Archdiocese of Omaha

World Language Curriculum

K-12

2010

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Acknowledgements

08/2010

Acknowledgements

We would like to thank the following individuals for their support and assistance in the writing of the Archdiocese of Omaha World Language Curriculum Guide, June 2008:

Introduction

Purpose of this curriculum:

The purpose of this Standards-based curriculum is to assist administrators and teachers of the Archdiocese of Omaha in teaching World Languages in the Archdiocesan Catholic Schools. This guide contains clear expectations for World Language Education Standards as well as specific Nebraska Frameworks relating to each Program Standard. It is intended that this material be used in the development of local World Language education curriculum plans and for the training of teachers of World Language education.

Administrators will use this curriculum to assist teachers in applying the desired World Language Education Standards to the specific grade levels.

Teachers will use the curriculum as the basis for planning their lessons for the year. Use of this curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Mission Statement

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- to proclaim the message of faith and morals

- to foster community

- to encourage worship and prayer

- to motivate to serve others

Each school is to educate students to become academically proficient as well as responsible adults who will be active and loyal members of their Church, their community, and world.

(Approved 2007)

Archdiocese of Omaha Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Religious knowledge, virtues, morals and practices;

- Knowledge of core disciplines and fine arts;

- Higher-order thinking skills;

- Effective communication skills;

- Effective social interaction skills;

- Independent learning skills;

- Life-long learning with the ability to access and utilize resources;

- Knowledge of practices essential to:

  - Sound health and stable families;

  - Responsible stewardship;

  - Mature, responsible and sensible use of technology; and

  - Effective citizenship.

World Language
Program Mission Statement

Our mission is to prepare all students to communicate in another language, to interact with other cultures and to respect all God's people.

World Language Program Standards

Communication

- Communicate in languages other than English.

Cultures

- Gain knowledge and understanding of other cultures.

Connections

- Connect with other disciplines and acquire information.

Comparisons

- Develop insight into the nature of language and culture.

Communities

- Participate in multilingual communities at home and around the world.

08/2010

World Language Essential Standards

Communication

Emerging: Participate in written and spoken language
Developing: Elaborate and clarify information in a variety of forms
Expanding: Compose and synthesize in another language

Cultures

Emerging: Recognize cultural differences and similarities
Developing: Identify and analyze cultural practices
Expanding: Evaluate relationships between cultures

Connections

Emerging: Relate world languages and cultures to other disciplines
Developing: Reinforce and expand knowledge of other disciplines through world
                      languages.
Expanding: Develop and apply interdisciplinary relationships

Comparisons

Emerging: Recognize different languages and cultures
Developing: Explore the relationship between languages and culture
Expanding: Analyze cultural and linguistic patterns

Communities

Emerging: Become aware of other cultures and languages in the community
Developing: Use language skills and cultural knowledge within and beyond the school
                      setting
Expanding: Apply the attained language skills in making global connections

Overview World Language Program

Emerging: Grades PreK-9 ends during World Language 1

Developing: Grades 9-12 through World Language 2

Expanding: Grades 9-12 World Language 2+

For successful implementation, all teachers need to read, understand and utilize all pieces of information within their section beginning with the Curriculum Implementation Map.

Emerging Level
World Language Essential Standards

Communication

    Participate in written and spoken language

Cultures

    Recognize cultural differences and similarities

Connections

    Relate world languages and cultures to other disciplines

Comparisons

    Recognize different languages and cultures

Communities

    Become aware of other cultures and languages in the community

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Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:
- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:
- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Reproduce entire curriculum guide for all World Language teachers.

Teacher's role:
- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by levels (Emerging, Developing, Expanding) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:
- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:
- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:
- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:
- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:
- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:
- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:
- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:
- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:
- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the **week of April 22**.

Teacher's role: (If you have not done so yet)
- Align the curriculum by level (Emerging, Developing, Expanding) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:
- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22.**

Teacher's role:
- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send level Tally Sheet to administrator.

MARCH

Administrator's role:
- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22.**

Teacher's role:
- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Level Tally Sheet to administrator.

APRIL

Administrator's role:
- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the **week of April 22**.
- Collect Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1.**

Teacher's role:
- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Level Tally Sheet to administrator.
- If you have not done so yet, turn in your Level Tally Sheet to administration.

MAY

Administrator's role:
- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:
- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

*Refer to the **Curriculum Guide Glossary** found in this section of the World Language Curriculum Guide to assist you with the terminology.*

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have reviewed the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment.   The Assessment should not be an "add on" tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have reviewed the curriculum guide and mapped an instructional plan for the year based on the Content Checklist and Curriculum Implementation Map found in the World Language Curriculum Guide. The teacher needs to refer to the Directions for Use of Content Checklist for specific instructions. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.

2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade/level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood.   The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.

3. It is important for the teacher and the students to understand that students are rated for proficiency on the assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.

4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.

6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator, resource teacher or school counselor.

7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.

8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".

9. When the teacher has completed the rating on all students, the teacher will then complete the specific level Tally Sheet for reporting to the Archdiocese. Once the level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.

10. The teacher will then take the completed level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the **"Directions for Administration of the Performance Assessment"**. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the "Student Scoring Guide" for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.

2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, "Content" might be the first criterion listed. The teacher will go to the column with the Level 3 heading, "Meets Standard", to check if the student completed the required work assigned under "Content". If the student completed all the required pieces, then the teacher will mark a "3" under the Results column for "Content". If a student has exceeded the Standard by completing the required work in Level 4, "Exceeds Standard", then the teacher will mark a "4" under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, "Progressing Toward Standard", and Level 1, "Does Not Meet Standard", to mark the appropriate rating in the Results column.

3. The teacher will repeat this process for each identified criterion that needs to be rated.

4. The teacher's next step is to transfer the students' totals from the Student Scoring Guide to the specific level **Tally Sheet**. Directions for use of the level Tally Sheet follow in this section.

5. The teacher will then place the Student Scoring Guide in the individual student's cumulative file to fulfill the State of Nebraska's requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student's permanent file.

Teacher Notes for the World Language Assessment Task: Me!

The assessment must be completed so that the Emerging Level Tally Sheet is submitted to the building administrator by the week of April 22.

- Students may brainstorm as a class or in small groups for additional questions/topics if desired
- Teacher needs to be sure that students know how to insert foreign characters into text
  (See Teacher Resources section for handout)
- Students may use time outside of class to work on the visual presentation for the project
- Students may use textbooks, dictionaries, and other reference sources
- Students may use rough draft for peer and/or teacher editing
- Teacher may wish to give the questions/topics list as a pre-test at the beginning of the year or
   semester
- Targeted vocabulary includes the vocabulary learned in class
- Targeted language is the language being taught in class
- Encourage students to choose to complete an exceptional product
- As an option, ask students to keep a "journal" by writing 3-5 sentences in English as they listen
   to each other's presentations. At the end, the teacher could collect these journals for a
   participation grade.

Possible Teacher References

- Omaha Archdiocesan Teacher Sharing Website: http://wlsharing.synthasite.com
  (Teachers may use this website for sharing ideas)

- Nebraska Department of Education World Language INVISION resource which has specific
  activities that target the content checklist items

- Sold on Spanish by Frog Street Press – CD and reproducibles

- Teachersdiscovery.com

- Quia.com

- Google Images-for graphics or illustrations

- Cinco Preguntas-trivia questions on Hispanic countries and cultures

- invision.esu3.org

- caracol live-streaming radio from Colombia

- YouTube-"One Semester of Spanish Spanish Love Song"

Teacher Notes

Recommended list of questions/topics for **Me!** Assessment

1. What is your name?
2. When is your birthday?
3. How old are you?
4. What is your favorite movie?
5. What is your favorite book?
6. What are you going to do after graduation?
7. How is your family described?
8. What do you like to do in your free time?
9. What sports do you play?
10. Do you have pets? Describe them.
11. What is your favorite saying/scripture?
12. What is your favorite color?
13. What is your favorite restaurant?
14. Who is your favorite saint?
15. To where do you like to travel?
16. Who is your favorite artist?
17. What are some of your personal characteristics?
18. Where do you prefer to shop?
19. What is your favorite food?

1) ¿Cómo te llamas?
2) ¿Cuándo es tu cumpleaños?
3) ¿Cuántos años tienes?
4) ¿Cuál es tu película favorita?
5) ¿Cuál es tu libro favorito?
6) ¿Qué vas a hacer después de graduar?
7) ¿Como se describe tu familia?
8) ¿Qué te gusta hacer en tu tiempo libre?
9) ¿Qué deportes juegas?
10) ¿Tienes mascotas? Descríbelas.
11) ¿Cuál es tu dicho favorito/escritura favorita?
12) ¿Cuál es tu color favorito?
13) ¿Cuál es tu restaurante favorito?
14) ¿Quien es tu santo favorito?
15) ¿Adónde prefieres viajar?
16) ¿Quién es tu artista favorita?
17) ¿Cuáles son algunas de tus caracteristicas personales?
18) ¿Adónde prefieres ir de compras?
19) ¿Cuál es tu comida favorita?

World Language Assessment Emerging Level
Title: Me!

Program and Essential Standards: Communication, Connections, Communities

Administration Time: Upon Completion of Spanish I or World Language I
*The assessment must be completed so that the Emerging Level Tally Sheet is submitted to the building administrator by the **week of April 22.***

Suggested Time Frame: 8-10 hours student work time in class
(Refer to the Curriculum Implementation Map and the Curriculum Guide Glossary found within this section of the World Language Curriculum Guide.)

