

GREECE CENTRAL SCHOOL DISTRICT

STANDARDS

Languages Other Than English

LEVEL I CHECKPOINT A

Standard 1 - Communication Skills

Key Idea: Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

*Performance Indicator 1: **Listening:** Comprehends short listening passages on familiar topics.*

Evidence:

- 1.1 Comprehends the information provided in simple statements and questions (e.g., announcements, face to face conversations, directions).
- 1.2 Comprehends the main idea of longer, simple messages and conversations (e.g., weather forecasts, reports on familiar topics) that include some unfamiliar vocabulary and structures as well as cognates of English words.

*Performance Indicator 2: **Speaking:** Speaks in the target language on specified, contextually relevant topics associated with the everyday life of the learner and that of the people of the target cultures.*

Evidence:

- 2.1 Initiates speech and engages in simple conversations using basic questions and phrases (e.g., exchanges simple greetings, answers questions about self and family).
- 2.2 Responds to simple statements and questions using appropriate vocabulary and structure (e.g., simple and compound sentences, appropriate subjects with verbs, correct number and gender, definite and indefinite articles, possessive adjectives, question words, selected prepositions, simple negatives, present tense, selected imperative, and the notion of the future tense).
- 2.3 Calls upon repetition, rephrasing, and nonverbal cues to derive or convey meaning.

Key Idea: Reading and writing are used in languages other than English for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

*Performance Indicator 3: **Reading:** Reads and interprets simple texts on familiar topics.*

Evidence:

- 3.1 Understands the general content of short, general, public statements and standardized messages (e.g., advertisements, schedules, forms).
- 3.2 Comprehends the main ideas of longer authentic or authentically-based texts (e.g., descriptions based on familiar themes, personal anecdotes, E-mail messages) dealing with familiar topics.

*Performance Indicator 4: **Writing:** Writes simple narratives based on familiar topics.*

Evidence:

- 4.1 Composes short, informal notes and messages (e.g., favorite activities, tasks to accomplish, items to purchase) to exchange information with members of the target cultures.
- 4.2 Writes brief descriptions of people, objects, places, and events in the target language.

Standard 2 - Cultural Understanding

***Key Idea:* Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.**

Performance Indicator 1: Demonstrates an understanding of the relationship between the practices and perspectives of the target cultures.

Evidence:

- 1.1 Comprehends appropriate behavior within specified cultural contexts (e.g., meal etiquette, specialty shops).
- 1.2 Develops an awareness of and respect for cultural similarities and differences (e.g., holiday traditions, the school day) between the target culture and his/her own community and country.

Performance Indicator 2: Demonstrates an understanding of the relationship between the products and perspectives of the target cultures.

- 2.1 Develops an awareness of tangible cultural products (e.g., monuments, foods) and how they reflect the perspectives of the culture.
- 2.2 Develops an awareness of intangible cultural products (e.g., system of education, roles of family members) and how they reflect on the perspectives of the culture.

GREECE CENTRAL SCHOOL DISTRICT

STANDARDS

Languages Other Than English

LEVEL II

Standard 1 - Communication Skills

Key Idea: Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting other to adopt a course of action.

*Performance Indicator 1: **Listening:** Comprehends short listening passages on familiar topics.*

Evidence:

- 1.1 Comprehends short messages and conversations within familiar communicative situations (e.g., ability-appropriate video, presentations of shared personal interest).
- 1.2 Comprehends the main idea of longer messages and conversations (e.g., oral descriptions, public address announcements).

*Performance Indicator 2: **Speaking:** Speaks in the target language on specified, contextually relevant topics associated with the everyday life of the learner and that of the people of the target cultures.*

Evidence:

- 2.1 Initiates and sustains speech using simple questions and statements (e.g., expresses likes and dislikes, discusses classroom activities with a peer).
- 2.2 Uses appropriate vocabulary and structure (e.g., verb forms, adjective agreement, model verbs, object pronouns, word order) within conversational contexts.
- 2.3 Uses repetition, simple circumlocutions, and nonverbal cues to derive or convey meaning.

