



K-12
World Language
Curriculum
Standards

June 2020



Archdiocese of Omaha
Catholic Schools

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Acknowledgements

We would like to thank the following individuals for their support and assistance in the writing of the *Archdiocese of Omaha World Language Standards 2020*.

The Writing Team

Erik Jensen	Spanish Teacher, Mercy High School
Mark Klabunde	Spanish Teacher, Saint Joan of Arc
Amy Klein	Spanish Teacher, Pope John XXIII Central Catholic High School
Jo Moody	Spanish Teacher, Scotus Central Catholic Jr./Sr. High School
Rachel Twist	Spanish Teacher, VJ & Angela Skutt Catholic High School
Megan Fiedler	Facilitator of Curriculum & Assessment
Tracey Kovar	Assistant Superintendent of Archdiocese of Omaha Schools
Vickie Kauffold	Superintendent of Archdiocese of Omaha Schools

Special Acknowledgements

The Archdiocese of Omaha Catholic Schools Office offers special appreciation to the Nebraska Department of Education and the Diocese of Dallas.

Introduction

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 Standards. It is intended that this material be used in the development of local World Language curriculum plans, evaluating and choosing instructional materials, developing formative and summative assessments, and for the training of teachers of World Language.

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

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 instructional time teaching curriculum directly connected to the standards with 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Catholic Schools 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 foster in students a personal relationship with Jesus Christ educating them to become academically proficient and responsible, community-minded adults who will be active and loyal members of their Church and their country.

Archdiocese of Omaha Catholic School Exit Standards

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

- Knowledge of Catholic Church teachings of faith, morals and virtue
- 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:
 - Christ-centered families
 - Full participation in parish community life
 - Sound health in mind, body and spirit
 - Responsible stewardship
 - Mature, responsible, and sensible use of technology
 - Effective citizenship

World Language Program Mission Statement

The mission of World Language education within the Archdiocese of Omaha is to provide all students access to communicate in another language, to make personal connections to other cultures, and to respect all God's people.

Introduction to the Nebraska World Language Standards and the Formation of a Catholic Identity in the Archdiocese of Omaha World Language Standards

Being able to communicate is an essential element in our lives. Having the ability to work with others, communicate, and understand ourselves and others through language, faith and culture is working towards our students becoming future leaders of their church and communities. The Archdiocese of Omaha World Language Standards adopted the Nebraska Standards and embedded the Catholic social teachings of:

- **Life and Dignity of the Human Person** – The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. The Church believes that every person is precious, that people are more important than things and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

- **Call to Family, Community and Participation** – The Catholic Church tradition proclaims that the person is not only sacred but also social. Marriage and the family is the central social institution that must be supported and strengthened, not undermined. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.

- **Rights and Responsibilities** – Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.

- **Option for the Poor and Vulnerable** – Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. We are instructed in Matthew 25: 31-46 to put the needs of the poor and vulnerable first.

- **The Dignity of Work and the Rights of Workers** – The Catholic Church believes that the economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation.

• **Solidarity** – Catholic social teaching proclaims that we are our brothers’ and sisters’ keepers, wherever they live. We are one human family whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that “loving our neighbor” has global dimensions in an interdependent world.

• **Care for God’s Creation** –The Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation.

From: Sharing Catholic Social Teaching: Challenges and Directions, United States Conference
of Catholic Bishops, 2012

Language and intercultural skills are critical in preparing our students to engage and thrive in the globally interconnected world in which we find ourselves. The ability to communicate with other nations and cultures is a matter of national security, economic growth, environmental sustainability, and social well-being.

In order to compete in the 21st century, Nebraska students must be able to communicate and interact effectively in at least one other language and culture. Life in our globally diverse society requires language and intercultural skills to work together with individuals from other cultures who speak other languages. Our state’s economy strongly depends on international trade and businesses who require globally competent individuals who can communicate effectively to compete in a highly competitive global market. Issues of national security require highly qualified language speakers to negotiate and interact competently with other nations. Building social neighborhoods within our diverse communities are necessary to work together to provide a quality life for all.

The social and intercultural skills honed through the learning of another language include collaborating, negotiating meaning, and mediating misunderstandings. These skills are truly needed in a diverse, multilingual world where worldviews, cultural customs and traditions often clash. It is in world language classes that students access the manifestations of another culture, develop the ability to use language appropriately in social situations, and gain insights into others’ perspectives and worldview. Research has found that learning another language, particularly at a young age, has significant cognitive benefits, such as increased memory function, critical thinking, and mind mapping skills, creativity, and flexibility of mind. Studies have shown that students who are learning another language out-score their non-foreign language-learning peers in the verbal and math sections of standardized tests. By engaging in learning a world language, students build 21st century literacy skills essential for their future.

College readiness requires that students have the pre-requisite coursework for admission and the knowledge and skills to succeed in entry-level classes. Nebraska universities require world language learning for admission. To ensure successful postsecondary success and job-preparedness in gaining language and cultural proficiency, the Nebraska World Language Standards serve as guidelines for schools, teachers, students and other stakeholders to ensure that students’ learning opportunities are standards and proficiency based.

The newly revised Nebraska World Language Standards are aligned with the *World Readiness Standards for Learning Languages* and were adapted specifically to assist Nebraska language programs, teachers and learners to establish criteria to optimize language and cultural proficiency for all learners.

*Dr. Aleidine J. Moeller, Edith Greer Professor, University of Nebraska-Lincoln,
President, American Council on the Teaching of Foreign Languages, 2018*

Applying Performance Level Expectations for World Language Programming Using the Nebraska State Standards

As schools and districts move forward in establishing programming that aligns with the World Language Standards, they must first ask, “What is the ultimate expectation for language knowledge and skills at the completion of the world language program?” Once an ultimate goal has been determined, the school can dedicate the time and resources necessary to meet the goal. The critical factor to consider in this process is the level of language needed to negotiate successfully in life, careers, and academia.

