with limited integration of content to support their

presentation.

(b) **Strategies.** These students employ some communication strategies

appropriately, such as paraphrasing and clarification; self-editing is

often successful.

(c) **Language structures.** They use simple and compound sentences and

a few complex sentences with some accuracy; errors do not impede

comprehensibility.

(d) **Vocabulary.** They use vocabulary on a variety of familiar topics,

including some culturally appropriate and idiomatic expressions related

to topics of personal interest.

(e) **Writing conventions.** They demonstrate generally consistent use of

standard conventions of the written language (e.g., capitalization,

orthography, accents); errors do not impede comprehensibility.

(f) **Register.** Errors in choice of register are infrequent, yet shifts between

formal and informal registers may occur.

(g) **Cultures, connections, and comparisons.** They describe in some

detail products or practices of the target culture(s), yet they may

identify perspectives of the target culture(s) with some inaccuracies.

They may compare and contrast some geographic, historical, artistic,

social, or political features of target culture communities.

***Achievement Level 3***

(a) **Discourse and development.** When planning, producing, and

presenting written presentational communications, students at

Achievement Level 3 use strings of sentences and a few basic cohesive

devices to express personal opinions, describe, and narrate on familiar

topics. They summarize content from sources to support their

presentation.

(b) **Strategies.** These students may employ some communication strategies

appropriately, such as paraphrasing and clarification; self-editing is

occasionally successful.

(c) **Language structures.** They produce simple and compound sentences

with the most accuracy in the present time and some accuracy in other

time frames. Errors may impede comprehensibility.

(d) **Vocabulary.** These students use vocabulary from familiar thematic

word groups and occasionally incorporate some culturally appropriate

and idiomatic expressions.

(e) **Writing conventions.** Their use of standard conventions of the written

language (e.g., capitalization, orthography, accents) is inconsistent,

which may cause confusion for the reader.

(f) **Register.** Their choice of register may be inappropriate for the intended

audience, and shifts between formal and informal registers occur.

(g) **Cultures, connections, and comparisons.** They identify some cultural

products and practices of the target culture(s) and may identify a few

common perspectives. They are also able to identify a few geographic,

historical, artistic, social, or political features of target culture

communities.

***Achievement Level 2***

(a) **Discourse and development.** When planning, producing, and

presenting written presentational communications, students at

Achievement Level 2 use strings of sentences to express personal

opinions, describe, and narrate on topics of personal interest. They

summarize sources without supporting the presentation.

(b) **Strategies.** These students employ limited presentational strategies to

clarify meaning; efforts at self-editing usually fail.

(c) **Language structures.** They produce simple sentences with some

accuracy in the present time. Their control of basic structures is

inconsistent; errors impede comprehensibility.

(d) **Vocabulary.** Students at this level use vocabulary from familiar

thematic word groups, including memorized phrases and a few

idiomatic expressions.

(e) **Writing conventions.** Their writing shows little use of standard

conventions of the written language (e.g., capitalization, orthography,

accents).

(f) **Register.** These students communicate mainly using the familiar

register.

(g) **Cultures, connections, and comparisons.** These students identify

a few common cultural products or practices and a few geographic,

historical, artistic, social, or political features of target culture

communities.

***Achievement Level 1***

Students at Achievement Level 1 demonstrate performances that are less

proficient than those outlined for Level 2.

© 2011 The College Board.