Essential Question: How can I share information about myself using the target language?

Task: Using 8-10 questions/topics from the suggested list, prepare and present an informational project about yourself using the target language.

Guidelines:
Content (Written and Visual)
1. Write one to three complete sentences in the target language for 8-10 selected questions/topics.
2. Your sentences must correctly and completely address the selected questions/topics.
3. Use correct grammar, punctuation, and spelling with minimal errors.
4. Select a project from the following list to enhance your oral presentation.

   - PowerPoint
   - Booklet
   - Portfolio
   - Videotaped interview
   - Poster
   - Newspaper article
   - Photo album/scrapbook
   -"Show and Tell" presentation

5. Your project must be neat, colorful and visually appealing.

Communication (Spoken)
6. Give a 2-3 minute oral presentation using the target vocabulary.
7. Your presentation must include use of your project.
8. Your presentation must be understandable with few pronunciation errors.
9. Communicate clearly using adequate volume, eye contact, and appropriate expression.

Student Name_____Assessment Completion Date_____

World Language Student Scoring Guide Emerging Level Assessment Task: Me!

Prepare and present an informational project about yourself using the target language.

Criteria	Level 1 Does Not Meet Standard	Level 2 Progressing Toward Standard	Level 3 Meets Standard	Level 4 Exceeds Standard	Results
Content	-Responds to less than four of the recommended questions/topics -Most sentences incomplete and incorrect	-Responds to 4-7 questions/topics -Some sentences incomplete and/or incorrect	-Chooses 8-10 questions/ topics -Writes one or two complete sentences per question/topic in the target language -Correctly and completely addresses the selected questions/ topics	-In addition to meeting all items in Level 3, writes three or more informative sentences per question/ topic	
Mechanics	-Many errors in grammar , punctuation, and spelling	-Some errors in grammar, punctuation, and spelling	-Uses correct grammar, punctuation and spelling with minimal errors	-No errors in grammar, punctuation and spelling	
Visual Presentation	-Project shows little or no effort	-Project lacks visual appeal	-Project is neat, colorful, and visually appealing	-In addition to meeting all items in Level 3, project incorporates a unique method for presentation appropriate to the content	
Oral Presentation	-Gives less than one minute presentation without use of the target vocabulary -Does not use the project	-Presents 1-2 minutes with minimal use of the target vocabulary -Limited use of project	-Presents 2-3 minutes using the target vocabulary -Presentation revolves around the project	-In addition to meeting all items in Level 3, is able to answer questions from the audience using the target language	
Clarity/ Pronunciation	-Poor pronunciation -Incomprehensible	-Some pronunciation errors, but still understandable	-Uses correct pronunciation with few errors -Understandable	-No errors in pronunciation	
Expression	-Not audible -No eye contact -Reads from the project	-Parts are inaudible -Limited eye contact -Monotone delivery	-Uses adequate volume -Makes adequate eye contact -Uses appropriate expression	-Well rehearsed with much expression	

Presentation Type: Time:
List any modifications made:

OPTIONAL Teacher/Student Resources

http://wlsharing.synthasite.com
Omaha Archdiocesan Teacher Sharing Website – Margaret Cowell created this website for World Language teachers to share ideas

http://www.education.ne.gov/forlg/
Nebraska Department of Education World Language education website with information regarding INVISION resources and activities

http://www.nationalspanishexam.org/
Website explains uses for the online, standardized tool for voluntary testing of grades 6-12

Web Resources – with audio
http://www.hello-world.com
Five star site!!! (This is an excellent resource for the World Language teacher which is available in the following languages: Arabic, English, French, German, Polish, Portuguese, Italian, Russian and Indonesian. Super for the regular classroom teacher without much language experience because of the listening component! Students also have the capability of recording language. Most of the site is FREE but some of the specialized vocabulary practices require a subscription.
- Dialogs - Comic strips that allow you to listen to conversations one sentence at a time
- Songs - Drag and drop puzzles with audio
- Games – Bingo, Tic-Tac-Toe, and Memory (with audio)
- Dictionary – Click on word to hear it pronounced as well as used in context
- On-line grading capabilities
- Activities to practice essential vocabulary

http://www.bbc.co.uk/languages/
Video and activities available in Spanish, French, German, Italian, Greek, and Chinese, and Spanish
- A mystery video is available in Spanish with 8 short episodes. A total of 22 episodes will be added in the future. Key language is introduced in functional chunks and the focus is on communicative topics.   Subtitles available in Spanish and English, along with cultural topics, and practices in answering questions. You can print the vocabulary, grammar and practice pages at the end of each episode. A syllabus, user guide and teacher guide are included.
- Spanish Steps – Interactive slideshows with 10 key words (video, audio, practice activities)
- Reportajes – Stories used to practice grammar in context
- Crosswords
- Being There- cultural information

http://anacleta.homestead.com/
Spanish language and culture links – This is comprehensive source of materials and activities

http://www.mes-english.com/flashcards.php
Free printable resources for teachers of young language learners (flashcards, worksheets, handouts, ESL games, Bingo games, clip art, stickers and certificates)

FLES
http://www.nde.state.ne.us/FORLG/ElemMidHSResources.htm
Classroom ideas for animals, colors, family, numbers and school as well as using children's literature

http://www.cal.org/earlylang
A resource on foreign language learning in grades K-8 that offers information on the benefits of early world language learning, advocacy, how to start a K-8 program, using technology and assessing student progress

www.primeraescuela.com
Printables and craft activities for elementary Spanish and English

Music
http://www.cri-cri.net/
Downloadable children's songs

www.joseluisorozco.com/
Many children's songs available

http://www.metrolyrics.com/jose-luis-orozco-lyrics.html
Lyrics for many of the songs by Jose Luis Oroczo

http://www.jameswooldridge.com/
Videos of songs to teach JH and HS Spanish

http://www.mamalisa.com/
Music in Spanish and French for small children

http://www.songsforteaching.com/
Songs which help for the teaching of various subjects including foreign language
Clips of songs in Spanish, French, German and Latin
CD from Omaha teacher available for purchase at this site: "Canciones de mi clase"

Vocabulary and Grammar
http://members.tripod.com/spanishflashcards/
Common vocabulary, grammar and textbook practice on common themes

http://www.homeeducationresources.com/FREEspanish.htm
Free worksheets for high school Spanish

http://lingolex.com/spanish.htm
Vocabulary and grammar practices

Teachertube.com

Roobrix.com
http://pblchecklist.4teachers.org/checklist.shtml

http://www.studyspanish.com/tutorial.htm
Free online tutorial with audio, cultural notes, grammar, vocabulary, verb drills, and links to helpful sites

http://www.colby.edu/~bknelson/slcindex.php
Stories and songs using grammatical concepts in context – grammar practices are available in list form

Stories
http://www.miscositas.com/
A collection of stories and resources for Spanish and French

http://www.storyplace.org/sp/preschool/
Spanish animated stories

http://cvc.cervantes.es/aula/lecturas/inicial/
Readings in Spanish for intermediate levels including pre-reading activities

http://www.clta.net/lessons/
Online culture lessons for High School Spanish

http://www.dltk-teach.com/minibooks/indexsp.htm
Printable mini-books in Spanish

Power Points
http://tpduggan.tripod.com/powerp.html
Prepared grammar Powerpoints including a reusable Jeopardy game which would work for any subject

Listserves
http://groups.yahoo.com/group/nebraskaforeighnlanguageteachers/
Chatboard and forum to share files and other info between various teachers
You will need to create a yahoo ID to join if you don't already have one

www.teachers.net
Chatboards and Lesson Exchanges for a variety of disciplines including Spanish, French and German

http://www.cortland.edu/FLTEACH/
Archives of teacher questions and answers are organized by topic and date
This site contains a large list of general resources as well as resources in Chinese, ESL, German, French, Italian, Japanese, Latin, Portuguese, Russian, and Spanish

Professional Organizations
http://www.hispaniajournal.org/
Journal published by AATSP

http://www.aatsp.org
American Association of Teachers of Spanish and Portuguese

http://www.nationalspanishexam.org/
National Spanish exam offered by AATSP

http://www.nde.state.ne.us/FORLG/NILA/NILA_Main.htm
Nebraska International language association

http://www.americas.oas.org/manus_eng.html
Magazine published OAS

http://www.lizardpoint.com/fun/geoquiz/
Interactive map exercises

Brain Research
http://www.teresakennedy.com/
Brain-based learning information

General Resource Page
http://www.ver-taal.com/index.htm
Contains links to other languages

http://espanole.org

http://www.studyspanish.com/lessons/plnoun.htm
Spanish Grammar

http://www.conjuguemos.com/home/index.html
Practice of verb conjugation

http://www.ewtn.com/ Website for translation of prayers into Spanish or German

ESSENTIAL and OPTIONAL PRAYERS as listed in the Archdiocesan Religion Curriculum Guide recommended for use in the World Language classroom.