Key Idea: Reading and writing are used in languages other than English for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

*Performance Indicator 3: **Reading:** Reads and interprets simple texts on familiar topics.*

Evidence:

- 3.1 Understands the specific content of short, general, public statements and messages (e.g., want ads, instructions and directions, travel brochures).
- 3.2 Comprehends the essential points and supporting details of selected expository writings (e.g., holiday descriptions, dialogues, pen pal letters).

*Performance Indicator 4: **Writing:** Writes simple narratives based on familiar topics.*

Evidence:

- 4.1 Composes notes and messages (e.g., plans for the summer, items for a special occasion menu, extracurricular activities) to exchange information with members of the target cultures.
- 4.2 Writes brief descriptions of simple situations and events in a logical, sequential style.

Standard 2 - Cultural Understanding

***Key Idea:* Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.**

Performance Indicator 1: Demonstrates an understanding of the relationship between the practices and perspectives of the target cultures.

Evidence:

- 1.1 Demonstrates appropriate behavior within limited cultural contexts (e.g., peer relationships, hobbies and sports).
- 1.2 Demonstrates an awareness of and respect for cultural similarities and differences (e.g., neighborhood living, classroom interactions) between the target culture and his/her own community and country.

Performance Indicator 2: Demonstrates an understanding of the relationship between the products and perspectives of the target cultures.

Evidence:

- 2.1 Describes some basic tangible cultural products (e.g., the flag, currency exchange) and how they reflect the perspectives of the culture.
- 2.2 Describes some basic, intangible cultural products (e.g., medical services, shopping patterns) and how they reflect the perspectives of the culture.

GREECE CENTRAL SCHOOL DISTRICT

STANDARDS

Languages Other Than English

LEVEL III CHECKPOINT B

Standard 1 - Communication Skills

Key Idea: Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

*Performance Indicator 1: **Listening:** Comprehends short listening passages on familiar topics.*

Evidence:

- 1.1 Comprehends authentic messages and short conversations (e.g., student interviews, recorded dialogues) when listening to peers, familiar adults, and providers of public services.
- 1.2 Comprehends the main idea and some discrete information in television, radio, or live presentations (e.g., newscasts, recorded discussions).

*Performance Indicator 2: **Speaking:** Speaks in the target language on specified, contextually relevant topics associated with the everyday life of the learner and that of the people of the target cultures.*

Evidence:

- 2.1 Initiates, sustains, and closes general conversations (e.g., expresses preferences and reactions, requests additional information) on familiar topics.
- 2.2 Selects vocabulary appropriate to a range of topics; uses simple and complex sentences in the present, past, and future; and expresses details and nuances by using appropriate modifiers.
- 2.3 Uses repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation.

Key Idea: Reading and writing are used in languages other than English for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

*Performance Indicator 3: **Reading:** Reads and interprets simple texts on familiar topics.*

Evidence:

- 3.1 Reads independently and comprehends materials written for native speakers (e.g., newspaper articles, Internet documents, recipes) when the topic and language are familiar.
- 3.2 Uses contextual and visual clues as well as cognates to derive meaning from texts that contain unfamiliar words, expressions, and structures.

*Performance Indicator 4: **Writing:** Writes simple narratives based on familiar topics.*

Evidence:

- 4.1 Composes brief journals, uncomplicated personal and business letters, and short reports (e.g., requests for information, suggested course of action) on familiar topics.
- 4.2 Composes written narratives, brief analyses, and expressions of opinion of more complex content when given the opportunity for organization and advanced preparation.

Standard 2 - Cultural Understanding

***Key Idea:* Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.**

Performance Indicator 1: Demonstrates an understanding of the relationship between the practices and perspectives of the target cultures.

Evidence:

- 1.1 Exhibits a comprehensive knowledge of cultural traits and patterns (e.g., recreational opportunities, interactions at ticket counters).
- 1.2 Demonstrates respect for cultural similarities and differences (e.g., occupational responsibilities, relationships between students and staff) between the target culture and his/her own community and country.

