

# MISSISSIPPI WORLD LANGUAGES TEACHING GUIDE 2017



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

# Acknowledgements

## Mississippi Department of Education

**Carey M. Wright, Ed. D.**

State Superintendent of Education

**Kim Benton, Ed. D.**

Chief Academic Officer

**Nathan Oakley PhD., Executive Director**

Office of Elementary Education and Reading

**Jean Massey, Executive Director**

Office of Secondary Education

**Limeul Eubanks, MFA., Staff Officer III**

Office of Secondary Education and Reading

## Co-Chairs

**Laura Hall, MATL, NBCT**

Tishomingo County High School

Spanish and French Teacher

MFLA VP for Membership 2014-2018

**Elizabeth Harrison, Ph.D.**

Houston High School

French and Latin Teacher

MFLA Executive Director 2014-2019

## Editor and Co-Chair

**Lori LeVar Pierce, MBA**

The Mississippi School for Mathematics & Science

French, German, and Latin Teacher

MS AATG President 2014-2016

MFLA VP for Programs 2016-2018

## Committee Members

**Hector D. Barberena MALT, NBCT**

AP Spanish Teacher, Pascagoula High School

WL Praxis Spanish Scoring Leader/rater

AP Spanish Language and Culture reader

MS AATSP Vice-President 2013-2014

**Julianne G. Briscoe, BA**

Ripley High School

Spanish Teacher

**Hope Freisen, MA**

New Hope High School

Spanish Teacher

**Tyler Porché**

Professional Development Coordinator

Deaf Education

Educator-in-Residence, MDE

**Lucy Solano, MATL, NBCT**

Petal High School

Spanish Teacher

MFLA VP for Elementary/Secondary 2016-2018

**Jenee Wright, MATL, NBCT**

Gulfport High School

Spanish Teacher

MS AATSP Vice-President 2014-2015

### **Supporting Committee Members**

**Janet Bunch**

Northwest Mississippi Community College  
Spanish Teacher

**Haley Burge**

New Hope High School  
Spanish Intern

**Javier Gómez**

MS Gulf Coast Community College  
Spanish and Japanese Teacher

**Rebecca Gray**

Tishomingo County High School  
ESL Teacher

**Monica Lamelas**

Booneville High School  
Spanish Teacher

**Vanessa Mix**

Meridian High School  
Spanish Teacher

**Ariel Nachtigal**

Armstrong Middle School  
Spanish and Science Teacher

**Cindy Tomlin**

Itawamba Agricultural High School  
Spanish Teacher

**Allene Vinzant**

Clinton High School  
Latin Teacher

**Mark Garrett**

Tupelo Middle School  
Spanish Teacher

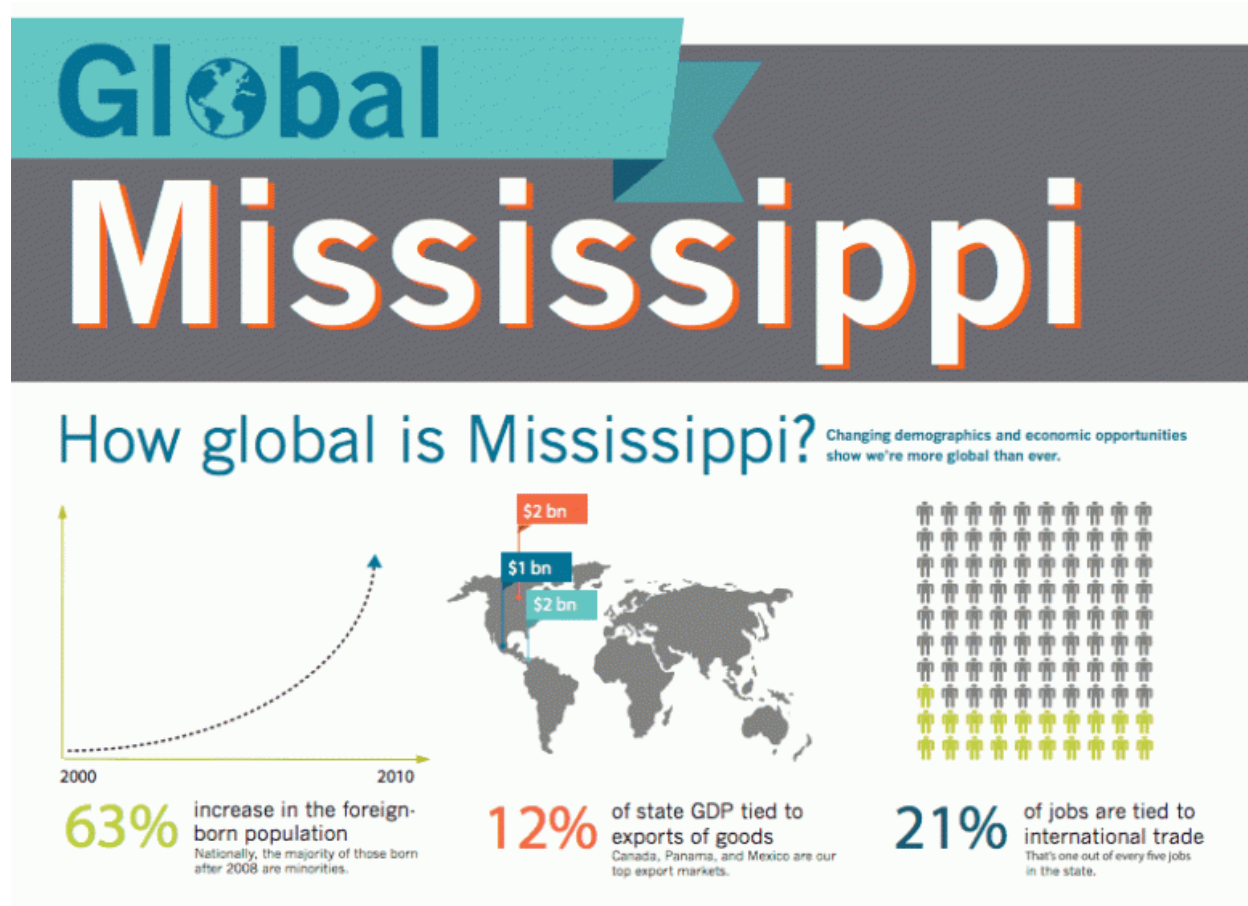
## Table of Contents

Introduction to the World Languages Standards Guide .....	5
English Learners (EL).....	8
Requirements for Licensure and World Language Endorsements in Mississippi.....	11
Approved Teacher Education Programs in Mississippi.....	12
Becoming A National Board Certified Teacher.....	13
World Language Courses approved by MDE.....	14
Placement recommendations for students with prior language exposure .....	18
Crosswalk – ACTFL Proficiency Guidelines, Standards, Can Do Statements, Number of Hours, Continuation of Proficiency .....	19
Language Specific Topics by Level .....	20
French.....	20
Spanish .....	24
German.....	31
Latin.....	35
American Sign Language .....	39
Model Lessons.....	44
Professional Growth System.....	45
Teacher Responsibilities for Creating the World Language Learning Environment.....	53
Administrator’s Walk-Through .....	56
Professional Development.....	58
Programs for Intensive Practice and Other Resources .....	62
Resources for Teachers .....	64
Technology Resources .....	69
World Language Advocacy .....	71
World Language Promotional Events .....	74
World Language Research.....	76
Frequently Asked Questions.....	83
Glossary .....	88
Appendix 1 Crosswalk of MS Framework, ACTFL Can-Do Statements, Proficiency Levels..	91
Appendix 2 Sample Lesson Plans.....	157

## Introduction to the World Languages Standards Guide

The purpose of this teacher guide is to help teachers and administrators understand and effectively implement the 2016 Mississippi World Languages Framework. This document is also meant to be a reference for world language teachers—a comprehensive document with links to multiple resources, programs, websites and research that are important and of interest to world language teachers. It will be beneficial for the first-year teacher as well as the veteran world language teacher. This document contains research on best practices, the latest trends in presentation of material, assessment, use of technology, etc.

As the infographic below illustrates, Mississippi has important connections outside of the United States. Language proficiency is key to maintaining and growing these connections. Using the Mississippi World Languages Standards and the resources in this World Languages Teaching Guide will enable world language teachers in Mississippi to teach their students language proficiency by designing great curricula, collaborating with other language teachers, and creating a classroom environment that supports language learning.