Grades Pre K-Kdg	Grade 1	Grade 2	Grade 3
Sign of the Cross	Sign of the Cross	Sign of the Cross	Sign of the Cross
Glory Prayer	Glory Prayer	Glory Prayer	Glory Prayer
The Lord's Prayer	The Lord's Prayer	The Lord's Prayer	The Lord's Prayer
Hail Mary	Hail Mary	Hail Mary	Hail Mary
Meal Prayers	Meal Prayers	Meal Prayers	Meal Prayers
	Guardian Angel Prayer	Guardian Angel Prayer	Guardian Angel Prayer
	Act of Contrition	Act of Contrition	Act of Contrition
		Reconciliation	Reconciliation
OPTIONAL PRAYERS		Liturgy of the Word	Liturgy of the Word
		Liturgy of the Eucharist	Liturgy of the Eucharist
Guardian Angel Prayer	***OPTIONAL PRAYERS***		
Act of Contrition	Reconciliation	First Communion	Communion
Reconciliation	Liturgy of the Word	Apostles Creed	Apostles Creed
Liturgy of the Word	Liturgy of the Eucharist	Ten Commandments	Ten Commandments
	First Communion		
Liturgy of the Eucharist			Sacraments
			Nicene Creed
			Order of Mass
		OPTIONAL PRAYERS	
		Spontaneous Prayer	
		Sacraments	
			OPTIONAL PRAYERS
		Devotions	Spontaneous Prayer
		Nicene Creed	Rosary/Mysteries
		Order of Mass	Stations of the Cross
		Rosary/Mysteries	Benediction
		Stations of the Cross	

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ESSENTIAL and OPTIONAL PRAYERS as listed in the Archdiocesan Religion Curriculum Guide recommended for use in the World Language classroom.

Grade 4	Grade 5	Grade 6
Sign of the Cross	Sign of the Cross	Sign of the Cross
Glory Prayer	Glory Prayer	Glory Prayer
The Lord's Prayer	The Lord's Prayer	The Lord's Prayer
Hail Mary	Hail Mary	Hail Mary
Meal Prayers	Meal Prayers	Meal Prayers
Guardian Angel Prayer	Guardian Angel Prayer	Guardian Angel Prayer
Act of Contrition	Act of Contrition	Act of Contrition
Reconciliation	Reconciliation	Reconciliation
Liturgy of the Word	Liturgy of the Word	Liturgy of the Word
Liturgy of the Eucharist	Liturgy of the Eucharist	Liturgy of the Eucharist
Communion	Communion	Communion
Apostles Creed	Apostles Creed	Apostles Creed
Ten Commandments	Ten Commandments	Ten Commandments
Sacraments	Sacraments	Sacraments
Nicene Creed	Nicene Creed	Nicene Creed
Order of Mass	Order of Mass	Order of Mass
Rosary/Mysteries	Rosary/Mysteries	Rosary/Mysteries
Stations of the Cross	Stations of the Cross	Stations of the Cross
Benediction	Benediction	Benediction
		Precepts of the Church
		Theological and Cardinal Virtues
OPTIONAL PRAYERS	***OPTIONAL PRAYERS***	
Spontaneous Prayer	Spontaneous Prayer	
Precepts of the Church	Precepts of the Church	***OPTIONAL PRAYERS***
Theological and Cardinal Virtues	Theological and Cardinal Virtues	
		Spontaneous Prayer
Act of Faith	Act of Faith	Act of Faith
Act of Hope	Act of Hope	Act of Hope
Act of Love	Act of Love	Act of Love
Memorare	Memorare	Memorare
Angelus	Angelus	Angelus
Canticle of Mary	Canticle of Mary	Canticle of Mary
Family Prayer	Family Prayer	Family Prayer
Prayer of St. Francis	Prayer of St. Francis	Prayer of St. Francis
Morning Prayer	Morning Prayer	Morning Prayer
Evening Prayer	Evening Prayer	Evening Prayer
New Commandment	New Commandment	New Commandment
Canticle of Zechariah	Canticle of Zechariah	Canticle of Zechariah
Canticle of Simeon	Canticle of Simeon	Canticle of Simeon
Praying the Scriptures	Praying the Scriptures	Praying the Scriptures
Meditate on the Scriptures	Meditate on the Scriptures	Meditate on the Scriptures

ESSENTIAL and OPTIONAL PRAYERS as listed in the Archdiocesan Religion Curriculum Guide recommended for use in the World Language classroom.

Grade 7-8	Grade 9-12
Sign of the Cross	Sign of the Cross
Glory Prayer	Glory Prayer
The Lord's Prayer	The Lord's Prayer
Hail Mary	Hail Mary
Meal Prayers	Meal Prayers
Guardian Angel Prayer	Guardian Angel Prayer
Act of Contrition	Act of Contrition
Reconciliation	Reconciliation
Liturgy of the Word	Liturgy of the Word
Liturgy of the Eucharist	Liturgy of the Eucharist
Communion	Communion
Apostles Creed	Apostles Creed
Ten Commandments	Ten Commandments
Sacraments	Sacraments
Nicene Creed	Nicene Creed
Order of Mass	Order of Mass
Rosary/Mysteries	Rosary/Mysteries
Stations of the Cross	Stations of the Cross
Benediction	Benediction
Precepts of the Church	Precepts of the Church
Theological and Cardinal Virtues	Theological and Cardinal Virtues
Memorare	Memorare
OPTIONAL PRAYERS	*OPTIONAL PRAYERS*
Spontaneous Prayer	Spontaneous Prayer
Act of Faith	Act of Faith
Act of Hope	Act of Hope
Act of Love	Act of Love
Angelus	Angelus
Canticle of Mary	Canticle of Mary
Family Prayer	Family Prayer
Prayer of St. Francis	Prayer of St. Francis
Morning Prayer	Morning Prayer
Evening Prayer	Evening Prayer
New Commandment	New Commandment
Canticle of Zechariah	Canticle of Zechariah
Canticle of Simeon	Canticle of Simeon
Praying the Scriptures	Praying the Scriptures
Meditate on the Scriptures	Meditate on the Scriptures
	Chaplet of Divine Mercy
	Liturgy of the Hours

Hints for Typing in Spanish & Other Languages

1. Typing Spanish Characters
   o <u>Method 1</u> (while in Microsoft Word)
   o <u>Method 2</u> (using a DESKTOP computer)
   o <u>Method 3</u> (using a LAPTOP computer)

2. <u>Spanish Spell Check</u>

3. <u>Charts for Other Languages</u> (French, Italian, German, etc)

METHOD 1 -
Typing Spanish Characters in WORD

This method works when typing documents in WORD.

To produce	Press
á, é, í, ó, ú, ý Á, É, Í, Ó, Ú, Ý	CTRL + ' (APOSTROPHE) then the vowel
ñ Ñ	CTRL + SHIFT + ~ (TILDE) then the letter n
ö Ö	CTRL + SHIFT + : (COLON) then the letter o
¿	ALT + CTRL + SHIFT + ? (all at the same time)
¡	ALT + CTRL + SHIFT + ! (all at the same time)

Hint how to read the short cuts above:

Accenting a vowel, such as, é

1. hold down the CTRL key
2. press the ' key once (while still holding CTRL down)
3. release CTRL
4. press the vowel you want accented

Typing an inverted question mark ¿

1. at the same time hold down ALT, CTRL, and SHIFT
2. press ? one time (while still holding down the other three)

METHOD 2 -
Typing Spanish Characters using ALT key

This works for ANY program while using a desktop computer
(see Method 3 for laptop computers)

Print the chart on the right and tape to you monitor. It can be used as a handy guide to type Spanish characters in ANY program.

1. Be sure your NUM LOCK light on your keyboard is on (the NUM LOCK key is on your keypad)

2. Hold down the ALT key

3. Type the number shown on the chart with your KEYPAD

4. Release the ALT key

Your special character will appear.

Yes, this is not the EASIEST method ...
but it works for ANY program.)

Use the Alt key and the KEYPAD to create these characters.

Spanish
á........ 160
é........ 130
í........ 161
ó....... 162
ú....... 163

Á......0193
É....... 144
Í...... 0205
Ó..... 0211
Ú..... 0218

ñ....... 164
Ñ....... 165

¿........ 168
¡........ 173

Other
ö....... 148
Ö....... 153
ü........ 129
Ü....... 154

Math
¢........ 155
¼....... 172
½....... 171
¾..... 0190
÷........ 246
°........ 248

METHOD 3
Typing Spanish Characters using Fn and ALT keys

This works for ANY program, while using a LAPTOP computer.
(see Method 2 for desktop computers) You might have to press the **"Num Lk"** button at the top of the screen and turn on the Num Lock light.

Print the chart on the right and keep it handy. It can be used as a guide to type Spanish characters in ANY program.

1. Hold down the *Fn* key and the ALT key

2. Type the number shown on the chart using the embedded number pad
(small blue numbers on the keyboard)

3. Release the *Fn* and ALT key

Your special character will appear.

Yes, this is not the EASIEST method ...
but it works for ANY program.)

Use the Alt key and the KEYPAD to create these characters.

Spanish
á........ 160
é........ 130
í........ 161
ó....... 162
ú....... 163

Á......0193
É....... 144
Í...... 0205
Ó..... 0211
Ú..... 0218

ñ....... 164
Ñ....... 165

¿........ 168
¡........ 173

Other
ö....... 148
Ö....... 153
ü........ 129
Ü....... 154

Math
¢........ 155
¼....... 172
½....... 171
¾..... 0190
÷........ 246
°........ 248

Spanish Spell Check

If you are using the new WORD XP, highlight your entire document (or the section that is typed in Spanish) and do the following;

1. Click on TOOLS
2. Drag down to LANGUAGE and over to SET LANGUAGE
3. Find SPANISH (MEXICO) in the list

Now the words that do not appear in the Spanish dictionary are underlined with red-jagged lines. Right click on a jagged-underlined word and it will recommend SPANISH words that you may have meant to type.