Performance Indicator 2: Demonstrates an understanding of the relationship between the products and perspectives of the target cultures.

Evidence:

- 2.1 Demonstrates an understanding of tangible cultural products (e.g., traditional foods, household items) and how they reflect the perspectives of the culture.
- 2.2 Demonstrates an understanding of intangible cultural products (e.g., current political issues, cultural variations among groups that speak the same target language) and how they reflect on the perspectives of the culture.

GREECE CENTRAL SCHOOL DISTRICT

STANDARDS

Languages Other Than English

LEVEL IV

Standard 1 - Communication Skills

Key Idea: Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Performance Indicator 1:Listening: Comprehends short listening passages on familiar topics.

Evidence:

- 1.1 Comprehends clear, standard speech (e.g., everyday conversations, questions and requests, public address announcements) on familiar topics delivered with some repetition and rewording.
- 1.2 Comprehends the essential points of extended discussions and presentations on familiar topics (e.g., biographical information, leisure time activities, ecological concerns).
- 1.3 Comprehends commonly used expressions (e.g., specific idiomatic phrases, verb-preposition combinations, courtesy statements).

Performance Indicator 2:Speaking: Speaks in the target language on specified, contextually relevant topics associated with the everyday life of the learner and that of the people of the target cultures.

Evidence:

- 2.1 Initiates, sustains, and closes a general conversation (e.g., negotiates for goods and services, expresses point of view about authentic documents) on a broad range of topics.
- 2.2 Blends previously acquired grammatical knowledge with oral communication skills to produce clear expression (e.g., refines the use of verb tenses, uses word order appropriately, composes compound and complex sentences with greater frequency).
- 2.3 Selects and organizes information (e.g., introduction, main ideas, conclusion) for oral presentation to others.

Key Idea: Reading and writing are used in languages other than English for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

*Performance Indicator 3: **Reading:** Reads and interprets simple texts on familiar topics.*

Evidence:

- 3.1 Reads independently selected authentic materials, information in non-technical prose, and expository texts on topics related to areas of special interest (e.g., poems, plays, short stories).
- 3.2 Draws on a broad range of learned vocabulary, idioms, and structures and uses strategies (e.g., prior knowledge, key words, contextual clues) to understand unfamiliar texts.
- 3.3 Analyzes selected literary texts (e.g., identifies main ideas, sequences information chronologically, paraphrases content).
- 3.4 Detects the overall tone or intent of a text (e.g., humorous, sarcastic, serious).

*Performance Indicator 4: **Writing:** Writes simple narratives based on familiar topics.*

Evidence:

- 4.1 Composes unified texts (e.g., letters, skits, brief synopses, biographical data, opinions) on everyday topics.
- 4.2 Creates simple versions of literary texts (e.g., scripts, poems, short stories, journals).
- 4.3 Analyzes and interprets (e.g., analyzes relationships, justifies actions of characters, infers conclusions, describes preferences related to the text) selected, basic literary texts and other materials.
- 4.4 Edits his/her own pieces of writing (e.g., varies vocabulary, includes connecting words, reorganizes content, improves grammatical constructions, uses appropriate verb tenses to indicate action in the past, present, and future).

Standard 2 - Cultural Understanding

***Key Idea:* Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.**

Performance Indicator 1: Demonstrates an understanding of the relationship between the practices and perspectives of the target cultures.

Evidence:

- 1.1 Interprets and responds appropriately to common culturally-determined traits and patterns (e.g., socializing behaviors, non-verbal communication).
- 1.2 Demonstrates an understanding of and respect for cultural similarities and differences (e.g., sportsmanship, responsibilities of students) between the target culture and his/her own community and country.

Performance Indicator 2: Demonstrates an understanding of the relationship between the products and perspectives of the target cultures.

Evidence:

- 2.1 Demonstrates an extended knowledge of tangible cultural products (e.g., artwork, famous people) and how they reflect the perspectives of the culture.
- 2.2 Develops an extended knowledge of intangible cultural products (e.g., employment trends, social needs) and how they reflect on the perspectives of the culture.