*Information from a 2015 presentation at the MFLA Conference by Marty Abbott, Executive Director of ACTFL*

## THE NEED

**Languages are a crucial 21st century workplace skill for businesses operating in an increasingly multicultural and internationally integrated marketplace in which employees, customers, suppliers, and partners speak other languages.**

- ④ 46% of businesses hiring bilingual workers in 2014, up 10% from 2011. (Source: Career Builder)
- ④ Language among the top most encountered impediments to trade among businesses; the #1 ranked barrier for Service SMEs. (Source: United States International Trade Commission 2010 survey)
- ④ Languages among the most needed and difficult to find skills (Source: Cleveland Federal Reserve Bank 2013 survey)
- ④ 2 out 3 businesses cited language barriers among management and other workers. (Source: Forbes 2011)

*Information from a 2015 presentation at the MFLA Conference by Marty Abbott, Executive Director of ACTFL.*

The World Languages Standards Guide will be a “living document” with additions and corrections being made as time passes. It will change as education changes. At its core is information about the national and state standards and guidelines, current and accurate information on certifications and licensure procedures in Mississippi, and university programs in world languages.

Administrators can use this document to better understand the components of world language education and therefore, more effectively support the world language teachers in their schools.

## English Learners (EL)

Students who are in an English as a Second Language (ESL) program are referred to as English Learners (EL). The EL program falls under the guidelines of the federal program known as the Title III English Language Acquisition, Language Enhancement and Academic Achievement Act. The standards and policies differ from other World Language programs. Since many EL teachers are or have been world language teachers, resources are provided in this guide

### Mississippi English Learner Administrator and Teacher Guide

[districtaccess.mde.k12.ms.us/curriculumandInstruction/Response%20to%20Intervention/Resources/English-Learner-Guide.pdf](http://districtaccess.mde.k12.ms.us/curriculumandInstruction/Response%20to%20Intervention/Resources/English-Learner-Guide.pdf)

### Mississippi Department of Education English Learners resources and webinars

[www.mde.k12.ms.us/ESE/english-learners](http://www.mde.k12.ms.us/ESE/english-learners)

### Subscribe to the MDE English Learner Listserv

[www.mde.k12.ms.us/docs/elementary-education-and-reading-library/english-learner-listserv.htm?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/english-learner-listserv.htm?sfvrsn=2)

### Professional Organizations:

AMTESOL: Alabama-Mississippi Teachers of English to Speakers of Other Languages

[www.amtesol.org/](http://www.amtesol.org/)

ELI, University of Alabama

[www.eli.ua.edu/](http://www.eli.ua.edu/)

### Mississippi Foreign Language Association (MFLA)

[sites.google.com/site/mississippifla/](http://sites.google.com/site/mississippifla/)

Colorin Colorado	<a href="http://www.colorincolorado.org/">www.colorincolorado.org/</a>	A bilingual site for families and educators. Includes current research, lesson plans and activities in English and Spanish.
Duolingo	<a href="http://www.duolingo.com">www.duolingo.com</a> or as an app for phone or other device-	Offers language learning activities in multiple languages including English.



ESL Net	<a href="http://www.esl.net/esl_resources.html">www.esl.net/esl_resources.html</a>	This portion of this website offers links to more ESL resources for teachers, the home section of this website sells ESL software, videos, audio, textbooks, and pronunciation.
Language Lizard Blog	<a href="http://blog.languagelizard.com/">blog.languagelizard.com/</a>	Offers information on multicultural lesson plans, bilingual book reviews, celebrations/holiday, effective uses of dual-language books
ESL Quizzes	<a href="http://a4esl.org/q/h/">a4esl.org/q/h/</a>	Offers self-study quizzes for ESL in HTML format for ESL students
ESL Resource Center from Interlink Language Centers	<a href="http://www.eslus.com/eslcenter.htm">www.eslus.com/eslcenter.htm</a>	Offers lessons, tools, resources, and links to other ESL resource sites
K12 Reader	<a href="http://www.k12reader.com/">www.k12reader.com/</a>	Offers reading instruction resources in free printable reading and writing worksheets
20-minute ESL lessons ESL flashcards	<a href="http://www.esl-lab.com/vocab/index.htm">www.esl-lab.com/vocab/index.htm</a> <a href="http://www.eslflashcards.com">www.eslflashcards.com</a>	Offers lessons on different topics Offers picture flash card PDFs that can be used for ESL or any language class
5 minute English	<a href="http://www.5minuteenglish.com">www.5minuteenglish.com</a>	Offers games and activities for ESL learners and teachers

30 free online resources for teaching and learning ESL	<a href="http://matadornetwork.com/abroad/30-free-online-resources-for-teaching-and-learning-esl/">matadornetwork.com/abroad/30-free-online-resources-for-teaching-and-learning-esl/</a>	A list of 30 links to other ESL resource sites compiled by an ESL teacher
ESL Video	<a href="http://www.eslvideo.com">www.eslvideo.com</a>	Offers free ESL resources, lessons, and activities as well as videos and quizzes by fluency level
American English	<a href="http://americanenglish.state.gov/">americanenglish.state.gov/</a>	U.S. Department of State website for teachers and learners of English
Purdue University Online Writing Lab	<a href="http://owl.english.purdue.edu/owl/resource/586/1/">owl.english.purdue.edu/owl/resource/586/1/</a>	ESL professional resources with links to journal articles
National Foreign Language Resource Center of Hawaii	<a href="http://nflrc.hawaii.edu/">nflrc.hawaii.edu/</a>	A resource for improving the national capacity for teaching and learning foreign language through teacher training, research, materials development, and dissemination projects.

## Requirements for Licensure and World Language Endorsements in Mississippi

Educator licensure home page at MDE: [www.mde.k12.ms.us/OEL](http://www.mde.k12.ms.us/OEL)

General Licensure Application: [www.mde.k12.ms.us/docs/educator-licensure/licensure-application-packet-k-12-updated-10-12-15.pdf?sfvrsn=0](http://www.mde.k12.ms.us/docs/educator-licensure/licensure-application-packet-k-12-updated-10-12-15.pdf?sfvrsn=0)

Required Praxis tests for World Language Endorsements:  
[www.mde.k12.ms.us/docs/educator-licensure/supplemental-endorsements-added-by-praxis-test-9-14.pdf?sfvrsn=0](http://www.mde.k12.ms.us/docs/educator-licensure/supplemental-endorsements-added-by-praxis-test-9-14.pdf?sfvrsn=0)

SUPPLEMENTAL ENDORSEMENTS THAT MAY BE ADDED TO A VALID MISSISSIPPI LICENSE
---

### ***Supplemental Endorsements Added By Praxis II***

- 130 – French
- 134 – German
- 135 – Latin
- 140 – Spanish

### ***Supplemental Endorsements***

#### ***Added with 21 Hours of Coursework in Subject***

***(Course work must have a grade of “C” or higher) CODE AREA***

- 130 – French
- 134 – German
- 135 – Latin
- 139 – Russian
- 140 – Spanish

## Approved Teacher Education Programs in Mississippi

[www.mde.k12.ms.us/docs/educator-licensure/approved-mississippi-teacher-education-programs-licensed-degrees-updated-october-2015.pdf?sfvrsn=0](http://www.mde.k12.ms.us/docs/educator-licensure/approved-mississippi-teacher-education-programs-licensed-degrees-updated-october-2015.pdf?sfvrsn=0)

Link to nationwide list of colleges offering Foreign Language Major nationwide

[www.mycollegeoptions.org/search-results-college-search-by-major/39/0/Foreign-Language.aspx](http://www.mycollegeoptions.org/search-results-college-search-by-major/39/0/Foreign-Language.aspx)

Campus Explorer site allows you to search for majors and the universities that offer degrees.

[www.Campusexplorer.com/colleges](http://www.Campusexplorer.com/colleges)

Careers in Foreign Language

[study.com/articles/Career\\_Information\\_for\\_a\\_Degree\\_in\\_Foreign\\_Languages.html](http://study.com/articles/Career_Information_for_a_Degree_in_Foreign_Languages.html)

## Becoming A National Board Certified Teacher

### National Board Certification (NBC)--What is it?

National Board Certification is the profession's stamp of accomplished teaching created by teachers for teachers. National Board of Professional Teaching Standards (NBPTS) is an independent, nonprofit organization working to advance accomplished teaching for all students. In Mississippi, the World Class Teaching Programs (WCTP) partner with NBPTS to advance the quality of teaching and learning. Eligible candidates possess a valid state license, three years of teaching experience, and a bachelor's degree.