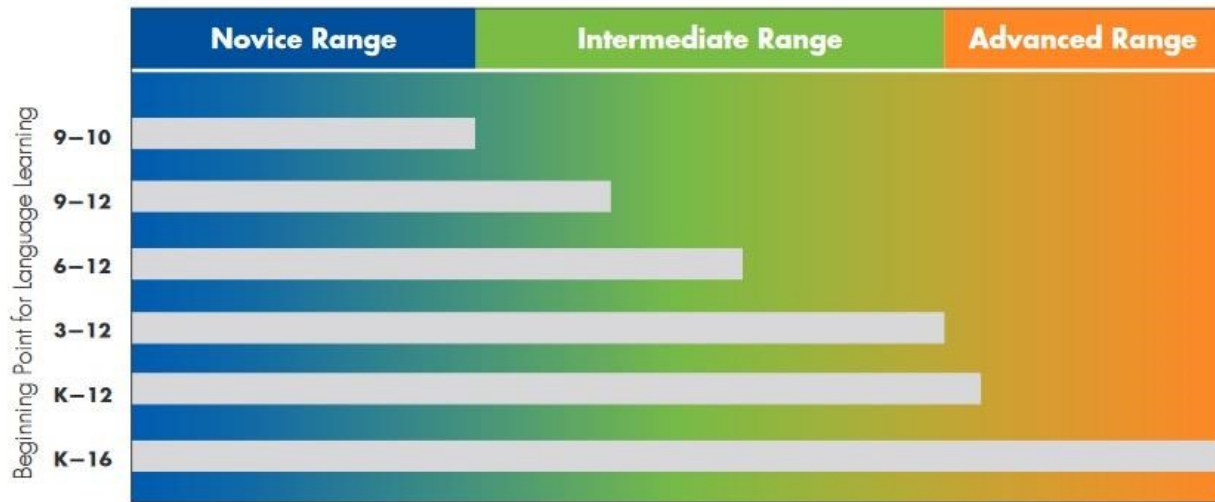
Colleges and universities, and even individual departments within colleges and universities, have specific language entrance and graduation requirements. The average expectation is that incoming college freshmen will have had a minimum of two years of high school world language. This expectation, however, does not clarify the level of performance students should have. Colleges and universities usually conduct placement tests that allow students to enroll in their corresponding level of language study.

The ability to communicate in multiple languages has a proven economic value. Local, regional, national, and international markets are actively seeking employees who can respond to customers and negotiate agreements. In the graphic on the following page, The American Council on the Teaching of Foreign Languages shares a comparison of oral proficiency levels needed in the workplace in order to be career ready. Cashiers, salesclerks, and receptionists who wish to interact with clientele in a language other than English must be prepared to function at a level of Intermediate in the other language. A banking and investment customer service representative, medical interpreter, and human resource benefit specialist must be prepared to function at a level of Advanced.

Technical language, or language specific to a given profession or skill, is the ultimate preparation to apply language to careers or to community life. However, technical language classes require a strong foundation in the language and in the technical or career skill area.

Not to be disregarded, the ability to function bilingually also strongly affects one’s quality of life. Language function dramatically increases cognitive function well into older age, Bilinguals have greater ability to see and understand nuances, to investigate actively, to use critical thinking, and to seek a more profound level of communication.

Once a district has determined an expectation for the ultimate level of language performance, programming needs will be considered. There is a definite correlation between the level of language expectation and the amount of time given to study and practice. The following model, provided by the American Council on the Teaching of Foreign Languages, shows how time is a critical component to developing language performance.



Source: "Figure 4: Time as a Critical Component for Developing Language Performance", ACTFL Performance Descriptors for Language Learners, 2012 Edition, Alexandria, VA: ACTFL, p. 6.

Students with twelve years of language study will be able to communicate information, express their thoughts, investigate, describe and elaborate on both concrete and abstract information and ideas. These students will find success using language daily in teaching, social services, medical careers, retail, and business.

In equipping students to be community volunteers, world travelers, entrepreneurs, and communicators, it is important to remember the correlation between time and ability. Essentially, a stronger investment in the duration and depth of a language program will result in higher and more useful levels of language performance.

Program and Essential Standards

Program and Essential Standards describe the knowledge and skills that students will learn. The Program Standards are the pillars of the content area. The Essential Standards are broad, overarching student expectations for learning. These standards create a framework for teaching and learning to articulate a trajectory for knowledge and acquisition across all grade and course levels. This ensures that student learning builds on prior knowledge and becomes more advanced over time. When a particular standard is not reflective of or responsive to an aspect or a level of language, accommodations can be made to meet the needs of specific language group (e.g. Native speakers).

World Language Program Standards

1. Communication: Students communicate effectively in a variety of situations for multiple purposes.

Key point:

- *Students should use language for a meaningful, communicative purpose.*

Communication is the most elemental purpose of language learning. As simple as a child's first word or as complex as a discourse on the impacts of science and technology, communication is invariably tied to need, situation, purpose, and mode. These concepts are represented in later strands. Standard 1 focuses on the dexterity of manipulating the language and language structures in various modes of communication. The Modes of Communication are: Interpersonal, Interpretive, and Presentational. The Interpersonal Mode represents negotiation of information among two or more parties. The Interpretive Mode requires an interpretation of meaning. The Presentational Mode refers to the creation of a message that others will have to interpret. All modes of communication might be conducted in written or oral format.

2. Culture: Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

Key points:

- *The culture of the target language is fundamental to all language instruction and can be taught through implicit instruction as well as explicit instruction.*
- *Elements of culture can, and should be, taught in the target language whenever appropriate and feasible.*
- *Learners must have insight into cultural perspectives, and the ability to behave appropriately in a variety of cultural contexts, in order to be effective communicators.*

Interculturality is the ability to understand the underlying histories, values, attitudes, beliefs, practices, and views that affect communication and understanding among people. It is the essence of 'it's not what was said; but how it was said'. Standard 2 illustrates that true language proficiency requires an awareness of and familiarity with the connotations, social cues, and perceptions associated with language in order to communicate the desired message. Intercultural competence often results in empathy, closer introspection, greater self-awareness, and active listening.

3. Connections: Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

Key Points:

- *Scaffolding and structure support the use of appropriately chosen authentic materials.*
- *Using authentic materials contextualizes the language, expands lexicon through production, and validates the learning of the language and the learning of the content.*

Languages bring the power to communicate a message to an exponentially larger audience. Languages are a mechanism that support access to resources, opportunities, and careers. In making connections to other content areas, students will expand vocabulary, contextualize the language, and begin to seek out a pathway to personalized language learning. Standard 1 and Standard 2 are about the finesse and use of language. Standard 3 and Standard 4 are about the purpose of language study: to make connections, and to apply the skills students have learned.