Charts for Specific Languages
Alt key + 3 digits is to left of accented letters ... or ... Alt key + (4 digits is to the right)

French	German	Italian	Spanish
133 à (0224)	132 ä (0228)	133 à (0224)	160 á (0225)
131 â (0226)	134 å (0229)	138 è (0232)	130 é (0233)
135 ç (0231)	145 æ (0230)	141 ì (0236)	161 í (0237)
130 é (0233)	ð (0240)	149 ò (0242)	164 ñ (0241)
138 è (0232)	137 ë (0235)	151 ù (0249)	162 ó (0243)
136 ê (0234)	148 ö (0246)		163 ú (0250)
137 ë (0235)	155 ø (0248)	183 À (0192)	129 ü (0252)
140 î (0238)	225 ß (0223)	212 È (0200)	
139 ï (0239)	þ (0254)	Ì (0204)	Á (0193)
œ (0156)	129 ü (0252)	Ò (0210)	144 É (0201)
147 ô (0244)	152 ÿ (0255)	Ù (0217)	Í (0205)
151 ù (0249)			165 Ñ (0209)
150 û (0251)	142 Ä (0196)		Ó (0211)
	143 Å (0197)		Ú (0218)
183 À (0192)	146 Æ (0198)	**Portuguese**	154 Ü (0220)
182 Â (0194)	Ð (0208)		168 ¿ (0191)
128 Ç (0199)	Ë (0203)		173 ¡ (0161)
212 È (0200)	153 Ö (0214)	ã (0227)	
144 É (0201)	157 Ø (0216)	Ã (0195)	
210 Ê (0202)	Þ (0222)	135 ç (0231)	
211 Ë (0203)	154 Ü (0220)	128 Ç (0199)	
215 Î (0206)		149 ò (0242)	
216 Ï (0207)		Ò (0210)	
Œ (0140)		162 ó (0243)	
226 Ô (0212)		Ó (0211)	
235 Ù (0217)		õ (0245)	
234 Û (0219)		Õ (0213)	
174 « (0171)			
175 » (0187)			

Year 1 Portfolio – Passport Section

Nombre_____

I can do these things in Spanish (Lo que puedo hacer en español):

I can say that I am hungry and thirsty. I can ask the teacher to use the restroom and get his/her attention. (1.1A)

I can express basic courtesies. (Por favor, gracias, de nada, hasta luego, hola, adios) (1.1B)

I can identify these body parts: eyes, head, nose, ears, mouth and hair. (1.2B)

I can say that I am doing fine, so-so, badly, very well, very badly. (1.1C)

I can identify these school words: crayon, pencil and paper. (1.2B)

I can say some foods that I like. (ice cream, pudding, pie, cake, gum) (1.1D)

I can identify these shapes: circle, triangle, square, and rectangle. (1.2B)

I can express agreement with "Sí" and "No." (1.1E)

I can identify these storybook animals: dog, cat, wolf, bear, and goat. (1.2B)

I can identify 5 colors: red, blue, green, yellow, and brown. (1.1F)

I can tell if the weather is hot, cool, or cold. (1.1F)

I can identify small, medium, and large based on simple oral descriptors. (1.2B)

I can make and respond to some simple classroom requests. (1.1H)

I can count to 10. (1.2A)

I can respond appropriately to many classroom directions, instructions, and commands. (1.2A)

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OPTIONAL SAMPLE

NOTES: Year-end Assessment for 8th Grade*

1. ¡Proyecto yo! (Project Me)
2. Oral reading of a prayer in Spanish

¡Proyecto yo!

You will make a booklet that describes you and tells about many of your favorite activities and things. Below, you will find a list of questions/topics written in both English and Spanish. You must include the first 6 and pick any 3 you like from the remainder.

Mandatory topics/questions
(Answers for these questions require only 1 sentence.)

1. What is your name?	1. ¿Cómo te llamas?
2. When is your birthday?	2. ¿Cuándo es tu cumpleaños?
3. How old are you?	3. ¿Cuántos años tienes?

(Answers for these questions must include at least 3 sentences.)

4. Describe yourself.	4. Descríbete.
5. Describe your family.	5. Describe tu familia.
6. Describe your best friend.	6. Describe tu mejor amigo o amiga.

Pick 3 from these optional questions (answers at least 2 sentences).

1. What is your favorite movie?	1. ¿Cuál es tu película favorita?
2. What is your favorite food?	2. ¿Cuál es tu comida favorita?
3. What is your favorite book?	3. ¿Cuál es tu libro favorito?
4. What is your favorite color?	4. ¿Cuál es tu color favorito?
5. Who is your favorite singer?	5. ¿Quién es tu cantante favorita?
6. What do you like do in your free time? libre.	6. ¿Qué te gusta hacer en tu tiempo
7. What is your favorite sport?	7. ¿Cuál es to deporte favorito?
8. What is your favorite restaurant?	8. ¿Cuál es tu restaurante favorite?

Oral reading of a prayer in Spanish

You will read aloud either the Padre Nuestro or the Ave María in Spanish.

*This assignment takes the place of your final exam. It is worth 100 points.

OPTIONAL SAMPLE

Grading Rubric for Final Assessment– 8th Grade   nombre _____

Pts	Questions 1-3	Questions 4-6	U-Pick Questions	Proyecto yo booklet	Oral Reading of Prayer
4	0-1 grammar or spelling errors	Rich descriptive details, 0-1 grammar or spelling errors	Answer + reason 0-1 grammar or spelling errors	Neat, clean and legible writing good layout	0 - 2 errors in pronunciation of vowels and accents. Natural delivery.
3	2-5 grammar or spelling errors	Good descriptive details, 2-5 grammar or spelling errors	Answer + reason 2-5 grammar or spelling errors	Mostly neat, clean & legible Layout OK	3 – 5 errors in pronunciation of vowels and accents. Mostly natural delivery.
2	6-8 grammar or spelling errors	Fair descriptive details, 6-8 grammar or spelling errors	Answer + reasons missing 6-8 grammar, content or spelling errors	Messy, hard to read, poor layout	6 – 8 errors in pronunciation of vowels and accents. Jerky delivery.
1	˃ 8 grammar or spelling errors	Little descriptive detail, ˃ 8 grammar or spelling errors	Answers + reasons missing, ˃ 8 grammar or spelling errors	Messy, illegible	9 or more errors in pronunciation. Stumbling delivery.

Rubric score _____ X 5 = _____ / 100 points possible

Resources: Online dictionaries and translators.

WARNING – Translators can be very misleading for beginning Spanish students. Their output is usually awkward and can be easily spotted by your teacher. Since the goal of this written assignment is for you to use what you have learned, you will lose points if suspected of using a translator.

OPTIONAL SAMPLE

8: ¡Proyecto yo!: Answer Sheet   nombre _____

Mandatory Topics/Questions: Write a response in Spanish and (English).

1. ¿Cómo te llamas? Example: Mi nombre es José. (My name is José)

_____

2. ¿Cuándo es tu cumpleaños?

_____

3. ¿Cuántos años tienes?

_____

4. Descríbete.

_____

_____

_____

_____

_____

<u>OPTIONAL SAMPLE</u>

5. Describe tu familia.

_____

_____

_____

_____

_____

6. Describe tu mejor amigo o amiga.

_____

_____

_____

_____

_____

<u>OPTIONAL SAMPLE</u>

Optional Questions

       Choose 2 optional questions from your ¡Proyecto yo! notes. Copy them neatly in **Spanish**. Then write responses at least 2 sentences long for each question in **both Spanish (and English)**. Your first sentence should answer the question you chose. Your second sentence should give a reason for your answer.

1.

_____

_____

_____

_____

_____

2.

_____

_____

_____

_____

OPTIONAL SAMPLE

Proyecto yo: Word List   nombre _____

English	español		English	español

Directions for Use of Emerging Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.

2. The teacher will need to make copies of the Emerging Level Tally Sheet as needed.

3. Once the teacher has completed rating the entire class, the teacher will then complete the Emerging Level Tally Sheet transferring the class totals in each category onto the tally sheet.

4. Complete one Emerging Level Tally Sheet per level. Individual World Language teachers from the same level must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire level onto one sheet.

5. Submit the completed Emerging Level Tally Sheet (one per level) to the building administrator by the **week of April 22.**

6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.

7. The building administrator will then complete the Building Level Tally Sheet using the information from the specific Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1.**

Emerging Level Tally Sheet for World Language Assessment Task: Me!

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per **level**. World language teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per level to the building administrator by the **week of April 22.**

Criteria	Level 1 **# Students Not Meeting Standard**	Level 2 **# Students Progressing Toward Standard**	Level 3 **# Students Meeting Standard**	Level 4 **# Students Exceeding Standard**
Content				
Mechanics				
Visual Presentation				
Oral Presentation				
Clarity/ Pronunciation				
Expression				

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Directions for Use of Content Checklist

The grade/level Content Checklist is designed to accompany the Essential Standards. World Language faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce all level (Emerging, Developing, Expanding) Content Checklists and distribute it to all World Language teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred

2. Numeric system that identifies the specific content statement

3. Content Statement

4. Nebraska World Language Standard Reference **(NE)**

5. Archdiocesan Program Standard Reference **(APS)**

6. Level of Instruction:

   Introduce **(I),** Develop **(D)**, Master **(M)**

Mastery of all content must be met by the end of the level (Emerging, Developing, Expanding) of instruction. The World Language teacher/faculty will determine when to Introduce (**I**), Develop (**D**) and Master (**M**) content within the level (Emerging, Developing, Expanding).