**The following links contain the most up-to-date information to guide your inquiry:**

### Mississippi Department of Education

<http://www.mde.k12.ms.us/OTC/NBC>

### The process--What can I expect as a candidate?

[www.boardcertifiedteachers.org/for-candidates](http://www.boardcertifiedteachers.org/for-candidates)

[boardcertifiedteachers.org/sites/default/files/ECYA-WL.pdf](http://boardcertifiedteachers.org/sites/default/files/ECYA-WL.pdf)

### The benefits--Why should I certify?

[www.boardcertifiedteachers.org/in-your-state/mississippi](http://www.boardcertifiedteachers.org/in-your-state/mississippi)

### Support--Who will help me?

The following universities have a World Class Teaching Program headed by a National Board Certified Teacher and designed to provide support sessions for candidates throughout the year; some universities offer a monetary benefit.

[boardcertifiedteachers.org/in-your-state/mississippi](http://boardcertifiedteachers.org/in-your-state/mississippi)

**Alcorn State University**  
**Delta State University**  
**Jackson State University**  
**Mississippi State University**  
**University of Mississippi**  
**Southern Mississippi**  
**University of Southern Mississippi**

### MS NBCTs -- NBCT Directory

[www.nbpts.org/nbct-search?first\\_name=&last\\_name=&school\\_state=MS&district=&certificate\\_area=World+Languages+Other+than+English%2FEarly+Adolescence+through+Young+Adulthood&date\\_achieved=](http://www.nbpts.org/nbct-search?first_name=&last_name=&school_state=MS&district=&certificate_area=World+Languages+Other+than+English%2FEarly+Adolescence+through+Young+Adulthood&date_achieved=)

## World Language Courses approved by MDE

To ensure the most current list of available approved courses for World Languages is being used, please generate a current Approved Secondary Course Codes Report from the Mississippi Student Information System (MSIS).

MIDDLE SCHOOL COURSE CODE	COURSE TITLE	ENDORSEMENTS	LENGTH OF COURSE	CARNEGIE UNIT
160973	FRENCH - GRADES K - 6	115 - 117, 119, 120, 130, 151 - 153	All Year	No units
160552	GERMAN - GRADES K - 6	116, 117, 120, 134, 151 - 153	All Year	No units
160451	RUSSIAN - GRADES K - 6	115 - 117, 120, 139, 151 - 153	All Year	No units
160954	SPANISH - GRADES K - 6	115 - 117, 120, 140, 151 - 153	All Year	No units
160901	FRENCH - GRADE 7	130	All Year	No units
160902	FRENCH - GRADE 8	130	All Year	No units
160511	GERMAN - GRADE 7	134	All Year	No units
160512	GERMAN - GRADE 8	134	All Year	No units
169904	INTRODUCTION TO WORLD LANGUAGE - OPT II - GRD 7 - 8 - EXPLORING WORLD LANGUAGES	130, 134, 135, 139, 140	All Year	No units
169902	INTRODUCTION TO WORLD LANGUAGE - OPTION I - GRADES 7 - 8 - LATIN	135	All Year	No units
160980	ITALIAN - GRADE 7	136	All Year	No units
160981	ITALIAN - GRADE 8	136	All Year	No units
160421	RUSSIAN - GRADE 7	139	All Year	No units
160422	RUSSIAN - GRADE 8	139	All Year	No units
160931	SPANISH - GRADE 7	140	All Year	No units
160932	SPANISH - GRADE 8	140	All Year	No units

HIGH SCHOOL COURSE CODE	COURSE TITLE	ENDORSEMENTS	LENGTH OF COURSE	CARNEGIE UNIT
230330	AMERICAN SIGN LANGUAGE I	208	All Year	1 unit
230331	AMERICAN SIGN LANGUAGE II	208	All Year	1 unit
230332	AMERICAN SIGN LANGUAGE III	208	All Year	1 unit
230333	AMERICAN SIGN LANGUAGE IV	208	All Year	1 unit
160410	CHINESE I	132	All Year	1 unit

160411	CHINESE II	132	All Year	1 unit
160412	CHINESE III	132	All Year	1 unit
160413	CHINESE IV	132	All Year	1 unit
160903	FRENCH I	130	All Year	1 unit
160904	FRENCH II	130	All Year	1 unit
160905	FRENCH III	130	All Year	1 unit
160906	FRENCH IV	130	All Year	1 unit
160907	FRENCH LANGUAGE - ADVANCED PLACEMENT	130 & 617	All Year	1 unit
169901	FRENCH LITERATURE - ADVANCED PLACEMENT	130 & 618	All Year	1 unit
160513	GERMAN I	134	All Year	1 unit
160514	GERMAN II	134	All Year	1 unit
160515	GERMAN III	134	All Year	1 unit
160516	GERMAN IV	134	All Year	1 unit
160517	GERMAN LANGUAGE - ADVANCED PLACEMENT	134 & 619	All Year	1 unit
160982	ITALIAN - GRADES 9 - 12	136	All Year	1 unit
160961	LATIN - CATULLUS - HORACE - ADVANCED PLACEMENT	135	All Year	1 unit
160960	LATIN - VERGIL - ADVANCED PLACEMENT	135 & 623	All Year	1 unit
160920	LATIN I	135	All Year	1 unit
160921	LATIN II	135	All Year	1 unit
160922	LATIN III	135	All Year	1 unit
160923	LATIN IV	135	All Year	1 unit
160925	LATIN LITERATURE - ADVANCED PLACEMENT	135 & 622	All Year	1 unit
160423	RUSSIAN I	139	All Year	1 unit
160424	RUSSIAN II	139	All Year	1 unit
160425	RUSSIAN III	139	All Year	1 unit
160426	RUSSIAN IV	139	All Year	1 unit
160933	SPANISH I	140	All Year	1 unit
160934	SPANISH II	140	All Year	1 unit
160935	SPANISH III	140	All Year	1 unit
160936	SPANISH IV	140	All Year	1 unit
160937	SPANISH LANGUAGE - ADVANCED PLACEMENT	140 & 624	All Year	1 unit
160950	SPANISH LITERATURE - ADVANCED PLACEMENT	140 & 625	All Year	1 unit

ONLINE COURSE CODE	COURSE TITLE	ENDORSEMENTS	LENGTH OF COURSE	CARNEGIE UNIT
450194	OL - FRENCH I - (UM)	NONE	All Year	1 unit
450195	OL - GERMAN I - (UM)	NONE	All Year	1 unit
450304	OL - SPANISH I - (UM)	NONE	All Year	1 unit
450305	OL - SPANISH II - (UM)	NONE	All Year	1 unit
450306	OL - SPANISH III - (UM)	NONE	All Year	1 unit
160975	OL - AP FRENCH LANGUAGE - (MVPS)	NONE	All Year	1 unit
169905	OL - AP FRENCH LITERATURE - (MVPS)	NONE	All Year	1 unit
160519	OL - AP GERMAN LANGUAGE - (MVPS)	NONE	All Year	1 unit
160983	OL - AP ITALIAN LANGUAGE AND CULTURE - (MVPS)	NONE	All Year	1 unit
160354	OL - AP JAPANESE LANGUAGE AND CULTURE - (MVPS)	NONE	All Year	1 unit
160924	OL - AP LATIN LITERATURE - (MVPS)	NONE	All Year	1 unit
160926	OL - AP LATIN: VERGIL - (MVPS)	NONE	All Year	1 unit
160969	OL - AP SPANISH LANGUAGE - (MVPS)	NONE	All Year	1 unit
160947	OL - AP SPANISH LITERATURE - (MVPS)	NONE	All Year	1 unit
160976	OL - FRENCH I - (MVPS)	NONE	All Year	1 unit
160977	OL - FRENCH II - (MVPS)	NONE	All Year	1 unit
110247	OL - FRENCH III - (MVPS)	NONE	All Year	1 unit
110248	OL - FRENCH IV - (MVPS)	NONE	All Year	1 unit
160520	OL - GERMAN I - (MVPS)	NONE	All Year	1 unit
160521	OL - GERMAN II - (MVPS)	NONE	All Year	1 unit
110249	OL - GERMAN III - (MVPS)	NONE	All Year	1 unit
161001	OL - LATIN I - (MVPS)	NONE	All Year	1 unit
161002	OL - LATIN II - (MVPS)	NONE	All Year	1 unit
161003	OL - LATIN III - (MVPS)	NONE	All Year	1 unit
160967	OL - SPANISH I - (MVPS)	NONE	All Year	1 unit
160968	OL - SPANISH II - (MVPS)	NONE	All Year	1 unit
110243	OL - SPANISH III - (MVPS)	NONE	All Year	1 unit
110244	OL - SPANISH IV - (MVPS)	NONE	All Year	1 unit
450466	OL - SPANISH I - (EDGENUITY)	NONE	All Year	1 unit
450467	OL - SPANISH II - (EDGENUITY)	NONE	All Year	1 unit