4. Communities: Students can apply their world language skills to personal, community, and career experiences.

Key Points:

- *Providing a connection to world languages outside of the school setting is critical to student motivation and engagement.*
- *Community involvement builds empathy, respect for diversity, and self-awareness.*
- *When there is an awareness of the world, it is far easier to find one's place within it.*

Our global world and impact continue to expand. Language skills bring global connections closer to home, allowing students to connect across the world or at the market on the corner. Standard 4 emphasizes participation in multilingual communities around us. With another language, students can be aware of the world and their role within it, have an understanding of community needs and concerns, and be able to take responsibility for their development as a member of their community.

5. Cognition: Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Key Points:

- *Learning is a partnership between the student and the teacher.*
- *Learning to learn establishes processes and connections that more efficiently route information to its destination.*
- *Using the language of study to define expectations, discuss language acquisition, and to set learning goals increases the ability to place language in context.*
- *Taking an active role in planning for language study propels students to higher levels of proficiency.*

First language learning and acquisition is a process that begins in infancy and lasts a lifetime. Second language learning and acquisition is both similar and more dynamic than first language learning. Language learning is the natural absorption of language that is firmly rooted in situational and contextual surroundings. Infants come to associate “mama”, “papa”, and “bottle” with things that they need. Language acquisition is a formalized study of language and its functions. It will be years before those same children understand “nouns” and can manipulate them in sentences. Standard 5: Cognition, serves

to help educators and students remember that language learning and acquisition is a process. By learning the cognition of language study, students will be better able to engage in and take responsibility for their own learning.

World Language Essential Standards

1. Communication:

Students communicate effectively in a variety of situations for multiple purposes.

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

2. Culture:

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally appropriate language and behavior.

3. Connections:

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

- 3.1 Students apply the language of study to discuss other content areas of study.

4. Communities:

Students can apply their world language skills to personal, community, and career experiences.

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

5. Cognition:

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

Performance Levels and Indicators

The World Language Standards use three performance levels: emerging/novice, intermediate, and advanced. Each performance level is then divided into further indicators of *low*, *mid*, and *high range*. These indicators establish the level of expectation appropriate for a given performance level.

Emerging & Novice (EN): Emerging (PreK-6th) and Novice (7-10th), Levels 1, 2

Emerging and Novice students are beginning to use the language. Their performance is limited to words, phrases, and simple sentences on familiar or highly predictable topics. They may be difficult to understand. As listeners they understand key words, true aural cognates, and formulaic expressions. As writers and speakers they can use isolated words and phrases to identify typical cultural elements. They can use resources in the language to make connections to other content areas or to greater language communities by identifying predictable elements of a message, using cognates, and/or using extralinguistic supports. Emerging and Novice learners identify and describe what they can do in language study using simple words and phrases.

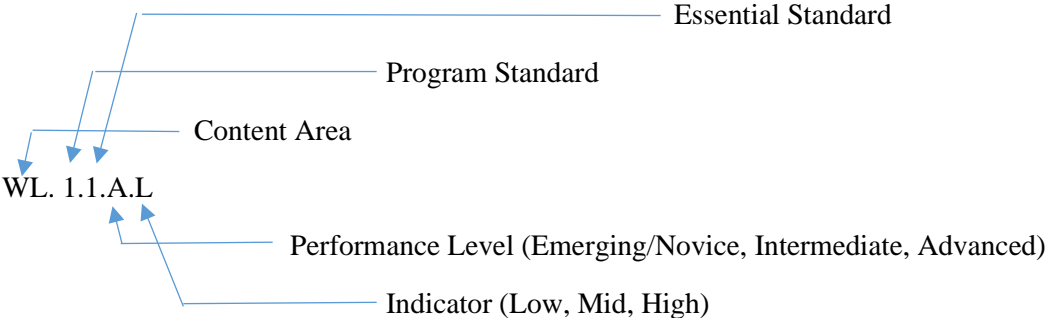
Intermediate (I): 11-12th, Levels 3, 4

Intermediate students have gaps in knowledge but are able to use the language with an understanding of need and purpose. Intermediate listeners understand the main ideas and supporting details. Speakers can meet practical needs, ask and answer simple questions. Presenters can communicate information and express their own thoughts about familiar topics. Intermediate students can investigate, describe and compare their culture with those of the culture studied. These students can apply simple and concrete language to learning about other content areas and communicating within their greater language communities. They have created their own language goals and are able to articulate, if only in simple language, their personal language journey.

Advanced (A): 12th, Levels 5, AP

Advanced students are comfortable in using the language to provide details, to reflect, and to elaborate on both concrete and abstract information and ideas. Writers can write routine informal and some formal correspondence using major time frames, paraphrasing, and elaboration. Listeners can understand the main ideas and most details on variety of general interest topics. Readers understand a wide variety of texts characterized by one or more of the following: high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Advanced students can use the language to navigate appropriately in various cultural settings within greater language communities. These students are able to analyze their language learning and to elaborate on their plans for the future.

Reading the Archdiocese World Language Standards



Emerging & Novice (EN) World Language Standards: Levels 1,2

1. Communication	
Essential Standard 1	Students exchange information through interaction and negotiation of meaning
WL.1.1.EN.L	Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.
WL.1.1.EN.M	Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing.
WL.1.1.EN.H	Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.
Essential Standard 2	Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
WL.1.2.EN.L	Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.
WL.1.2.EN.M	Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.
WL.1.2.EN.H	Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.
Essential Standard 3	Students present ideas and information according to a variety of purposes and audiences.
WL.1.3.EN.L	Present information on familiar and everyday topics using isolated, high frequency words and phrases in highly structured contexts.
WL.1.3.EN.M	Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts.
WL.1.3.EN.H	Present information on familiar and everyday topics using simple sentences in structured contexts.

2. Culture	
Essential Standard 1	Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
WL.2.1.EN.L	Identify and describe products, practices and perspectives using isolated words and phrases.
WL.2.1.EN.M	Identify products, practices, and perspectives using high-frequency vocabulary and phrases.
WL.2.1.EN.H	Identify and describe products, practices, and perspectives using simple sentences in structured contexts.
Essential Standard 2	Students identify and apply culturally appropriate language and behavior.
WL.2.2.EN.L	Identify expressions unique to the cultures studied.
WL.2.2.EN.M	Identify and react with simple expressions and idioms unique to the languages and cultures studied.
WL.2.2.EN.H	Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.