Introduce **(I):** To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D):** To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M):** To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Overview of World Language Program

Emerging: Grades PreK-9 ends during World Language 1
Developing: Grades 9-12 through World Language 2
Expanding: Grades 9-12 World Language 2+

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha World Language Content Checklist
Emerging Level

		COMMUNICATION	Grade	Grade	Grade	Grade
	1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.				
	A	Express basic needs.				
	B	Express basic courtesies.				
	C	Express state of being.				
	D	Express likes and dislikes.				
	E	Express agreement and disagreement.				
	F	Respond to one-on-one interactions.				
	G	Ask and answer simple questions.				
	H	Make and respond to simple requests. (**NE 1.1**)				
	1.2	Students understand and interpret written and spoken language on a variety of topics.				
	A	Respond appropriately to directions, instructions, and commands.				
	B	Make an identification based on simple oral and/or written descriptors.				
	C	Read and respond to developmentally appropriate material.				
	D	Respond to speech of peers and familiar adults on a given topic.				
	E	Identify aural, visual, and context clues.				
	F	Comprehend and respond to simple personal written communication such as notes, invitations, and letters.				
	G	Identify main ideas and key words in oral and written material. (**NE 1.2**)				
	1.3	Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.				
	A	Give directions, commands, and instructions.				
	B	Give a description orally and in writing using simple phrases.				
	C	Write a personal communication such as a note, letter, or invitation.				
	D	Summarize main idea of selected authentic and/or contextualized material.				
	E	Present prepared material to an audience. (**NE 1.3**)				

Introduce **(I):** To provide with a beginning knowledge or brief first experience. No assessment.
Develop **(D):** To progress from simple to more complex through practice. Check for understanding as needed.
Master **(M):** To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

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Archdiocese of Omaha World Language Content Checklist
Emerging Level

		CULTURES	Grade	Grade	Grade	Grade
	2.1	Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.				
	A	Identify and react to cultural perspectives and practices in the culture studied.				
	B	Recognize and interpret language and behaviors that are appropriate to the target culture.				
	C	Identify some commonly held generalizations about the culture studied.				
	D	Identify social and geographic factors that affect cultural practices.				
	E	Identify common words, phrases, and idioms that reflect the culture. (**NE 2.1**)				
	2.2	Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.				
	A	Identify the relationship between cultural perspectives and products/contributions as represented in the expressive forms of the culture studied such as art, literature, music, dance, etc.				
	B	Identify and explain how the needs, behaviors, and beliefs of the culture are reflected in the product/contributions of the culture.				
	C	Identify the expressive forms of the target culture.				
	D	Identify objects, images, and symbols from the target culture.				
	E	Recognize the contributions of the target culture.				
	F	Identify the products of the target country/countries. (**NE 2.2**)				

		CONNECTIONS				
	3.1	Students reinforce and further their knowledge of other disciplines through world languages.				
	A	Identify and apply, within a familiar context, information and skills common to the world language classroom and other disciplines.				
	B	Identify, through world language resources, information for use in other disciplines. (**NE 3.1**)				
	3.2	Students acquire information and perspective through authentic materials in the foreign languages and within the cultures.				
	A	Extract information from sources intended for native speakers of the language.				
	B	Use authentic sources to identify the perspectives of the target cultures. (**NE 3.2**)				

Introduce **(I):** To provide with a beginning knowledge or brief first experience. No assessment.
Develop **(D):** To progress from simple to more complex through practice. Check for understanding as needed.
Master   **(M):** To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

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Archdiocese of Omaha World Language Content Checklist
Emerging Level

		COMPARISONS	Grade	Grade	Grade	Grade
	4.1	Students recognize that different languages use difference patterns to communicate and can apply this knowledge to their own language.				
	A	Identify the sound patterns of the target language and compare them to the student's own language.				
	B	Identify the structural patterns of the target language and compare them to the student's own language.				
	C	Identify the idiomatic expressions of the target language.				
	D	Identify connections among languages. (**NE 4.1**).				
	4.2	Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.				
	A	Identify the similarities and differences between the target culture and the student's own culture using evidence from authentic sources).				
	B	Identify similar and different behavioral patterns of interaction and can apply this knowledge to their own culture.				
	C	Identify the contributions of the target culture to the student's own culture.				
	D	Identify expressive utilitarian forms of the target culture's signs and symbols. (**NE 4.2**)				

		COMMUNITIES				
	5.1	Students apply language skills and cultural knowledge within and beyond the school setting.				
	A	Identify the target language in the student's daily life.				
	B	Share knowledge of target language with others.				
	C	Locate connections with the target culture through the use of technology, media, and authentic sources.				
	D	Locate resources in the community to research the target culture. (**NE 5.1**)				
	E	Learn and recite common Catholic prayers in the target language. **(APS)**				

Introduce **(I):**	To provide with a beginning knowledge or brief first experience. No assessment.
Develop **(D):**	To progress from simple to more complex through practice. Check for understanding as needed.
Master **(M):**	To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each level. Essential Standards support Program Standards, are few in number, and move from simple to complex through levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Level Tally Sheet – The reporting form that records Assessment results completed by level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

For successful implementation, all teachers need to read, understand and utilize all pieces of information within their section beginning with the Curriculum Implementation Map.

Developing Level
World Language Essential Standards

Communication

Elaborate and clarify information in a variety of forms

Cultures

Identify and analyze cultural practices

Connections

Reinforce and expand knowledge of other disciplines through

world languages

Comparisons

Explore the relationship between languages and culture

Communities

Use language skills and cultural knowledge within and beyond

the school setting

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:
- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:
- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Reproduce entire curriculum guide for all World Language teachers.

Teacher's role:
- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by levels (Emerging, Developing, Expanding) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:
- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:
- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:
- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:
- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:
- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:
- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:
- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:
- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:
- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the **week of April 22**.

Teacher's role: (If you have not done so yet)
- Align the curriculum by level (Emerging, Developing, Expanding) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:
- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22.**

Teacher's role:
- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send level Tally Sheet to administrator.

MARCH

Administrator's role:
- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22.**

Teacher's role:
- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Level Tally Sheet to administrator.

APRIL

Administrator's role:
- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the **week of April 22**.
- Collect Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1.**

Teacher's role:
- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Level Tally Sheet to administrator.
- If you have not done so yet, turn in your Level Tally Sheet to administration.

MAY

Administrator's role:
- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:
- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

*Refer to the **Curriculum Guide Glossary** found in this section of the World Language Curriculum Guide to assist you with the terminology.*

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have reviewed the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should not be an "add on" tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have reviewed the curriculum guide and mapped an instructional plan for the year based on the Content Checklist and Curriculum Implementation Map found in the World Language Curriculum Guide. The teacher needs to refer to the Directions for Use of Content Checklist for specific instructions. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.

2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade/level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.

3. It is important for the teacher and the students to understand that students are rated for proficiency on the assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.

4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.

6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator, resource teacher or school counselor.

7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.

8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".

9. When the teacher has completed the rating on all students, the teacher will then complete the specific level Tally Sheet for reporting to the Archdiocese. Once the level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.

10. The teacher will then take the completed level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the **"Directions for Administration of the Performance Assessment"**. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the "Student Scoring Guide" for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.

2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, "Content" might be the first criterion listed. The teacher will go to the column with the Level 3 heading, "Meets Standard", to check if the student completed the required work assigned under "Content". If the student completed all the required pieces, then the teacher will mark a "3" under the Results column for "Content". If a student has exceeded the Standard by completing the required work in Level 4, "Exceeds Standard", then the teacher will mark a "4" under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, "Progressing Toward Standard", and Level 1, "Does Not Meet Standard", to mark the appropriate rating in the Results column.

3. The teacher will repeat this process for each identified criterion that needs to be rated.

4. The teacher's next step is to transfer the students' totals from the Student Scoring Guide to the specific level **Tally Sheet**. Directions for use of the level Tally Sheet follow in this section.

5. The teacher will then place the Student Scoring Guide in the individual student's cumulative file to fulfill the State of Nebraska's requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student's permanent file.

Teacher Notes for the World Language Assessment Task: Outside the Box

- When administering this assessment to your students, plan on spending approximately five classroom hours on instruction. Timeframe may vary with the complexity of the task.

- Teacher may want to take students as a group to the library or media lab during class so that they can do their research.

- Teacher may need to dialogue with the language arts teacher about the format for citation. Doing so will ensure the preferred style (MLA, APA, etc.) is used consistently for research.

- Students should prepare a draft in the target language. The teacher may request a handwritten copy to reduce the use of online translators with copy/paste features.

- Teacher may choose to have students write a reflection.

- Teacher should require deadlines periodically throughout the production process.

- Teacher may specify structures, tenses, grammar points, and cultural focus.

- Student may choose to take their final product beyond the classroom such as sharing the product with another group.