<b>DUAL CREDIT COURSE CODE</b>	<b>COURSE TITLE</b>	<b>ENDORSEMENTS</b>	<b>LENGTH OF COURSE</b>	<b>CARNEGIE UNIT</b>
904601	DC - CHINESE I	NONE	All Year	1 unit
904602	DC - CHINESE II	NONE	All Year	1 unit
904603	DC - CHINESE III	NONE	All Year	1 unit
904604	DC - CHINESE IV	NONE	All Year	1 unit
904903	DC - FRENCH I	NONE	All Year	1 unit
904904	DC - FRENCH II	NONE	All Year	1 unit
904905	DC - FRENCH III	NONE	All Year	1 unit
904906	DC - FRENCH IV	NONE	All Year	1 unit
904513	DC - GERMAN I	NONE	All Year	1 unit
904514	DC - GERMAN II	NONE	All Year	1 unit
904515	DC - GERMAN III	NONE	All Year	1 unit
904516	DC - GERMAN IV	NONE	All Year	1 unit
902470	DC - JAPANESE I	NONE	All Year	1 unit
904427	DC - RUSSIAN I	NONE	All Year	1 unit
904428	DC - RUSSIAN II	NONE	All Year	1 unit
904933	DC - SPANISH I	NONE	All Year	1 unit
904934	DC - SPANISH II	NONE	All Year	1 unit
904935	DC - SPANISH III	NONE	All Year	1 unit
904936	DC - SPANISH IV	NONE	All Year	1 unit
902471	DC - JAPANESE II	NONE	All Year	1 unit

## Placement recommendations for students with prior language exposure

It is normally the case that world language students start with a first-year language course and progress through each level in order without skipping courses.

However, it is often the case that a student has gained exposure to a world language other than English that did not come from documented instruction. Most times this language experience qualifies the student to be successful in a language course of study beyond that for which they qualify based on courses completed. For instance, a student who has never studied French may spend the summer in France. Upon her return to the U.S. she would like to enroll in classes to study French, but the summer experience means she can already perform tasks beyond the first or even second year of study.

Each school or district must decide how to accommodate these students, but it is recommended that a pathway be established for these students to accelerate their language study by bypassing prerequisite courses. Appropriate placement can be determined using any of the following methods, or combination of methods:

- A written exam to determine what communicative tasks the student can accomplish.
- Documentation of independent study in the foreign language, even if not from an accredited institution.
- An oral interview with the language teacher to query the student's language speaking ability.
- Place student in a higher-level course and monitor his/her progress in the first few weeks and move him/her back down a level if he/she does not perform as expected.

At the current time, there is no provision in the Mississippi World Language Course Codes to provide Carnegie unit credit for lower level language courses that might be skipped by a high school student. Each school will need to balance the need for Carnegie units with courses that will best meet the language learning needs of the student.

## **Crosswalk – ACTFL Proficiency Guidelines, Standards, Can Do Statements, Number of Hours, Continuation of Proficiency**

The Crosswalk chart (see [appendix](#)) is based on ACTFL (American Council on the Teaching of Foreign Languages) guidelines, the NCSSFL (National Council of State Supervisors for Language)-ACTFL Can-Do statements, and the 2016 Mississippi World Languages Framework. It is intended to show an alignment between national and state standards. These standards are highly encouraged but are not exclusive, exhaustive, or even applicable in every classroom. They are suggested guidelines. Each level appears in the order presented in the new Mississippi standards and includes communication modes, descriptors, and indicators as presented in the World-Readiness Standards for Learning Languages.

ACTFL distinguishes between 11 levels of proficiency (Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, Advanced High, Superior, and Distinguished). However, this chart stops at the Advanced Mid stage as high school second language students rarely exceed this level of proficiency. The proficiency level of students will depend on program structures (K-12, high school only, etc.), student development (area demographics, student’s ability, heritage speakers, etc.), and the difficulty of the language being learned. These suggested exit levels should be taken as a goal at the end of the course, but that does NOT guarantee that the students will maintain proficiency at that exit level. Advanced levels are usually more applicable to college students majoring in the language, heritage speakers with high exposure and training, or learners enrolled in intensive K-12 or immersion programs, etc. For more information on these levels, consult the ACTFL proficiency levels.

The Culture standards are not considered a separate entity, but rather part of the communication standards. Students are expected to gain and use their knowledge and understanding culture through the daily language lessons and authentic resources, not as a specific topic. Students should learn, as they become more globally competent citizens, that language and culture are inextricably linked.

The American Sign Language (ASL) chart is to help identify indicators of typical progress of students in well-articulated ASL programs. Each level will demonstrate similar linguistic and cultural features but will have deeper and broader levels as the student completes each level for ASL.

## Language Specific Topics by Level

The following charts are a list of vocabulary, grammatical structures, and cultural topics generally studied in a 4-year sequence of language study. The content was taken from the websites of the American Association of Teachers of Spanish and Portuguese, the American Association of Teachers of French, the American Association of Teachers of German, and the American Classical League. They were crafted as a study guide for the national exams in each of these organizations. These topics are not meant to be a required list of content to be covered.

### French

#### Level 1

Vocabulary	
<ul style="list-style-type: none"> <li>• Greetings and introductions, including name/age</li> <li>• Common French names</li> <li>• Family members, immediate family</li> <li>• Physical description and personality characteristics</li> <li>• Weather: <i>il fait beau, mauvais, il fait du vent, il fait chaud, froid</i></li> <li>• Numbers up to 100</li> <li>• Days, months, calendar</li> <li>• Expressions of time, such as <i>mois, semaine, année, journée, demain, le mois prochain, l'année prochaine</i></li> <li>• Expressions de quantité, <i>beaucoup + de,+ d'</i></li> <li>• How to tell time</li> <li>• Adverbs of time such as <i>souvent, toujours, quelquefois, maintenant</i></li> <li>• Classroom furniture</li> <li>• Common prepositions of location: <i>dans, sur, sous, devant, derrière, avec, chez, pour, après, avant</i></li> <li>• Expressions with <i>avoir -- avoir tort, avoir raison, avoir soif, avoir faim, avoir besoin de</i>, etc.</li> <li>• Simple expressions with <i>faire : faire la vaisselle, faire des maths, faire du ski</i></li> </ul>	<ul style="list-style-type: none"> <li>• Colors and common clothing</li> <li>• Common foods</li> <li>• Leisure activities <i>j'aime faire du ski, j'adore le tennis</i></li> <li>• Countries bordering France, adjectives of nationality, languages</li> <li>• Question words: <i>Qu'est-ce que, qu'est-ce qui, comment, combien, pourquoi, où</i></li> <li>• Class schedule, subjects and school supplies</li> <li>• Rooms of the house, basic furniture</li> <li>• Basic body parts</li> <li>• Cities, places, activities and transportation</li> <li>• Shopping, restaurants and common food, simple restaurant menu</li> <li>• Prepositions of location <i>à côté de, près de, loin de, en face de, entre</i>, etc.</li> <li>• Expressions such as: <i>Combien coûte, j'ai besoin de, c'est cher, c'est bon marché, je veux, tu veux, je voudrais, tu voudrais.</i></li> <li>• Leisure time activities <i>jouer à, faire de</i></li> <li>• Name of cognate-based professions</li> </ul>
Grammar	
<ul style="list-style-type: none"> <li>• Elision</li> <li>• Articles, definite, indefinite, (partitive in reading and listening only), contractions</li> <li>• Regular plural of nouns</li> <li>• Form of common adjectives, <i>blond, blonde</i></li> <li>• How to make questions and negations. Use of <i>est-ce que</i> for questions</li> <li>• Possessive adjectives <i>mon, ton, ma, ta</i> only</li> <li>• Demonstrative adjectives <i>ce, cette, ces</i></li> <li>• Possession with <i>de</i></li> <li>• Subject pronouns <i>je, tu, il</i>, etc. Limited use of <i>moi, toi</i></li> <li>• Regular verbs in -er at present, few regular common -ir verbs such as <i>finir, choisir</i></li> </ul>	<ul style="list-style-type: none"> <li>• -er verbs at imperative– <i>mange! mangez!</i></li> <li>• <i>Il y a vs il est, voilà, voici</i></li> <li>• Four irregular verbs: <i>être, avoir, faire, aller</i></li> <li>• Near future <i>aller + infinitive</i></li> <li>• <i>J'ai chaud vs. il fait chaud</i></li> <li>• Interrogative <i>quel, quelle, quels, quelle de, négatif de un, du, des...</i></li> <li>• <i>Il ya versus C'est.....</i></li> <li>• Opposition of «<i>j'aime le...je mange du...</i> »</li> </ul>