Emerging & Novice (EN) World Language Standards

3. Connections	
Essential Standard 1	Students apply the language of study to discuss other content areas of study.
WL.3.1.EN.L	Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.
WL.3.1.EN.M	Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.
WL.3.1.EN.H	Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

4. Communities	
Essential Standard 1	Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
WL.4.1.EN.L	Identify college and career options that incorporate the language studied using isolated words and phrases.
WL.4.1.EN.M	Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures.
WL.4.1.EN.H	Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.
Essential Standard 2	Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
WL.4.2.EN.L	Use digital tools to select, categorize, and paraphrase information that tends to use isolated, high-frequency words and/or phrases and extra-linguistic supports.
WL.4.2.EN.M	Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts.
WL.4.2.EN.H	Use digital tools to select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics.

5. Cognition	
Essential Standard 1	Students self-assess growth in language learning, practice, and understanding.
WL.5.1.EN.L	Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned.
WL.5.1.EN.M	Use simple words or phrasing to identify what concepts, skills, or information have been learned.
WL.5.1.EN.H	Use simple words or phrasing to identify what concepts, skills, or information have been learned.
Essential Standard 2	Students set language learning goals and organize priorities.
WL.5.2.EN.L	Identify what concepts, skills, or information are desired using isolated words, phrasing, or images.
WL.5.2.EN.M	Identify what concepts, skills, or information are desired using simple words or phrasing.
WL.5.2.EN.H	Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.

Intermediate (I) World Language Standards: Levels 3, 4

1. Communication	
Essential Standard 1	Students exchange information through interaction and negotiation of meaning
WL.1.1.I.L	Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.
WL.1.1.I.M	Initiate, sustain, and conclude exchanges about familiar topics with focused structures in a series of connected sentences.
WL.1.1.I.H	Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures.
Essential Standard 2	Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
WL.1.2.I.L	Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.
WL.1.2.I.M	Comprehend the main idea and some supporting details of messages on familiar topics that contain contextualized or familiar vocabulary and language structures.
WL.1.2.I.H	Comprehend and summarize main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues.
Essential Standard 3	Students present ideas and information according to a variety of purposes and audiences.
WL.1.3.I.L	Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.
WL.1.3.I.M	Express personal meaning on familiar topics by creating combinations of language and structure specific to purpose and audience.
WL.1.3.I.H	Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary.

2. Culture	
Essential Standard 1	Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
WL.2.1.I.L	Investigate, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures.
WL.2.1.I.M	Investigate and compare products, practices, and perspectives using familiar vocabulary and creating combinations of limited and advanced language structures.
WL.2.1.I.H	Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary.
Essential Standard 2	Students identify and apply culturally appropriate language and behavior.
WL.2.2.I.L	Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios.
WL.2.2.I.M	Interact with culturally appropriate learned behaviors, familiar vocabulary and combinations of limited and advanced language structures.
WL.2.2.I.H	Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary.

Intermediate (I) World Language Standards

3. Connections	
Essential Standard 1	Students apply the language of study to discuss other content areas of study.
WL.3.1.I.L	Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using familiar vocabulary and language structures in short, connected sentences.
WL.3.1.I.M	Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom by creating combinations of limited and higher-level language structures in short, connected sentences.
WL.3.1.I.H	Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary.

4. Communities	
Essential Standard 1	Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
WL.4.1.I.L	Relate, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences.
WL.4.1.I.M	Relate and describe careers that align with personal skills and interests by creating combinations of limited and higher-level language structures in short, connected sentences.
WL.4.1.I.H	Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary.
Essential Standard 2	Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
WL.4.2.I.L	Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in short statements.
WL.4.2.I.M	Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in connected sentences.
WL.4.2.I.H	Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary.

Intermediate (I) World Language Standards

5. Cognition	
Essential Standard 1	Students self-assess growth in language learning, practice, and understanding.
WL.5.1.I.L	Reflect on how personal learning, practice, and understanding are evident.
WL.5.1.I.M	Reflect on how personal learning, practice, and understanding are evident and how learning might be improved.
WL.5.1.I.H	Reflect on personal learning, practice, and understanding in response to predetermined goals, outcomes, or expectations.
Essential Standard 2	Students set language learning goals and organize priorities.
WL.5.2.I.L	Create simple, short-term goal statements in response to units of study or other focused needs.
WL.5.2.I.M	Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs.
WL.5.2.I.H	Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.

Advanced (A) World Language Standards: Levels 5, AP

1. Communication	
Essential Standard 1	Students exchange information through interaction and negotiation of meaning
WL.1.1.A.L	Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.
WL.1.1.A.M	Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.
WL.1.1.A.H	Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames.
Essential Standard 2	Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
WL.1.2.A.L	Analyze the implicit meaning, literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.
WL.1.2.A.M	Analyze the implicit meaning, literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.
WL.1.2.A.H	Analyze the implicit meaning, literal meaning, and purpose of messages containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.
Essential Standard 3	Students present ideas and information according to a variety of purposes and audiences.
WL.1.3.A.L	Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.
WL.1.3.A.M	Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames.
WL.1.3.A.H	Create and deliver information on familiar and unfamiliar topics, elaborating and clarifying detailed and organized ideas.

2. Culture	
Essential Standard 1	Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
WL.2.1.A.L	Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas.
WL.2.1.A.M	Analyze and explain the products, practices and perspectives of various groups using focused or context-specific vocabulary and organized and detailed ideas.
WL.2.1.A.H	Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures.
Essential Standard 2	Students identify and apply culturally appropriate language and behavior.
WL.2.2.A.L	Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language.
WL.2.2.A.M	Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both familiar and unfamiliar language.
WL.2.2.A.H	Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.

Advanced (A) World Language Standards

3. Connections	
Essential Standard 1	Students apply the language of study to discuss other content areas of study.
WL.3.1.A.L	Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low-frequency vocabulary, higher-level language structures, and various time frames.
WL.3.1.A.M	Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures and various time frames.
WL.3.1.A.H	Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.