- Teacher will determine the length of the product that the student has chosen. Examples:
    - Video (number of minutes)
    - Poem (number of lines)
    - Newspaper (number of articles)
    - Script (number of lines per character)
    - Story board

- Class hours should be focused on **language** learning versus the media creation.

World Language Assessment Developing Level
Title: Outside the Box

Program and Essential Standards: Communication, Connections, Cultures, Communities

Administration Time: This assessment may be administered sometime during the
     second semester of World Language 2
*The assessment must be completed so that the Developing Level Tally Sheet is submitted to the building administrator by the **week of April 22.***

Suggested Time Frame: Approximately five class hours depending on the complexity
     of the project
(Refer to the Curriculum Implementation Map and the Curriculum Guide Glossary found within this section of the World Language Curriculum Guide.)

Essential Question: How do we impact our community, society or the world at large when using the target language and cultural knowledge as the vehicle for a broader world view?

Task: Create a media-based product that demonstrates how you can impact the global community when you use the target language and related cultural knowledge to interact with others. Your product should reflect the linguistic skills and cultural knowledge you have acquired.

Guidelines:
1. Create a media-based product that demonstrates how you can impact the global community when you use the target language and related cultural knowledge to interact with others.
2. Product may be created individually or as a group.
3. Media-based methods include: video, power point, DVD, or written media.
4. Product suggestions may include, but are not limited to: newspaper, magazine, recipe book, soap operas, TV program, mini-movie, fairy tale adaptation, podcast or newscast.
5. Product should include appropriate cultural comparisons.
6. Include information gathered from at least two other sources/disciplines.
7. Submit the written product in the target language to the teacher by a determined due date.
8. Demonstrate accuracy in grammar structures and vocabulary usage appropriate for the level both orally and in writing.
9. Be prepared to present the product orally by the assigned date using the target language.
10. Demonstrate proper pronunciation and fluency appropriate for the level.
11. Be prepared to ask questions or respond correctly to questions, if applicable.

Student Name:_____ Assessment Completion Date:_____

World Language Student Scoring Guide Developing Level
Assessment Task: Outside the Box

Create a media-based product that demonstrates how you can impact the global community when you use the target language and related cultural knowledge to interact with others.

Criteria	Level 1 **Does Not Meet Standard**	Level 2 **Progressing Toward Standard**	Level 3 **Meets Standard**	Level 4 **Exceeds Standard**	**Results**
Communication (Written Product)	-Submits incomplete written product with multiple errors in grammar and/or vocabulary -Product is incomprehensible	-Submits completed written product -Multiple errors in grammar structure detract from product -Multiple errors in vocabulary usage detract from the product	-Submits a completed written product in the target language by due date -Grammar structures do not detract from the product -Vocabulary usage understandable -Vocabulary usage appropriate for the level	-In addition to meeting all criteria in Level 3, student exhibits exceptional skill in word choice	
Cultures	-Reflects no cultural comparisons	-Includes cultural aspects	-Includes appropriate cultural comparisons	-Elaborates on cultural comparisons	
Connections	-Contains no information from other disciplines/sources	-Contains information gained from only one other discipline/source	- Contains information from at least two disciplines/sources	-Contains information from multiple disciplines/ sources	
Communities	-Makes no connection to personal impact	-Makes minimal connection to personal impact	-Demonstrates possible personal impact on the global community	-Includes an action plan for achieving the personal impact	
Presentation (Oral Product)	-Not understandable/ anglicized -Grammar errors make the presentation incomprehensible -Vocabulary not appropriate to level	-Demonstrates poor pronunciation -Multiple grammar errors -Some vocabulary at appropriate level	-Prepares presentation by the assigned date -Some pronunciation errors, but understandable -Some grammar errors, but understandable -Most vocabulary is appropriate to level	-In addition to meeting all criteria in Level 3, demonstrates proper pronunciation throughout the presentation	

List any modifications made:

OPTIONAL Teacher/Student Resources

http://wlsharing.synthasite.com
Omaha Archdiocesan Teacher Sharing Website – Margaret Cowell created this website for World Language teachers to share ideas

http://www.education.ne.gov/forlg/
Nebraska Department of Education World Language education website with information regarding INVISION resources and activities

http://www.nationalspanishexam.org/
Website explains uses for the online, standardized tool for voluntary testing for grades 6-12

Web Resources – with audio
http://www.hello-world.com
Five star site!!! (This is an excellent resource for the World Language teacher which is available in the following languages: Arabic, English, French, German, Polish, Portuguese, Italian, Russian and Indonesian. Super for the regular classroom teacher without much language experience because of the listening component! Students also have the capability of recording language. Most of the site is FREE but some of the specialized vocabulary practices require a subscription.
- Dialogs - Comic strips that allow you to listen to conversations one sentence at a time
- Songs - Drag and drop puzzles with audio
- Games – Bingo, Tic-Tac-Toe, and Memory (with audio)
- Dictionary – Click on word to hear it pronounced as well as used in context
- On-line grading capabilities
- Activities to practice essential vocabulary

http://www.bbc.co.uk/languages/
Video and activities available in Spanish, French, German, Italian, Greek, and Chinese, and Spanish
- A mystery video is available in Spanish with 8 short episodes. A total of 22 episodes will be added in the future. Key   language is introduced in functional chunks and the focus is on communicative topics.   Subtitles available in Spanish and English, along with cultural topics, and practices in answering questions. You can print the vocabulary, grammar and practice pages at the end of each episode. A syllabus, user guide and teacher guide are included.
- Spanish Steps – Interactive slideshows with 10 key words (video, audio, practice activities)
- Reportajes – Stories used to practice grammar in context
- Crosswords
- Being There- cultural information

http://anacleta.homestead.com/
Spanish language and culture links – This is comprehensive source of materials and activities

http://www.mes-english.com/flashcards.php
Free printable resources for teachers of young language learners (flashcards, worksheets, handouts, ESL games, Bingo games, clip art, stickers and certificates)

FLES

http://www.nde.state.ne.us/FORLG/ElemMidHSResources.htm
Classroom ideas for animals, colors, family, numbers and school as well as using children's literature

http://www.cal.org/earlylang
A resource on foreign language learning in grades K-8 that offers information on the benefits of early world language learning, advocacy, how to start a K-8 program, using technology and assessing student progress

www.primeraescuela.com
Printables and craft activities for elementary Spanish and English

Music

http://www.cri-cri.net/
Downloadable children's songs

www.joseluisorozco.com/
Many children's songs available

http://www.metrolyrics.com/jose-luis-orozco-lyrics.html
Lyrics for many of the songs by Jose Luis Oroczo

http://www.jameswooldridge.com/
Videos of songs to teach JH and HS Spanish

http://www.mamalisa.com/
Music in Spanish and French for small children

http://www.songsforteaching.com/
Songs which help for the teaching of various subjects including foreign language
Clips of songs in Spanish, French, German and Latin

Vocabulary and Grammar

http://members.tripod.com/spanishflashcards/
Common vocabulary, grammar and textbook practice on common themes

http://www.homeeducationresources.com/FREEspanish.htm
Free worksheets for high school Spanish

http://lingolex.com/spanish.htm
Vocabulary and grammar practices

http://www.studyspanish.com/tutorial.htm
Free online tutorial with audio, cultural notes, grammar, vocabulary, verb drills, and links to helpful sites

http://www.colby.edu/~bknelson/slcindex.php
Stories and songs using grammatical concepts in context – grammar practices are available in list form

Stories
http://www.miscositas.com/
A collection of stories and resources for Spanish and French

http://www.storyplace.org/sp/preschool/
Spanish animated stories

http://cvc.cervantes.es/aula/lecturas/inicial/
Readings in Spanish for intermediate levels including pre-reading activities

http://www.clta.net/lessons/
Online culture lessons for High School Spanish

http://www.dltk-teach.com/minibooks/indexsp.htm
Printable mini-books in Spanish

Power Points
http://tpduggan.tripod.com/powerp.html
Prepared grammar Powerpoints including a reusable Jeopardy game which would work for any subject

Listserves
http://groups.yahoo.com/group/nebraskaforeighnlanguageteachers/
Chatboard and forum to share files and other info between various teachers
 You will need to create a yahoo ID to join if you don't already have one

www.teachers.net
Chatboards and Lesson Exchanges for a variety of disciplines including Spanish, French and German

http://www.cortland.edu/FLTEACH/
Archives of teacher questions and answers are organized by topic and date
This site contains a large list of general resources as well as resources in Chinese, ESL, German, French, Italian, Japanese, Latin, Portuguese, Russian, and Spanish

Professional Organizations
http://www.hispaniajournal.org/
Journal published by AATSP

http://www.aatsp.org
American Association of Teachers of Spanish and Portuguese

http://www.nationalspanishexam.org/
National Spanish exam offered by AATSP

http://www.nde.state.ne.us/FORLG/NILA/NILA_Main.htm
Nebraska International language association

http://www.americas.oas.org/manus_eng.html
Magazine published OAS

http://www.lizardpoint.com/fun/geoquiz/
Interactive map exercises

Brain Research
http://www.teresakennedy.com/
Brain-based learning information

General Resource Page
http://espanole.org

http://www.ver-taal.com/index.htm
Contains links to other languages

http://www.studyspanish.com/lessons/plnoun.htm
Spanish Grammar

http://www.conjuguemos.com/home/index.html
Practice of verb conjugation

ESSENTIAL and OPTIONAL PRAYERS as listed in the Archdiocesan Religion Curriculum Guide recommended for use in the World Language classroom.