## French

## Level 2

<i>Vocabulary</i>	
<ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Rooms of the house and chores</li> <li>• Food, typical French meal</li> <li>• Expanded body parts</li> <li>• School related activities, such as la fanfare, la chorale</li> <li>• Health, fitness and expressions such as <i>j'ai mal à, tu as l'air malade, ça va bien?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Shopping for special events, such as birthdays and proms</li> <li>• Travel plans and activities</li> <li>• Giving and asking directions</li> <li>• Expressions with <i>avoir</i> such as <i>avoir envie de, avoir le temps de, avoir peur de, avoir de la chance, etc.</i></li> <li>• Expressions with <i>être</i> such as: <i>être en train de, être en forme, être de Toulouse, c'est à moi</i></li> </ul>
<i>Grammar</i>	
<ul style="list-style-type: none"> <li>• Add all common regular <i>-ir</i> and <i>-re</i> verbs</li> <li>• Add to the four irregular verbs <i>avoir, être, aller, faire</i>. Eight additional irregulars: <i>mettre, prendre, dormir, sortir, partir, vouloir, pouvoir, savoir</i></li> <li>• Regular <i>-er, -ir</i> and <i>-re</i> verbs at <i>passé composé</i>, along with <i>passé composé</i> of the above mentioned irregular verbs <i>avoir, être, aller, faire, mettre, prendre, dormir, sortir, partir</i>. Common « <i>être</i> » verbs vs. « <i>avoir</i> »</li> <li>• Pronominal verbs only at present</li> <li>• Imperfect might be used in listening comprehension and reading selections, but not tested as a grammar item</li> <li>• Agreement and position of all adjectives</li> <li>• Comparatives and superlatives of regular adjectives and adverbs <i>plus.que, moins. que</i></li> </ul>	<ul style="list-style-type: none"> <li>• Interrogative pronouns: <i>qui, qui est-ce qui, que, qu'est-ce que, quoi</i></li> <li>• Object pronouns with verbs at present tense, use of one pronoun only – <i>le, lui, y, en., etc...</i></li> <li>• Use of prepositions with geographical names <i>à, en, au, aux</i></li> <li>• Simple negations <i>rien, jamais, personne, plus</i></li> <li>• All regular imperatives, including <i>mangeons, finissons</i></li> <li>• All possessive adjectives, <i>notre....., leur.....</i></li> </ul>

## French

## Level 3

<i>Vocabulary</i>	
<ul style="list-style-type: none"> <li>Wider scope vocabulary related to: school, daily schedule, parts and rooms of house, extended family, clothing and appearance, more complex menus, leisure, sports and entertainment, future plans for education and job, health, city life and environment, holidays and traditions.</li> </ul>	
<i>Grammar</i>	
<ul style="list-style-type: none"> <li>Use of inversion to make questions</li> <li>Recent past: <i>venir de + infinitif</i></li> <li>All regular verbs at <i>passé composé</i>, including pronominals</li> <li>Contrast of <i>imparfait</i> and <i>passé composé</i></li> <li>Simple agreement of past participle with <i>être</i> and common pronominals</li> <li>Pronominal verbs at <i>impératif</i></li> <li>Future and conditional</li> <li>Simple use of subjunctive: <i>Il faut + subjunctif</i> of “er” verbs and <i>faire</i></li> </ul>	<ul style="list-style-type: none"> <li>Common verbs requiring a preposition followed by infinitive <i>commencer à</i>, etc.</li> <li>Correct use of <i>sortir, partir, laisser, quitter</i></li> <li><i>Depuis</i> + present tense</li> <li>Use of <i>ne.....que</i></li> <li>Adjectives followed by <i>de</i></li> <li>Relative pronouns <i>qui, que. Dont, le quel</i> used only in reading and listening comprehension, not tested as grammar item.</li> <li>Common negative structures, including <i>ni...ni</i></li> <li>Expanded comparative structures <i>aussi...que, autant...que</i>, etc</li> </ul>

## French

## Level 4

<i>Vocabulary</i>	
<ul style="list-style-type: none"> <li>• Social issues, such as human rights, equality between sexes, crime and violence, diversity, emigration, prejudice and discrimination, science and medicine, nature and ecology in France and the Francophonie</li> <li>• Culture, celebrations and traditions, arts (dance, media arts, music, theatre, and visual arts), historical events, literature in France and the Francophonie</li> </ul>	<ul style="list-style-type: none"> <li>• Globalization and technology, such as current events, politics, communications, media in France and the Francophonie</li> </ul>
<i>Grammar</i>	
<ul style="list-style-type: none"> <li>• Verbs with spelling changes such as <i>espérer</i>, <i>acheter</i></li> <li>• All interrogative pronouns</li> <li>• All possessive pronouns</li> <li>• <i>Si</i> clauses with present and <i>imparfait</i></li> <li>• <i>En</i> with present participle</li> <li>• Past infinitive with <i>après</i></li> <li>• Relative pronouns including <i>dont</i>, <i>lequel...</i></li> <li>• Demonstrative pronouns</li> <li>• Developed negative words, <i>aucun</i>, <i>ni...ni...</i></li> <li>• Correct use of <i>manquer de</i>, <i>manquer à</i></li> <li>• Use of present and <i>imparfait</i> with <i>depuis</i>, <i>il y a</i>, <i>ça fait...que</i></li> </ul>	<ul style="list-style-type: none"> <li>• Most simple uses of subjunctive,</li> <li>• Use of <i>descendre</i>, <i>monter</i>, <i>sortir</i>, <i>rentrer</i>, <i>passer</i> + direct object at <i>passé composé</i></li> <li>• <i>C'est</i> vs. <i>il est</i>, more complex uses</li> <li>• Recognition of <i>futur antérieur</i> and <i>passé simple</i> in readings only.</li> <li>• <i>Plus-que-parfait</i> and <i>conditionnel passé</i></li> <li>• Correct use of <i>imparfait</i> and <i>passé composé</i></li> <li>• Agreement of past participles with all <i>passés composés</i></li> <li>• All <i>si</i> clauses, including <i>plus-que-parfait</i></li> <li>• Double object pronouns</li> <li>• More elaborate use of subjunctive</li> <li>• Expanded use of relative and demonstrative pronouns</li> </ul>

## Language Specific Topics

### Spanish

#### Level 1

<i>Vocabulary</i>	
<p><b>World</b></p> <ul style="list-style-type: none"> <li>• simple geographical terms</li> <li>• names of 21 Spanish-speaking countries and their capitals</li> <li>• nature and the environment (basic words plants and animals)</li> </ul> <p><b>Leisure Time</b></p> <ul style="list-style-type: none"> <li>• days of the week, months of the year and dates</li> <li>• basic weather expressions</li> <li>• telling time and basic time divisions</li> <li>• simple pastimes and basic sports</li> </ul> <p><b>Family and Home</b></p> <ul style="list-style-type: none"> <li>• simple description of people</li> <li>• basic temporary states</li> <li>• simple physical characteristics and basic personality traits</li> <li>• simple description of things and basic colors</li> <li>• immediate family</li> <li>• common first names</li> <li>• basic parts of the house</li> </ul>	<p><b>School and Education</b></p> <ul style="list-style-type: none"> <li>• basic educational words</li> <li>• basic items found in the classroom</li> <li>• basic words associated with language</li> <li>• basic mathematical operations</li> </ul> <p><b>Travel and Transportation</b></p> <ul style="list-style-type: none"> <li>• simple places in a city</li> <li>• basic directions</li> <li>• basic travel expressions</li> </ul> <p><b>Meeting personal needs</b></p> <ul style="list-style-type: none"> <li>• common greetings and farewells</li> <li>• basic expressions of courtesy</li> <li>• basic introductions</li> <li>• expressing likes and dislikes with <i>gustar</i></li> <li>• basic food expressions</li> <li>• basic clothing</li> <li>• basic parts of the body</li> </ul> <p><b>World of Work</b></p> <ul style="list-style-type: none"> <li>• basic professions</li> <li>• basic work expressions</li> </ul>
<i>Grammar</i>	
<p><b>Nouns and articles</b></p> <ul style="list-style-type: none"> <li>• gender of nouns ending in -o, -a</li> <li>• gender of nouns that refer to males and females (hombre, mujer)</li> <li>• plural of nouns</li> <li>• definite articles (el, la, los, las) and contractions with "al" and "del"</li> <li>• use of definite article with days of the week to express "on" titles</li> <li>• times and dates</li> <li>• names of certain cities and countries</li> <li>• indefinite articles (un, una, unos, unas)</li> <li>• omission of the indefinite article before cien and ciento</li> <li>• possession of nouns (use of de + noun to express possession)</li> <li>• the suffix -ito and -ita</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• agreement of adjectives</li> <li>• position (descriptive, nationality, possessive, numbers)</li> <li>• short form possessive</li> <li>• cardinal numbers 1 – 100</li> <li>• time and dates</li> <li>• ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• present participle</li> <li>• formation of regular verbs</li> <li>• present progressive (estar + present participle)</li> <li>• ser and estar</li> <li>• idiomatic uses of verbs meaning "to be" (tener, hacer and hay)</li> <li>• helping verbs: poder, necesitar, querer, tener que, gustar, ir a</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• adverbs of time (tarde, siempre, ahora, hoy, etc...)</li> <li>• adverbs of place (aquí, allí, etc...)</li> <li>• adverbs of manner (bien, mal, despacio, etc...)</li> <li>• adverbs of affirmation and negation (sí, por supuesto, no, etc...)</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• subject</li> <li>• indirect object (used with gustar)</li> <li>• direct object</li> </ul> <p><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>• simple prepositions showing relationship (de, con, sin, sobre)</li> <li>• simple prepositions of location (a, en, a la derecha de)</li> <li>• simple prepositions of time (a, hasta)</li> </ul>