4. Communities	
Essential Standard 1	Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
WL.4.1.A.L	Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level language structures.
WL.4.1.A.M	Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures.
WL.4.1.A.H	Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures.
Essential Standard 2	Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
WL.4.2.A.L	Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues.
WL.4.2.A.M	Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, contextualized interdisciplinary and/or unfamiliar vocabulary, and complex language structures.
WL.4.2.A.H	Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

Advanced (A) World Language Standards

5.Cognition	
Essential Standard 1	Students self-assess growth in language learning, practice, and understanding.
WL.5.1.A.L	Analyze how personal learning, practice, and understanding have developed over time.
WL.5.1.A.M	Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth.
WL.5.1.A.H	Analyze how personal learning, practice, and understanding can be sustained for future growth.
Essential Standard 2	Students set language learning goals and organize priorities.
WL.5.2.A.L	Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.
WL.5.2.A.M	Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals.
WL.5.2.a.H	Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

Appendix

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Prayers by Grade Level

The list of prayers connected to the Archdiocese of Omaha Religion Standards, 2020

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

Grade 3	Grade 4 and 5	Grade 6
Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist Communion Apostles Creed Ten Commandments Sacraments Nicene Creed Order of Mass <i>OPTIONAL PRAYERS</i> Spontaneous Prayer Rosary / Mysteries Stations of the Cross Benediction	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist Communion Apostles Creed Ten Commandments Sacraments Nicene Creed Order of Mass Rosary / Mysteries Stations of the Cross Benediction <i>OPTIONAL PRAYERS</i> Spontaneous Prayer Precepts of the Church Theological and Cardinal Virtues Act of Faith Act of Hope Act of Love Memorare Angelus Canticle of Mary Family Prayer Prayer of St. Francis Morning Prayer Evening Prayer New Commandment Canticle of Zechariah Canticle of Simeon Praying the Scriptures Meditate on the Scriptures	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist Communion Apostles Creed Ten Commandments Sacraments Nicene Creed Order of Mass Rosary / Mysteries Stations of the Cross Benediction Precepts of the Church Theological and Cardinal Virtues <i>OPTIONAL PRAYERS</i> Spontaneous Prayer Act of Faith Act of Hope Act of Love Memorare Angelus Canticle of Mary Family Prayer Prayer of St. Francis Morning Prayer Evening Prayer New Commandment Canticle of Zechariah Canticle of Simeon Praying the Scriptures Meditate on the Scriptures

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

Catholic Social Teaching Strategies for World Language Instruction

In the study of world languages, the integration of Catholic social teachings can be approached thematically in the instructional routines, practices, and activities of the classroom.

Catholic Social Teaching Topics:

Life and Dignity of the Human Person

Call to Family, Community, and Participation

Rights and Responsibilities

Option for the Poor and Vulnerable

The Dignity of Work and the Rights of Workers

Solidarity

Care of God's Creation

As it Applies to the Emerging/Novice learner:

Emerging

- Recite prayer (of choice) in target language at beginning/ending of class time
- Teach vocabulary/expressions that show respect for self and others
- Introduce diversity among cultures

Novice

- Recite prayer (of choice) in target language at beginning/ending of class time
- Teach vocabulary/expressions that show respect for self and others
- Introduce and promote the respect, understanding, and appreciation of diversity among cultures
- Recognize and demonstrate the significance of religion in culture
- Plan group projects to practice cooperation using target language phrases

As it Applies to the Intermediate learner:

- Begin and/or end classes with prayer in the target language. These prayers may be rotated by marking period or semester as appropriate for each proficiency and grade level.
- Prepare and actively participate in a Mass or liturgy in a target language. This is a culminating celebration that beautifully integrates Catholic social teachings and actively involves students in a variety of capacities.
- Organize a celebration involving food, song, clothing, traditions and customs of all languages offered in a school for a school culture day. This manifests Catholic social teachings in a celebration of world languages at all grade levels.
- Promote the respect, understanding, and appreciation of diversity among cultures (food, holidays, traditions, artwork, greetings, the arts, etc.)

As it Applies to the Advanced learner:

- Begin and/or end classes with prayer in the target language. These prayers may be rotated by marking period or semester as appropriate for each proficiency and grade level.
- Prepare and actively participate in a Mass or liturgy in a target language. This is a culminating celebration that beautifully integrates Catholic social teachings and actively involves students in a variety of capacities.
- Organize a celebration involving food, song, clothing, traditions and customs of all languages offered in a school for a school culture day. This manifests Catholic social teachings in a celebration of world languages at all grade levels.
- Promote the respect, understanding, and appreciation of diversity among cultures (food, holidays, traditions, artwork, greetings, the arts, etc.)

Professional Organizations and Instructional Resources

Professional Organizations/Subscriptions:

Professional Organizations:

- ACTFL
 - <https://www.actfl.org/>
- NILA
 - <https://www.nebraskalanguages.org/>
- CSCTFL
 - <https://csctfl.wildapricot.org/>
- College Board
 - <https://apstudents.collegeboard.org/>

Social Media:

- Twitter: #LangChat
- World Languages A La Carte: <https://veclaeys.wordpress.com/>

Facebook groups:

- Spanish Teachers Working Together
 - <https://www.facebook.com/groups/186238015194890/>
- NE CI Teachers Facebook
 -
- Teachers of Heritage Speakers Facebook
 - <https://www.facebook.com/groups/942240065921862/>
- CI- Intermediate Students
 - <https://www.facebook.com/groups/139244720052147/>
- Teachers using Google Classroom
 - <https://www.facebook.com/groups/teachersusinggoogleclassroom/>
- Nebraska CI Teachers
 -
- AP Spanish Language and Culture Teachers
 - <https://www.facebook.com/groups/1880918648814626/>
- *Somos* Curriculum Collaboration
 - <https://www.facebook.com/groups/somoscriculum/>
- World Language Teacher Lounge
 - <https://www.facebook.com/groups/WorldLanguageTeachers/>
- El Mundo en Tus Manos Collaboration
 - <https://www.facebook.com/groups/MundoEnTusManos/>
- TPRS- Deskless Classroom
 - <https://www.facebook.com/groups/498772003612978/>

Catholic Resources:

- Daily readings, mass parts, liturgy of the hours, prayers: [USCCB en español](#)
- [Magnificant](#) online (Currently has a free subscription in many languages)
*You can find a specific language on the bottom navigation bar
*Also available in an apple/andriod app on mobile devices

Remote Learning:

- StoryboardThat.com (You can use the free site, but if you get an account for your students, multiple teachers are able to access.) Google Classroom integrated, kids really like working with this platform.
- Conjuguemos.com (This is multi-language and you do need to buy an account to access everything. Very well set up and has been updated to include Google Classroom integration.)
- <https://lyricstraining.com/>
- Video response: Flipgrid, Charlala
- Google Suite: Classroom, Slides, Forms, Sites, Expeditions etc.
 - Google Tour Creator: create your own 3D virtual tour
 - Google Culture and Arts
 - Google Add-ons: Easy Accents
 - Kami (pdf annotation tool)
 - Sketch Up for Schools (teacher can highlight, make suggestions on student materials)
- Padlet (Discussion boards)
- EdPuzzle
- Toontastic
- Duolingo
- Thinglink
- Textingstory.com
- Quizlet
- Word Reference
- Quizziz
- Kahoot
- Gimkit
- Go Formative
- Fluency Matters
- *Voces Digital*

Instructional Resources:

- Children's Stories with Slow Audio <https://www.thspanishexperiment.com/stories>
- Edu Novelas <https://www.edunovela.com/>
- Revista "Ahora" <https://es.maryglasgowplus.com/magazines>

- Children’s Stories
<https://www.thefablecottage.com/spanish?fbclid=IwAR1GjsESFhNsn3aknBTPH7QXFoL7WXnepxRrQzM0y0rYMYNjcKsfYY9Cel>
- TED en Español <https://radiopublic.com/ted-en-espaol-GOoaaN>
- News in Slow Spanish
- El Mundo En Tus Manos
- <https://www.terra.com.br/> news in Spanish
- Music:
 - Downloadable children’s songs: <http://cri-cri.net>
 - Many Spanish children’s songs are available for purchase: www.joseluisorozco.com
 - Music in Spanish and French for small children: www.mamalisa.com
 - Songs which help for the teaching of various subjects including foreign language
Clips of songs in Spanish, French, German, and Latin: <http://www.songsforteaching.com/>
 - Multilingual song book: <http://www.laukart.de/multisite/songbook/songbook1.html>
 - **Lyricstraining.com is an awesome music resource!
- <https://zachary-jones.com/zambombazo/> (Blog updated frequently with cultural videos, songs, recipes, memes, interviews, art, grammar etc. all related to popular Spanish language culture).
- YouTube channels:
 - Spanish and Go (excellent channel for learning conversational Spanish, especially in reference to travel)
 - Dreaming Spanish
 - Spanish Plans
 - The Spanish Dude

Additional instructional resources for reading and access to media:

- [Habla metodo](#). Many entertaining articles and videos for Spanish language learners.
- Videos – Mira una serie o una película en español. Hay muchos por Netflix, Amazon Prime, y otros servicios para “streaming”.
- [Amazon Kindle Books](#). Amazingly many of these books are free.
- [Slow Spanish Podcast](#). Read and listen to the news in this very comprehensible format.
- YouTube. View popular YouTubers in Spanish:
 - [Luisito comunica](#)
 - [Pautips](#)
 - [La cooquette](#)
- [Fluent U](#). Cultural videos in Spanish with interactive captions to make them comprehensible. Free for 14 days when you sign up.
- The title [fluent in three months](#) is a little ambitious but it does have links to many good reading and viewing resources in Spanish.
- [Home - Better in Spanish How to Learn Spanish Easy](#)
- News in Spanish: [Terra - Notícias, esportes, coberturas ao vivo, diversão e estilo de vida](#)

Comprehensible Input:

- Martina Bex's *Somos*: <https://comprehensibleclassroom.com/2017/08/16/somos-curriculum-frequently-asked-questions/>
- *Garbanzo* coincides with *Somos*: <https://garbanzo.io/signin>
- *Fluency Matters* CI Readers: <https://fluencymatters.com/>
- *Voces Digital*: <https://www.vocesdigital.com/index.php>
- *Señor Wooly* (CI based songs): <https://www.senorwooly.com/>
- Ben Slavic's CI training books: <https://www.benslavic.com/>
- Mike Peto (resources for CI and teaching heritage language learners): <https://mygenerationofpolyglots.com/about/>
- *Edunovela* (subscription site with CI instruction based upon Spanish language TV programs with several episodes available for free): <https://www.edunovela.com/>
- *Mis Clases Locas* (blog updated frequently with new CI resources): <https://misclaseslocas.blogspot.com/>
- Edpuzzle (make videos into a CI activity): <https://edpuzzle.com/>
- Nearpod (students interact digitally with teacher and each other): <https://nearpod.com/>
- Padlet: www.padlet.com
- Bryce Hedstrom (resources on incorporating reading into a CI classroom): <https://www.brycehedstrom.com/>

Instructional Resources for Heritage Speakers:

- <https://www.hablaconene.com/inicio/revista-punto-y-coma/>
- Mike Peto: <https://mygenerationofpolyglots.com/about/>
- Profe Nygaard: <https://profenygaard.com/category/spanish-for-heritage-speakers/>

How to Type in Various Languages

Google Documents:

1. Select “insert”, click on “Special Characters”
2. Select language and insert the character you want.
3. Draw character and it will show up.

On a Mac: *this would also apply to Microsoft word*

Option/alt + shift + ? = ÿ

Option/alt + 1 = ÿ

Option/alt + e followed by a vowel gives you an accent over the vowel. To type café, you type caf and then press Option and e at the same time. Release the keys and type the letter e.

Option/alt + n + n gives you a Spanish n. For the word Nuñez, you type Nu and then press Option and the letter n at the same time. Release the keys and type the letter n again.

Option/alt + u + u puts an umlaut over the letter "u." For the word für, you type f and then press Option and the letter u at the same time. Release the keys and type the letter u again.

Windows:

Accented a is Alt+0225 or Alt+160

Accented i is Alt+0237 or Alt+161

Accented u is Alt+0250 or Alt+163

Umlaut u is Alt+0252

Accented e is Alt+0233 or Alt+130

Accented o is Alt+0243 or Alt+162

Spanish n is Alt+0241 or Alt+164

Upside-down question mark is Alt + 0191 or Alt+168

*On many keyboards, you can also simply hold down the letter you want to accent. This will cause a little box with letter choices to pop up, and you can select which letter you want. For example, holding down the n key will cause a box with and ñ and ñ to appear.

Change your typing language:

On your computer, open a document in Google Docs, a presentation in Google Slides, or a sheet in Google Sheets.

In Google Docs or Google Slides, go to the top menu and click File > Language > the language you need.

In Google Sheets, go to the top menu and click File > Spreadsheet settings, then pick the locale of the language you need.