Grade 7-8	Grade 9-12
Sign of the Cross	Sign of the Cross
Glory Prayer	Glory Prayer
The Lord's Prayer	The Lord's Prayer
Hail Mary	Hail Mary
Meal Prayers	Meal Prayers
Guardian Angel Prayer	Guardian Angel Prayer
Act of Contrition	Act of Contrition
Reconciliation	Reconciliation
Liturgy of the Word	Liturgy of the Word
Liturgy of the Eucharist	Liturgy of the Eucharist
Communion	Communion
Apostles Creed	Apostles Creed
Ten Commandments	Ten Commandments
Sacraments	Sacraments
Nicene Creed	Nicene Creed
Order of Mass	Order of Mass
Rosary/Mysteries	Rosary/Mysteries
Stations of the Cross	Stations of the Cross
Benediction	Benediction
Precepts of the Church	Precepts of the Church
Theological and Cardinal Virtues	Theological and Cardinal Virtues
Memorare	Memorare
OPTIONAL PRAYERS	*OPTIONAL PRAYERS*
Spontaneous Prayer	Spontaneous Prayer
Act of Faith	Act of Faith
Act of Hope	Act of Hope
Act of Love	Act of Love
Angelus	Angelus
Canticle of Mary	Canticle of Mary
Family Prayer	Family Prayer
Prayer of St. Francis	Prayer of St. Francis
Morning Prayer	Morning Prayer
Evening Prayer	Evening Prayer
New Commandment	New Commandment
Canticle of Zechariah	Canticle of Zechariah
Canticle of Simeon	Canticle of Simeon
Praying the Scriptures	Praying the Scriptures
Meditate on the Scriptures	Meditate on the Scriptures
	Chaplet of Divine Mercy
	Liturgy of the Hours

Hints for Typing in Spanish & Other Languages

4. Typing Spanish Characters
   o <u>Method 1</u> (while in Microsoft Word)
   o <u>Method 2</u> (using a DESKTOP computer)
   o <u>Method 3</u> (using a LAPTOP computer)

5. <u>Spanish Spell Check</u>

6. <u>Charts for Other Languages</u> (French, Italian, German, etc)

METHOD 1 -
Typing Spanish Characters in WORD

This method works when typing documents in WORD.

To produce	Press
á, é, í, ó, ú, ý Á, É, Í, Ó, Ú, Ý	CTRL + **'** (APOSTROPHE) then the vowel
ñ Ñ	CTRL + SHIFT + **~** (TILDE) then the letter n
ö Ö	CTRL + SHIFT + **:** (COLON) then the letter o
¿	ALT + CTRL + SHIFT + ? (all at the same time)
¡	ALT + CTRL + SHIFT + ! (all at the same time)

Hint how to read the short cuts above:

Accenting a vowel, such as, é

5. hold down the CTRL key
6. press the ' key once (while still holding CTRL down)
7. release CTRL
8. press the vowel you want accented

Typing an inverted question mark ¿

3. at the same time hold down ALT, CTRL, and SHIFT
4. press ? one time (while still holding down the other three)

METHOD 2 -
Typing Spanish Characters using ALT key

This works for ANY program while using a desktop computer
(see Method 3 for laptop computers)

Print the chart on the right and tape to you monitor. It can be used as a handy guide to type Spanish characters in ANY program.

5. Be sure your NUM LOCK light on your keyboard is on (the NUM LOCK key is on your keypad)

6. Hold down the ALT key

7. Type the number shown on the chart with your KEYPAD

8. Release the ALT key

Your special character will appear.

Yes, this is not the EASIEST method ...
but it works for ANY program.)

Use the Alt key and the KEYPAD to create these characters.

Spanish
á........ 160
é....... 130
í....... 161
ó....... 162
ú....... 163

Á......0193
É....... 144
Í...... 0205
Ó..... 0211
Ú..... 0218

ñ....... 164
Ñ....... 165

¿........ 168
¡........ 173

Other
ö....... 148
Ö....... 153
ü........ 129
Ü....... 154

Math
¢........ 155
¼....... 172
½....... 171
¾..... 0190
÷........ 246
°........ 248

Spanish Spell Check

If you are using the new WORD XP, highlight your entire document (or the section that is typed in Spanish) and do the following;

1. Click on TOOLS
2. Drag down to LANGUAGE and over to SET LANGUAGE
3. Find SPANISH (MEXICO) in the list

Now the words that do not appear in the Spanish dictionary are underlined with red-jagged lines. Right click on a jagged-underlined word and it will recommend SPANISH words that you may have meant to type.

Charts for Specific Languages
Alt key + 3 digits is to left of accented letters ... or ... Alt key + (4 digits is to the right)

French	German	Italian	Spanish
133 à (0224)	132 ä (0228)	133 à (0224)	160 á (0225)
131 â (0226)	134 å (0229)	138 è (0232)	130 é (0233)
135 ç (0231)	145 æ (0230)	141 ì (0236)	161 í (0237)
130 é (0233)	ð (0240)	149 ò (0242)	164 ñ (0241)
138 è (0232)	137 ë (0235)	151 ù (0249)	162 ó (0243)
136 ê (0234)	148 ö (0246)		163 ú (0250)
137 ë (0235)	155 ø (0248)		129 ü (0252)
140 î (0238)	225 ß (0223)	183 À (0192)	
139 ï (0239)	þ (0254)	212 È (0200)	
œ (0156)	129 ü (0252)	Ì (0204)	Á (0193)
147 ô (0244)	152 ÿ (0255)	Ò (0210)	144 É (0201)
151 ù (0249)		Ù (0217)	Í (0205)
150 û (0251)	142 Ä (0196)		165 Ñ (0209)
	143 Å (0197)		Ó (0211)
	146 Æ (0198)		Ú (0218)
183 À (0192)	Ð (0208)	**Portuguese**	154 Ü (0220)
182 Â (0194)	Ë (0203)		168 ¿ (0191)
128 Ç (0199)	153 Ö (0214)		173 ¡ (0161)
212 È (0200)	157 Ø (0216)	ã (0227)	
144 É (0201)	Þ (0222)	Ã (0195)	
210 Ê (0202)	154 Ü (0220)	135 ç (0231)	
211 Ë (0203)		128 Ç (0199)	
215 Î (0206)		149 ò (0242)	
216 Ï (0207)		Ò (0210)	
Œ (0140)		162 ó (0243)	
226 Ô (0212)		Ó (0211)	
235 Ù (0217)		õ (0245)	
234 Û (0219)		Õ (0213)	
174 « (0171)			
175 » (0187)			

Directions for Use of Developing Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.

2. The teacher will need to make copies of the Developing Level Tally Sheet as needed.

3. Once the teacher has completed rating the entire class, the teacher will then complete the Developing Level Tally Sheet transferring the class totals in each category onto the tally sheet.

4. Complete one Developing Level Tally Sheet per level. Individual World Language teachers from the same level must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire level onto one sheet.

5. Submit the completed Developing Level Tally Sheet (one per level) to the building administrator by the **week of April 22.**

6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.

7. The building administrator will then complete the Building Level Tally Sheet using the information from the specific Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1.**

Developing Level Tally Sheet for World Language Assessment Task: Outside the Box

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per **level**. World language teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per level to the building administrator by the **week of April 22.**

Criteria	Level 1 # Students Not Meeting Standard	Level 2 # Students Progressing Toward Standard	Level 3 # Students Meeting Standard	Level 4 # Students Exceeding Standard
Communication (Written Product)				
Cultures				
Connections				
Communities				
Presentation (Oral product)				

Directions for Use of Content Checklist

The grade/level Content Checklist is designed to accompany the Essential Standards. World Language faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce all level (Emerging, Developing, Expanding) Content Checklists and distribute it to all World Language teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska World Language Standard Reference **(NE)**
5. Nebraska K-12 Foreign Language Frameworks **(NFLF)**
6. Archdiocesan Program Standard Reference **(APS)**
7. Level of Instruction:

   Introduce **(I),** Develop **(D)**, Master **(M)**

Mastery of all content must be met by the end of the level (Emerging, Developing, Expanding) of instruction. The World Language teacher/faculty will determine when to Introduce (**I**), Develop (**D**) and Master (**M**) content within the level (Emerging, Developing, Expanding).

Introduce **(I):** To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D):** To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M):** To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Overview of World Language Program
Emerging: Grades PreK-9 ends during World Language 1
Developing: Grades 9-12 through World Language 2
Expanding: Grades 9-12 World Language 2+

> **Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**

Archdiocese of Omaha World Language Content Checklist
Developing Level

		COMMUNICATION	Level	Level	Level	Level
	1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (**NE 1.1, NFLF** 29-31)				
	A	Elaborate on needs and interact in basic survival situations.				
	B	Incorporate appropriate gestures into conversations.				
	C	Create simple descriptions within a context.				
	D	Qualify likes and dislikes.				
	E	Support opinions, describe problems, make suggestions, and recommendations.				
	F	Exchange information with peers and others.				
	G	Provide and request clarification; use different ways to express the same idea. (circumlocution)				
	H	Give and follow directions in a familiar context.				
	1.2	Students understand and interpret written and spoken language on a variety of topics. (**NE 1.2**, **NFLF** 32-34)				
	A	Respond appropriately to a series of directions, instructions and commands.				
	B	Respond appropriately to complex oral or written descriptions.				
	C	Derive meaning from selected authentic materials.				
	D	Respond to speech of persons who are used to communicating with second language learners.				
	E	Use aural, visual and context clues to derive meaning.				
	F	Comprehend and respond to formal written communications such as business or official documents.				
	G	Comprehend speech on familiar topics with some repetition.				
	H	Identify the main idea with supporting detail in written material.				
	1.3	Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (**NE 1.3**, **NFLF** 35-36)				
	A	Explain a process based on prior knowledge or experience.				
	B	Give a description orally and in writing using complex sentences.				
	C	Produce formal and informal written communication.				
	D	Interpret information from authentic material to an audience.				
	E	Speak or write spontaneously.				
	F	Narrate past, present and future events.				
	G	Identify the main idea with supporting detail in written material.				