<ul style="list-style-type: none"><li>• formation of basic adjectives of nationality</li></ul> <b>Verbs</b> <ul style="list-style-type: none"><li>• present tense<ul style="list-style-type: none"><li>○ formation of regular verbs</li><li>○ negation (use of no + verb)</li><li>○ stem-changing verbs (e-ie) (o-ue) (e-i)</li><li>○ verbs with irregular yo forms</li><li>○ irregular verbs ser, estar, ir, oír</li></ul></li><li>• expressing the future with "ir + a + infinitive"</li></ul>	<ul style="list-style-type: none"><li>• personal a</li></ul> <b>Conjunctions</b> <ul style="list-style-type: none"><li>• simple coordinating conjunctions (y, o)</li><li>• simple subordinating conjunctions (que, porque, como, donde)</li></ul> <b>Interjections</b> <ul style="list-style-type: none"><li>• simple interjections (¡Ay!, ¡Oye!)</li></ul> <b>Other</b> <ul style="list-style-type: none"><li>• interrogative words</li><li>• word order of questions</li></ul>
--	--

## Spanish

## Level 2

<i>Vocabulary</i>	
<p><b>World</b></p> <ul style="list-style-type: none"> <li>geographic terms (expanded)</li> <li>major geographical names (Pacific Ocean, Amazon River)</li> <li>the seven continents</li> <li>names of major world countries and cities</li> <li>nature and the environment (plant and animal kingdoms)</li> </ul> <p><b>Leisure Time</b></p> <ul style="list-style-type: none"> <li>days of the week and months of the year in expressions</li> <li>weather (expanded)</li> <li>telling time (expanded) and time divisions (expanded)</li> <li>pastimes (expanded) and sports (expanded)</li> </ul> <p><b>Family and Home</b></p> <ul style="list-style-type: none"> <li>description (expanded)</li> <li>temporary states (expanded)</li> <li>physical characteristics and personality traits (expanded)</li> <li>description of things (expanded) and describing colors</li> <li>nationalities of major and Spanish-speaking countries</li> <li>extended family</li> <li>parts of a home, basic furniture and household items</li> <li>simple daily chores</li> </ul>	<p><b>School and Education</b></p> <ul style="list-style-type: none"> <li>educational words (expanded)</li> <li>items found in the classroom (expanded)</li> <li>names of basic school subjects</li> <li>words associated with language (expanded)</li> <li>basic words associated with mathematics and measurements</li> </ul> <p><b>Travel and Transportation</b></p> <ul style="list-style-type: none"> <li>buildings in a city (expanded) and methods of transportation</li> <li>parts of a city</li> <li>directions (expanded)</li> <li>basic travel expressions: subway, train, airplane, car</li> <li>the hotel</li> </ul> <p><b>Meeting personal needs</b></p> <ul style="list-style-type: none"> <li>food groups: bread, vegetables, fruit, dairy, meat, fats</li> <li>buying food and preparing food</li> <li>basic restaurant terms</li> <li>clothing (expanded)</li> <li>shopping</li> <li>visible parts of the body and the five senses</li> <li>items for personal use</li> </ul> <p><b>World of Work</b></p> <ul style="list-style-type: none"> <li>professions (expanded)</li> <li>telephone expressions</li> <li>computer hardware and basic computer operating terms</li> </ul>
<i>Grammar</i>	
<p><b>Nouns and Articles</b></p> <ul style="list-style-type: none"> <li>gender of nouns ending in -dad, -ción, -ma, -pa, -ista</li> <li>gender of compound nouns</li> <li>plural of nouns ending with -s in an unstressed syllable</li> <li>plural of compound nouns</li> <li>use of the definite article with languages and parts of the body</li> <li>omission of the definite article with numerals of rulers</li> <li>use of ningún, algún, and their forms</li> <li>omission of the indefinite article before otro, cierto, and mil</li> <li>omission of the indefinite article after ¡qué! in an exclamation</li> <li>omission of the indefinite article before an unmodified predicate nominative</li> </ul>	<ul style="list-style-type: none"> <li>preterit vs. imperfect – basic contrasts</li> <li>future</li> <li>formation of regular verbs</li> <li>past participle</li> <li>formation of regular verbs</li> <li>present perfect</li> <li>present participle <ul style="list-style-type: none"> <li>formation of present participles of -ir stem-changing verbs</li> <li>irregular present participles</li> </ul> </li> <li>present progressive (with ir, continuar and seguir)</li> <li>past progressive</li> <li>formation of commands <ul style="list-style-type: none"> <li>familiar - regular affirmative</li> <li>familiar - irregular affirmative</li> <li>familiar - regular negative</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• compound words</li> <li>• comparison of nouns (tanto, -a, -os, -as . . . como)</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• agreement of adjectives modifying more than one noun</li> <li>• position (demonstratives, interrogative, long-form possessive)</li> <li>• adjectives of quantity</li> <li>• cardinal numbers above 100</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• present tense</li> <li>• verbs with irregular yo forms</li> <li>• irregular verb: haber</li> <li>• preterit</li> <li>• formation of regular verbs</li> <li>• basic uses</li> <li>• stem-changing verbs (e-i) (i-y)</li> <li>• spelling-changing verbs ending in -car, -gar, -zar</li> <li>• verbs with irregular stems in the preterit</li> <li>• irregular verbs: ser, ir, ver, dar</li> <li>• imperfect</li> <li>• formation of regular verbs</li> <li>• basic uses</li> <li>• irregular verbs: ir, ser, ver</li> </ul>	<ul style="list-style-type: none"> <li>○ formal - regular affirmative and negative</li> <li>○ formal - irregular</li> <li>○ the “let’s” command</li> </ul> <ul style="list-style-type: none"> <li>• helping verbs: pensar, desear, deber, aprender a, intentar, tratar de, empezar a, comenzar a, hay que</li> <li>• reflexive verbs</li> <li>• comparison</li> </ul> <p><b>Adverbs, pronouns, prepositions</b></p> <ul style="list-style-type: none"> <li>• adverbs of time associated with the preterite, imperfect, and future</li> <li>• adverbs of quantity or manner (apenas, etc...) and the suffix -mente</li> <li>• negative words</li> <li>• adverbs of degree</li> <li>• comparison</li> <li>• indirect object, reflexive, prepositional, and demonstrative pronouns</li> <li>• prepositions showing relationship (contra, según, menos, en vez de)</li> <li>• prepositions of location (fuera de, al lado de, a través de)</li> <li>• prepositions of time (antes de, desde, después de, durante)</li> <li>• prepositions of movement (a lo largo de, hacia)</li> <li>• compound prepositions (antes de, cerca de, debajo de, etc...)</li> </ul>
---	--