On a Mac:

1. Open System Preferences. ...
2. Go to Keyboard. ...
3. Choose the Input Sources tab. ...
4. Add a new input source. ...
5. Find and add your desired keyboard layout in the language of your choice. ...
6. Switch between keyboard languages and layouts using the menu bar.

For Windows Vista:

1. Go to your Control Panel
2. Click on "Clock, Language, Region"
3. Click on "Change Keyboards"
4. Click "Add" and Select "Spanish-International Sort"

For Windows XP

1. Go to your Control Panel
2. Click on "Date, Time, Language, and Regional Options"
3. Click on "Regional and Language Options"
4. Select the "Languages" tab at the top
5. Click on "Details" near the bottom
6. Click "Add" and choose "Spanish-Traditional Sort"
7. Go back to the "Languages" tab and choose the option to "switch languages" by pressing "left alt-shift" at the same time. This way, you can switch to and from the Spanish and regular keyboard whenever you want.

Assessment

Assessment in the World Language classroom is a means of measuring students' ongoing performance levels in content knowledge, language acquisition, literacy in the target language, and the transferring of skills to access and apply language in real-life experiences. Assessments also illustrate how well we are accomplishing our stated mission and addressing standards to educate students and form them in our faith-filled environment.

Assessments of students are created to match the learning objectives tied directly to the standards. In all classrooms, teachers use a variety of objective and subjective methods to measure progress and enhance learning. Assessments are both instructional tools for students while they are learning and accountability tools to determine what levels of learning have occurred. The main two types of assessments are formative and summative.

Formative assessments are frequent opportunities for a teacher to check to see what a student understands before, during, and/or after a lesson. They prepare students to achieve the final objectives/outcomes. They direct instruction and are used to plan activities to ensure students have the appropriate practice opportunities before a summative assessment.

Summative assessments are aligned to the standards and are ways to measure students' understanding and progress through performance. Teachers design these assessments to be a measure of learning to determine the degree of mastery of each student.

	Formative	Summative
Purpose	To monitor and guide process/product while in progress	To determine level of performance of process/product at the end
Time of Assessment	During the time of learning	At the end of a time of learning
Types of Assessment	Observations, check-ins, quizzes, homework, discussions, activities	Formal observation, tests, projects, research paper, final performance
Use of Assessment	To improve, further, and correct learning while it is in process	To measure the level of learning attained

Examples of Formative and Summative Assessments in World Language:

Criterion Referenced (Paper/Pencil Tests/Quizzes):

Multiple Choice
Matching Items
Completion Items
Short Answer
Essay
Visual Representation
Standardized Tests (APPL, AP)
Teacher/text created tests (Written or oral)

Performance Assessment:

Fluency tests
Student formal and informal presentations across the curriculum using rubrics
Checklists
Rating scales
Recitations

Performance Assessment (continued):

Reading

Retellings

Role playing

Speeches

Debates

Discussions, conversations

Individual video or audio performances

Cooperative group work (students are assessed individually)

Writing stories, plays, poems, paragraph(s)

Poetry recitals

Classroom performance/demonstration (live or taped)

Dance

Projects

Application of Standard Target Language in daily written and oral work across the curriculum (including notebooks, journals, blogs, responses to questions)

Informal and formal inventories

Daily work

Student spelling in written work

Notebook checks

Data interpretation (charts, figures, graphs, photographs)

Running records

Language Function

Individual Student Assessments:

Teacher observation with check lists of skills

Teacher-student conference

Student self-correction and reflection on learning and performance

Student self-assessment of goals

On-line programs that allow students to self-assess

Instructional questions

Questionnaires

Response

Journals

Learning Logs

One-to one oral tests/exams

Bell ringer/ exit ticket

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low				
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



Special Considerations for Ancient and Classical Language (ACL) and Heritage Language/Native Speakers in Dual Language Courses

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium’s “Can Do Descriptors” may provide a richer expectation for heritage language study.

1. Communication

Essential Standard 1.1: Students exchange information through interaction and negotiation of meaning.

- ACL: The 2017 Standards for Classical Language Learning state, “There are philosophical differences that govern the various approaches to using interpersonal communications in the Latin classroom. Some teachers use interpersonal communication intermittently, some use it frequently, and some use it as the basis of the entire educational platform. There is growing evidence that the use of spoken Latin in the classroom facilitates student comprehension of the language, which facilitates reading it. Whichever approach a teacher uses will determine the ultimate level of proficiency that learners attain in the interpersonal mode.”
- Comparison of Nebraska World Language Standards and WIDA’s “Los Descriptores Podemos”, 2016:

<p>Nebraska World Language Standard 1.1:</p> <p style="text-align: center;">Students exchange information through interaction and negotiation of meaning.</p> <p>WIDA “Los Descriptores Podemos” Concrete Use of Language “Discutir” Descriptor:</p> <p>Dialogue and converse with others in order to jointly create knowledge and deepen understanding.</p>
<p>Nebraska WL1.1.a Novice Low</p> <p style="text-align: center;">Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.</p> <p>WIDA “Podemos” (translated), Grade 1, Level 1 Discussion, Oral:</p> <p style="text-align: center;">Use drawings or other visual media to share or clarify ideas. Follow the rules of appropriate conversation (i.e.: listening attentively to others, speaking one at a time)</p>
<p>Nebraska WL1.1.d Intermediate Low</p> <p style="text-align: center;">Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.</p> <p>WIDA “Podemos” (translated), Grade 6-8, Level 1 Discussion, Oral:</p> <p style="text-align: center;">Follow the appropriate rules of the context of discussion. (i.e.: taking turns). Prepare notes or written contributions.</p>

Nebraska WL1.1.g Advanced Low

Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.

WIDA “Podemos” (translated), Grade 9-12, Level 1 Discussion, Oral:

Prepare points or commentary in order to participate in the conversation. Use images or other supports to support your message or commentary.

Essential Standard 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- Comparison of Nebraska World Language Standards and WIDA’s “Los Descriptores Podemos”, 2016:

Nebraska World Language Standard 1.2:

Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

WIDA “Los Descriptores Podemos” Concrete Use of Language “Relatar” Descriptor:

Demonstrate knowledge and narrate experiences or events.

Nebraska WL1.2.a Novice Low

Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WIDA “Podemos” (translated), Grade 1, Level 1 Relating, Listening:

Identify words related to characters, animals or objects described orally.