Introduce **(I):**   To provide with a beginning knowledge or brief first experience. No assessment.
Develop **(D):**   To progress from simple to more complex through practice. Check for understanding as needed.
Master   **(M):**   To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha World Language Content Checklist
Developing Level

		CULTURES	Level	Level	Level	Level
	2.1	Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (**NE 2.1**, **NFLF** 45-46)				
	A	Describe and analyze cultural characteristics and behaviors in everyday life.				
	B	Identify differences in cultural practices among same-language cultures.				
	C	Produce language and behaviors that are appropriate to the target culture.				
	D	Analyze commonly held generalizations about the culture being studied.				
	E	Discuss social and geographic factors that affect cultural practices.				
	F	Interpret the cultural connotations of common words, phrases and idioms.				
	2.2	Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied. (**NE 2.2, NFLF** 47-48)				
	A	Analyze the relationship between cultural products and perspectives in art, music, literature and other expressive forms.				
	B	Discuss and analyze factors which affect cultures' products and contributions.				
	C	Analyze the expressive forms of the target culture such as music, art, literature and dance.				
	D	Explain objects, images, and symbols from the target culture.				
	E	Analyze the contributions of the target culture.				
	F	Identify the economic and social impact of products on the world market.				

		CONNECTIONS				
	3.1	Students reinforce and further their knowledge of other disciplines through world language. (**NE 3.1**, **NFLF** 55)				
	A	Transfer and apply, within a limited context, information and skills common to the world language classroom and other disciplines.				
	B	Analyze the information gathered through world language resources for use in other disciplines.				
	3.2	Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures. (**NE 3.2, NFLF** 56)				
	A	Analyze and apply information from sources intended for native speakers of the language.				
	B	Use authentic sources to analyze the perspectives of the target cultures.				

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Develop **(D):** To progress from simple to more complex through practice. Check for understanding as needed.
Master **(M):** To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha World Language Content Checklist
Developing Level

		COMPARISONS	Level	Level	Level	Level
	4.1	Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language. (**NE 4.1, NFLF** 63-64)				
	A	Apply, within a limited context, the sound patterns of the target language.				
	B	Apply, within limited contexts, the structural patterns of the target language.				
	C	Compare and contrast idiomatic expressions of the target language and the student's own language.				
	D	Explain the changing nature of languages.				
	4.2	Students recognize that cultures use different patterns of interaction and can apply this knowledge of their own culture. (**NE 4.2**, **NFLF** 65-66)				
	A	Analyze the similarities and differences between the target cultures and the student's own culture (using evidence from authentic sources).				
	B	Compare and contrast similar and different behavioral patterns between the target culture and the student's own culture.				
	C	Identify the impact of the contributions of the target culture on the student's own culture.				
	D	Compare and contrast expressive and utilitarian forms of the target culture and the student's own culture.				
		COMMUNITIES				
	5.1	Students apply language skills and cultural knowledge within and beyond the school setting. (**NE 5.1**, **NFLF** 73-74)				
	A	Respond to the target language encountered in the student's daily life.				
	B	Establish connections with the target culture through the use of technology, media, and authentic sources.				
	C	Use resources in the community to research the target culture.				
	D	Learn and recite common Catholic prayers in the target language.(**APS**)				

Introduce **(I):**	To provide with a beginning knowledge or brief first experience. No assessment.
Develop **(D):**	To progress from simple to more complex through practice. Check for understanding as needed.
Master **(M):**	To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each level. Essential Standards support Program Standards, are few in number, and move from simple to complex through levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Level Tally Sheet – The reporting form that records Assessment results completed by level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

EXPANDING Level: Grades 9-12
World Language 2+

Page

Expanding Level
World Language Essential Standards

Communication

Compose and synthesize in another language

Cultures

Evaluate relationships between cultures

Connections

Develop and apply interdisciplinary relationships

Comparisons

Analyze cultural and linguistic patterns

Communities

Apply the attained language skills in making global connections

Archdiocese of Omaha World Language Content Checklist
Expanding Level

		COMMUNICATION	Level	Level	Level	Level
	1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.				
		-Manage unforeseen circumstances and complicated situations.				
		-Converse using language and behaviors which are appropriate to the setting.				
		-Create detailed oral descriptions within a context.				
		-Exchange personal feelings and ideas for the purpose of persuading others.				
		-Express individual perspectives and defend opinions.				
		-Collaborate to develop and propose solutions to problems.				
		-Negotiate a compromise.				
		-Initiate, sustain, and conclude conversations on a wide variety of topics.				
		-Ask and respond to open-ended questions.				
		-Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).				
		-Give and follow directions in an unfamiliar situation. (**NE 1.1**)				
	1.2	Students understand and interpret written and spoken language on a variety of topics.				
		-Respond appropriately to complex directions, instructions, and commands.				
		-Analyze information based on complex oral and/or written descriptors.				
		-Interpret and analyze cause and effect, relationships, and sequences in authentic materials.				
		-Apply diverse strategies to derive meaning and detail from unfamiliar material.				
		-Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication.				
		-Summarize or restate secondary conversations.				
		-Interpret and analyze the main idea and significant details from authentic materials and literary samples.				
		-Research and synthesize information from a variety of sources. (**NE 1.2**)				
	1.3	Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.				
		-Explain a complex process incorporating detailed instructions.				
		-Give a description orally and in writing using complex, detailed paragraphs.				
		-Produce a written sample to convey a mood, implied meaning, or abstract idea.				
		-Create an analysis of authentic media or literary samples.				
		-Formulate and defend a position on a researched issue.				
		-Elaborate on past, present, and future events. (**NE 1.3**)				

Introduce **(I):**	To provide with a beginning knowledge or brief first experience. No assessment.
Develop **(D):**	To progress from simple to more complex through practice. Check for understanding as needed.
Master **(M):**	To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha World Language Content Checklist
Expanding Level

		CULTURES	Level	Level	Level	Level
	2.1	Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.				
		-Analyze different cultural practices.				
		-Compare and contrast cultural practices among same-language cultures.				
		-Apply language and behaviors that are appropriate to the target culture in an authentic situation.				
		-Evaluate commonly held generalizations about the culture studied.				
		-Analyze social and geographic factors that affect cultural practices.				
		-Integrate culturally embedded words, phrases, and idioms into everyday communication. (**NE 2.1)**				
	2.2	Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.				
		-Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language.				
		-Analyze contributions of diverse groups within the target culture.				
		-Evaluate the expressive forms of the target culture; such as, art, literature, music, dance, etc.				
		-Analyze the cultural significance of objects, images, and symbols of the target culture.				
		-Evaluate the effects of the target culture's contributions on other societies.				
		-Assess the economic/social impact of products on the world market. (**NE 2.2**)				

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Develop **(D):**	To progress from simple to more complex through practice. Check for understanding as needed.
Master **(M):**	To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

08/2010

Archdiocese of Omaha World Language Content Checklist
Expanding Level

		CONNECTIONS	Level	Level	Level	Level
	3.1	Students reinforce and further their knowledge of other disciplines through world languages.				
		-Apply, within an unfamiliar context, information and skills common to the world language classroom and other disciplines.				
		-Locate world language resources and synthesize information for use in other disciplines. (**NE 3.1**)				
	3.2	Students acquire information and perspectives through authentic materials in the world languages and within the cultures.				
		-Acquire and synthesize information from sources intended for native speakers of the language.				
		-Use authentic sources to synthesize the perspectives of the target cultures. (**NE 3.2)**				

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Archdiocese of Omaha World Language Content Checklist
Expanding Level

		COMPARISONS	Level	Level	Level	Level
	4.1	Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.				
		-Apply, in a variety of contexts, the sound patterns of the target language.				
		-Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.				
		-Use idiomatic expressions of the target language in the correct context.				
		-Describe how languages influence each other. (**NE 4.1**)				
	4.2	Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.				
		-Explain the significance of the similarities and differences between the target culture and the student's own culture (using evidence from authentic sources)**.**				
		-Analyze the impact of the contributions of the target culture on the student's own culture.				
		-Identify the ways in which various cultures interact within the student's own community.				
		-Analyze how the patterns of interaction are reflected in the expressive forms of the target culture and the student's own culture. (**NE 4.2)**				
		COMMUNITIES				
	5.1	Students apply language skills and cultural knowledge within and beyond the school setting.				
		-Interact appropriately in the target language in real-life situations.				
		-Perform Christian service in the global community. (**APS**)				
		-Maintain connections with the target culture through the use of technology, media, and authentic sources.				
		-Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources.				
		-Analyze the interdependence that exists between the student's own culture and the world.				
		Collaborate with resources in the community. (**NE 5.1)**				

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