## Spanish

## Level 3

<i>Vocabulary</i>	
<p><b>World</b></p> <ul style="list-style-type: none"> <li>geographical words</li> <li>geographical names (expanded)</li> <li>names of world countries and cities</li> <li>natural disasters and natural resources</li> <li>the universe (basic astronomy terms)</li> </ul> <p><b>Leisure Time</b></p> <ul style="list-style-type: none"> <li>weather (intermediate expressions)</li> <li>time (intermediate expressions)</li> <li>cultural entertainment (movies, theatre, etc.)</li> <li>pastimes (intermediate) and sports (intermediate expressions)</li> </ul> <p><b>Family and Home</b></p> <ul style="list-style-type: none"> <li>description (intermediate expressions)</li> <li>temporary states (intermediate expressions)</li> <li>physical characteristics (intermediate expressions)</li> <li>personality traits (intermediate expressions)</li> <li>description of things and colors (intermediate expressions)</li> <li>nationalities (expanded)</li> <li>basic terms associated with religions</li> <li>human life cycle and its ceremonies</li> <li>holidays and holy days</li> </ul> <p><b>School and Education</b></p> <ul style="list-style-type: none"> <li>words associated with language (intermediate)</li> <li>basic expressions for fractions, algebra and geometry</li> </ul> <p><b>Travel and Transportation</b></p> <ul style="list-style-type: none"> <li>travel topics (types of travel and problems with travel)</li> <li>air, train and car travel (intermediate expressions)</li> </ul>	<p><b>Meeting personal needs</b></p> <ul style="list-style-type: none"> <li>social graces</li> <li>extending, accepting and declining invitations</li> <li>agreement and disagreement</li> <li>expressing an opinion</li> <li>expressing feelings</li> <li>expressing likes and dislikes</li> <li>food (intermediate expressions)</li> <li>parts of clothing and types of fabric</li> <li>basic terms for an office visit to the doctor</li> <li>internal parts of the body</li> </ul> <p><b>World of Work</b></p> <ul style="list-style-type: none"> <li>professions</li> <li>communication media</li> <li>work expressions</li> <li>types of computer data entry and parts of a computer window</li> </ul> <p><b>History, Politics, and Social Issues</b></p> <ul style="list-style-type: none"> <li>people of history (king, governor, discoverer, etc.)</li> <li>places of history (land, sea, air, etc. . .)</li> <li>events of history (war, invasion, battle)</li> <li>actions of history (conquer, invade, civilize)</li> <li>periods of history (century, epoch, time period)</li> </ul> <p><b>Arts</b></p> <ul style="list-style-type: none"> <li>basic art and architecture terms (painting, drawing, sculpture)</li> <li>basic musical terms and basic musical instruments</li> <li>basic literary terms and genres of literature</li> </ul>
<i>Grammar</i>	
<p><b>Nouns and articles</b></p> <ul style="list-style-type: none"> <li>feminine nouns beginning with a or ha plural of nouns ending in stressed vowels</li> <li>use of the definite article with nouns used in a general sense and with units of weight and measure to mean per</li> <li>omission of the definite article before nouns in apposition</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>cardinal and ordinal numbers used together</li> <li>past participle used as an adjective</li> <li>abbreviated forms of adjectives</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>present tense</li> </ul>	<ul style="list-style-type: none"> <li>present subjunctive           <ul style="list-style-type: none"> <li>formation of regular verbs</li> <li>stem-changing verbs</li> <li>spelling-changing verbs</li> <li>irregular verbs: ser, estar, ir, dar, saber, haber</li> <li>use of the subjunctive in noun clauses with               <ul style="list-style-type: none"> <li>verbs of desire</li> <li>verbs of request, order, permission</li> <li>verbs of doubt or negation</li> <li>verbs of emotion</li> <li>impersonal expressions</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ compound verbs ending in -ducir, -poner, -tener, -traer, -venir</li> <li>○ verbs ending in -cer</li> <li>• preterit</li> <li>• verbs with a special meaning in the preterit</li> <li>• preterit vs. imperfect</li> <li>• future</li> <li>• formation of irregular verbs</li> <li>• conditional <ul style="list-style-type: none"> <li>○ formation of regular verbs and irregular verbs</li> <li>○ basic uses</li> </ul> </li> <li>• past participle <ul style="list-style-type: none"> <li>○ formation of past participles whose stem ends in a vowel</li> <li>○ formation of irregular past participles</li> </ul> </li> <li>• past perfect</li> <li>• future progressive</li> <li>• conditional progressive</li> </ul>	<ul style="list-style-type: none"> <li>• present perfect subjunctive</li> <li>• indirect commands</li> <li>• helping verbs: hacer(le), dejar(le), permitir(le)</li> <li>• passive voice</li> <li>• verbs used like gustar (encantar, faltar, interesar, etc.)</li> <li>• use of the infinitive after prepositions</li> </ul> <p><b>Adverbs, prepositions, conjunctions</b></p> <ul style="list-style-type: none"> <li>• formation of adverbial phrases (con + noun)</li> <li>• use of “volver a” to express again</li> <li>• comparison</li> <li>• indirect and direct object pronouns used together</li> <li>• possessive pronouns</li> <li>• Prepositions para and por</li> <li>• hace . . . que + present tense</li> <li>• hace . . . que + imperfect tense</li> </ul>
---	---

## Spanish

## Level 4

<i>Vocabulary</i>	
<p><b>World</b></p> <ul style="list-style-type: none"> <li>geographical names</li> <li>nature and the environment (animals, plants, trees, flowers)</li> <li>universe (astronomy terms planets and basic constellations)</li> </ul> <p><b>Leisure time</b></p> <ul style="list-style-type: none"> <li>weather (advanced expressions)</li> <li>cultural entertainment (expanded)</li> </ul> <p><b>Family and Home</b></p> <ul style="list-style-type: none"> <li>description (advanced expressions)</li> <li>beliefs, ideas and doctrines</li> <li>educational terms (advanced expressions)</li> <li>travel (advanced expressions)</li> </ul> <p><b>Meeting personal needs</b></p> <ul style="list-style-type: none"> <li>food (advanced expressions)</li> <li>clothing (advanced expressions)</li> <li>types of doctors</li> <li>names of body systems</li> <li>illnesses and accidents</li> </ul> <p><b>World of Work</b></p> <ul style="list-style-type: none"> <li>the post office</li> <li>banking</li> </ul>	<ul style="list-style-type: none"> <li>types of computer programs (word processing, spreadsheet)</li> <li>economics and world currencies</li> </ul> <p><b>History, Politics, and Social Issues</b></p> <ul style="list-style-type: none"> <li>history and historical terms (expanded)</li> <li>government and politics</li> <li>forms of government and political systems</li> <li>political ideology</li> <li>elections</li> <li>global problems and social issues</li> <li>ideas and philosophies (work ethic, morality, integrity)</li> </ul> <p><b>Arts</b></p> <ul style="list-style-type: none"> <li>art terminology: elements of art and art critique</li> <li>architecture</li> <li>periods of art history</li> <li>painting</li> <li>elements of music and musical instruments</li> <li>elements of literature</li> <li>basic journalism terms</li> </ul>
<i>Grammar</i>	
<p><b>Nouns and articles</b></p> <ul style="list-style-type: none"> <li>nouns whose meaning is determined by gender</li> <li>use of the definite article with modified proper nouns</li> <li>the neuter article lo</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>adjectives whose meaning changes depending upon position</li> <li>recognition of ordinal numbers above 10</li> <li>nominalization of adjectives</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>present indicative               <ul style="list-style-type: none"> <li>formation of verbs with spelling changes – consonants</li> <li>formation of verbs with spelling changes – accents</li> </ul> </li> <li>future used to express probability or wonderment in the present</li> <li>conditional used to express probability or wonderment in the past</li> <li>future perfect</li> </ul>	<ul style="list-style-type: none"> <li>conditional perfect</li> <li>use of the subjunctive in adverbial clauses</li> <li>use of the subjunctive after a negative antecedent</li> <li>use of the subjunctive after an indefinite antecedent</li> <li>imperfect subjunctive - formation</li> <li>sequence of tenses</li> <li>the use of quisiera to express the conditional</li> <li>if clauses</li> <li>past perfect subjunctive</li> <li>plural reflexive verbs used to express each other</li> </ul> <p><b>Pronouns, Conjunctions</b></p> <ul style="list-style-type: none"> <li>relative and reciprocal pronouns</li> <li>subordinating conjunctions always followed by the subjunctive</li> <li>subordinating conjunctions that may be followed by subjunctive</li> <li>conjunctions ending in -quiera</li> </ul>