WIDA “Podemos” (translated), Grade 1, Level 1 Relating, Reading:

Identify main characters. Recognize familiar or memorized language.

Nebraska WL1.2.d Intermediate Low

Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.

WIDA “Podemos” (translated), Grade 6-8, Level 1 Relating, Listening:

Identify familiar objects or places in oral presentations.

WIDA “Podemos” (translated), Grade 1, Level 1 Relating, Reading:

Identify principle ideas in short texts. Point out texts and posters in the classroom and school that are related to familiar stories.

Nebraska WL1.2.g Advanced Low

Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.

WIDA “Podemos” (translated), Grade 9-12, Level 1 Relating, Listening:

Match common and technical words and expressions with images, photos, and graphics. Identify texts, resources, products or named figures from oral presentations.

WIDA “Podemos” (translated), Grade 9-12, Level 1 Relating, Reading:

Highlight descriptive words and expressions in short statements. Identify formatting components in order to locate information.

Essential Standard 1.3: Students present ideas and information according to a variety of purposes and audiences.

- ACL: The 2017 Standards for Classical Language Learning state, “The presentational mode focuses on the creation of messages to inform, to tell a story, to give an explanation, or to persuade...Communication in the presentational mode may include writing, speaking, or a combination of one of these with visual communication.”
- Comparison of Nebraska World Language Standards and WIDA’s “Los Descriptores Podemos”, 2016:

Nebraska World Language Standard 1.3:

Students present ideas and information according to a variety of purposes and audiences.

“Los Descriptores Podemos” Concrete Use of Language “Relatar” Descriptor: Demonstrate knowledge and narrate experiences or events.

Nebraska WL1.3.a Novice Low

Present information on familiar and everyday topics using isolated, high frequency words and phrases in highly structured contexts.

WIDA “Podemos” (translated), Grade 1, Level 1 Relating, Speaking:

Name words that represent familiar objects. Repeat short, typical phrases in oral narrations.

WIDA “Podemos” (translated), Grade 1, Level 1 Relating, Writing:

Draw and tag academic events or situations. Tag story scenes using key words.

Nebraska WL1.3.d Intermediate Low

Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.

WIDA “Podemos” (translated), Grade 6-8, Level 1 Relating, Speaking:

Name school and community events using visual supports. Respond to simple, closed questions relating to familiar topics.

WIDA “Podemos” (translated), Grade 1, Level 1 Relating, Writing:

Reproduce words and brief phrases related to familiar topics. Tag photos and illustrations that represent ideas studied in class.

Nebraska WL1.3.g Advanced Low

Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.

WIDA “Podemos” (translated), Grade 9-12, Level 1 Explaining, Speaking:

Use technical vocabulary to explain processes, cycles, or phenomena.

WIDA “Podemos” (translated), Grade 9-12, Level 1 Explaining, Writing:

Describe photos, illustrations, and models using technical vocabulary. Explain historical events or events in sequence.

2. Culture

Essential Standard 2.1: Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.

- ACL: Although many common products have been lost to historical record, it may be possible to investigate historical artifacts. Possible products include clothing, jewelry, dwellings, sports, literature, artwork, tools, pottery. Products may be discoverable through ancient artwork, ruins, or other artifacts.

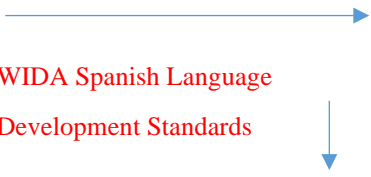
Essential Standard 2.2: Students identify and apply culturally appropriate language and behavior.

- ACL: Daily life, idioms, and regional variations in the language may not have been recorded or may not be available to allow students to interact with these elements today. ACL educators are encouraged to present and discuss what unique expressions, idioms, and cultural language points are available.

3. Connections

Essential Standard 3.1: Students apply the language of study to discuss other content areas of study.

- Comparison of Nebraska World Language Standards and WIDA’s “Los Descriptores Podemos”, 2016:

<p>Nebraska World Language Standard 3.1: Students apply the language of study to discuss other content areas of study.</p>  <p>WIDA Spanish Language Development Standards</p>	<p><u>WL3.1.a Novice Low</u></p> <p>Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.</p> <p><u>WL 3.1.i Advanced High</u></p> <p>Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.</p>
<p>Standard 1--Social and Instructional Language</p> <p>Emergent bilinguals communicate for social and instructional purposes within the school setting</p>	<p>Grade 1, Level 1</p> <p>Follow oral instructions using modeling and sensory supports and partner engagement.</p> <p>Grade 11-12, Level 1</p> <p>Sort information found in illustrated texts with a partner using graphic organizers and following a model.</p>
<p>Standard 2--The Language of Language Arts</p> <p>Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of language arts</p>	<p>Grade 1, Level 1</p> <p>Describe the use of syntactic aspects using sentence schemas, word banks, and with support from L1.</p> <p>Grade 11-12, Level 1</p> <p>Create a graphic legend using literary resources and continuing to use interactive models and supports, including L1 and L2.</p>
<p>Standard 3--The Language of Mathematics</p> <p>Emergent bilinguals communicate information, ideas and concepts necessary for the academic success in the content area of mathematics</p>	<p>Grade 1, Level 1</p> <p>Identify strategies according to the information graphic texts using sensory supports and L1.</p> <p>Grade 11-12, Level 1</p> <p>Label the steps to solve quadratic equations using banks of illustrated words.</p>
<p>Standard 4--The Language of Science</p> <p>Emergent bilinguals communicate information, ideas and concepts necessary for the academic success in the content area of science</p>	<p>Grade 1, Level 1</p> <p>Draw and label illustrations of observations of experiments using banks of illustrated words.</p> <p>Grade 11-12, Level 1</p> <p>Identify the effects of the pollutants presented in an oral discourse and in banks of illustrated words to complete a scheme.</p>
<p>Standard 5--The Language of Social Studies</p> <p>Emergent bilinguals communicate information, ideas and concepts necessary for the academic success in the content area of social studies</p>	<p>Grade 1, Level 1</p> <p>Name an advantage of the use of means of transport using audio-ciusla aids, models, banks of illustrated words and L1 if necessary.</p> <p>Grade 11-12, Level 1</p> <p>Name the advantages and disadvantages of economic systems using sentence frames and word banks in L1 and L2.</p>