## Language Specific Topics

### German

#### Level 1

<i>Vocabulary</i>	
<ul style="list-style-type: none"> <li>• Greetings and introductions, including asking name and age</li> <li>• Common German names</li> <li>• Family members, immediate family</li> <li>• Physical description and personality characteristics</li> <li>• Numbers up to a million</li> <li>• Class schedule, subjects and school supplies</li> <li>• Classroom furniture</li> <li>• Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• How to tell time</li> <li>• Adverbs of time such as <i>Morgen, Vormittag, Mittag, etc.</i></li> <li>• Dates</li> <li>• Ordinal numbers</li> <li>• Descriptive adjectives</li> <li>• Shopping, restaurants and common food, simple restaurant menu</li> <li>•</li> </ul>
<i>Grammar</i>	
<ul style="list-style-type: none"> <li>• Articles, definite, indefinite</li> <li>• Compound words, formation and gender</li> <li>• Plural of nouns</li> <li>• Sentence word order for statements, questions, and modal verb usage</li> <li>• Possessive adjectives</li> <li>• Subject pronouns <i>ich, du, er/sie, wir, ihr, Sie, sie</i></li> <li>• <i>Sein, Haben</i> and <i>modal verbs</i></li> <li>• Nominative, Accusative, and Dative case – with definite and indefinite articles</li> <li>• Adjective endings in the nominative, accusative, and dative cases</li> <li>• Regular verbs in present tense</li> <li>• Stem changing verbs in present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense used as future</li> <li>• Regular verbs at imperative</li> <li>• Interrogative words</li> <li>• Negation with <i>kein, nicht</i> and <i>doch</i></li> <li>• Descriptive adjectives and adjective agreement with <i>der, ein</i>, and unpreceded in Nominative, Accusative, and Dative</li> <li>• <i>Gern</i> and <i>nicht gern</i></li> <li>• Prepositions with the accusative</li> <li>• Adverbs, including order</li> <li>• Separable and inseparable prefix verbs</li> <li>• Prepositions with the dative</li> </ul>

## German

### Level 2

<i>Vocabulary</i>	
<ul style="list-style-type: none"> <li>• Celebrations and life events</li> <li>• Clothing and shopping</li> <li>• Colors</li> <li>• Rooms of the house and furniture</li> </ul>	<ul style="list-style-type: none"> <li>• Chores and housework</li> <li>• Weather and seasons, months</li> <li>• Travel plans and activities</li> </ul>
<i>Grammar</i>	
<ul style="list-style-type: none"> <li>• The Perfekt with haben and sein</li> <li>• Accusative and Dative pronouns</li> <li>• <i>Wissen</i> and <i>kennen</i></li> <li>• Two-way prepositions</li> <li>• The Präteritum with weak, strong, and mixed plus <i>sein, haben, werden</i> and <i>mögen</i></li> <li>• Da-, wo-, hin- and her- compounds</li> <li>• Coordinating conjunctions – <i>aber, denn, oder, sondern</i></li> </ul>	<ul style="list-style-type: none"> <li>• Perfekt vs. Präteritum</li> <li>• Separable and inseparable prefix verbs in the Perfekt</li> <li>• Prepositions of location and prepositions in set phrases</li> <li>• Infinitive expressions and clauses</li> <li>• Time expressions</li> <li>• Indefinite pronouns</li> </ul>



## German

### Level 3

<i>Vocabulary</i>	
<ul style="list-style-type: none"> <li>• Cars and driving, public transportation</li> <li>• Computers and technology</li> <li>• Personal care</li> <li>• Personal health and doctor visits</li> <li>• Work, office and careers</li> <li>• Nationality</li> </ul>	<ul style="list-style-type: none"> <li>• Wider scope vocabulary related to: school, daily schedule, parts and rooms of house, extended family, clothing and appearance, more complex menus, leisure, sports and entertainment, future plans for education and job, health, city life and environment, holidays and traditions.</li> </ul>
<i>Grammar</i>	
<ul style="list-style-type: none"> <li>• The Plusquamperfekt</li> <li>• Conjunctions <i>als, bevor, nachdem</i></li> <li>• Comparatives and superlatives</li> <li>• The genitive case</li> <li>• Demonstratives</li> <li>• Reflexive verbs with accusative and dative pronouns</li> <li>• Reciprocal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Subjunctive I and II</li> <li>• Würden and the infinitive</li> <li>• Subordinating conjunctions</li> <li>• Adjectives used as nouns</li> <li>• The future</li> <li>• Prepositions of direction</li> </ul>

## German

### Level 4/5

<i>Vocabulary</i>	
<ul style="list-style-type: none"> <li>• Social issues, such as human rights, equality between sexes, crime and violence, diversity, emigration, prejudice and discrimination, science and medicine, nature and ecology in German speaking countries</li> <li>• Culture, celebrations and traditions, arts, historical events, literature in German</li> </ul>	<ul style="list-style-type: none"> <li>• Globalization and technology, such as current events, politics, communications, media in German speaking countries and the German, Austrian, and Swiss traditions.</li> </ul>
<i>Grammar</i>	
<ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• Present Participles</li> <li>• The subjunctive with indirect speech</li> </ul>	<ul style="list-style-type: none"> <li>• The passive voice</li> <li>• Transitive and Intransitive verbs</li> </ul>

## Language Specific Topics

### Latin

#### Level 1 Pre-High School

Reading Level	Language	Culture/Civilization	Latin in Use
Students read words, phrases, simple sentences and dialogues occasionally associated with pictures. Texts are composed to narrate a short story with a title, an introduction, series of events, and conclusion.	<p><b>NOUNS:</b> Declensions I and II Basic case usage <b>PRONOUNS:</b> personal &amp; interrogative</p> <p><b>ADJECTIVES:</b> Declensions I and II noun/adjective agreement interrogative quot numbers: cardinal numbers unus-decem, Roman numerals I-X Common adverbs positive forms from first and second declension adjectives</p> <p><b>ENCLITIC:</b> -ne</p> <p><b>VERBS:</b> Conjugations I and II two tenses of the indicative mood, active voice: present and imperfect present active imperative irregular verb sum: present and imperfect tenses present active infinitive</p>	<p><b>GEOGRAPHY:</b> the Roman world, e.g., Roma, Italia, Gallia, Graecia, Britannia, Hispania, Mare Nostrum, Tiber River</p> <p><b>MYTHOLOGY:</b> Olympian deities (Greek and Roman names) and associated attributes; founding of Rome, e.g., Romulus and Remus</p> <p><b>ROMAN LIFE:</b> city of Rome, e.g., Forum, Circus Maximus, Colosseum; basic housing, e.g., villa, cubiculum, atrium; clothing, e.g., toga, tunica, stola; Roman household, e.g., pater, mater, servus, filius</p>	<p><b>THEMATIC VOCABULARY:</b> animals, e.g., equus, canis, porcus, feles <b>ORAL LATIN:</b> e.g., Quid agis? Quid est nomen tibi? Quis est? Quid est? Salve! Salvete! Vale! Valet! Ita vero; Minime</p> <p><b>DERIVATIVES:</b> English words based on Latin roots, prefixes and suffixes, e.g., agriculture, aquarium, portable, lunar, octet</p> <p><b>EXPRESSIONS, MOTTOES, ABBREVIATIONS:</b></p>

## Latin

## Level 1

Reading Level	Language	Culture/Civilization	Latin in Use
Students read words, phrases, and simple sentences designed to assess their ability to comprehend the Latin..	<p><b>NOUNS:</b> Declensions I-III; Case usage <b>PRONOUNS:</b> personal relative interrogative (nominative and accusative only)</p> <p><b>ADJECTIVES:</b> Declensions I and II noun/adjective agreement possessive interrogative quot numbers: cardinal numbers unus-decem, centum, mille; Roman numerals I-M Common Adverbs:</p> <p><b>CONJUNCTIONS:</b> <b>ENCLITICS:</b> -ne, -que <b>VERBS:</b> Conjugations I-IV four tenses of the indicative mood, active voice: present, imperfect, future, perfect present active imperative singular and plural; negative imperative with noli, nolite irregular verbs sum and possum: present, imperfect, future, perfect present active infinitive</p> <p><b>IDIOMS</b></p>	<p><b>GEOGRAPHY:</b> important Italian locations; provinces and major cities, e.g., Africa, Athens, Gaul, Carthage, Asia Minor, Troy</p> <p><b>HISTORY:</b> basic historical divisions (Monarchy, Republic, Empire) and associated terms; kings of Rome and early Roman heroes,</p> <p><b>MYTHOLOGY:</b> Olympian deities and associated myths,</p> <p><b>ROMAN LIFE:</b> city of Rome, e.g., Forum, Palatine Hill, Via Appia, Pantheon, Campus Martius; architectural structures and their functions, e.g., aquaeductus, thermae, circus, amphitheatrum, curia, basilica; housing, e.g., triclinium, insulae; meals, e.g., cena, culina; clothing, e.g., toga, tunica, stola</p>	<p><b>THEMATIC VOCABULARY:</b> parts of the body, e.g., caput, oculus, manus, pes</p> <p><b>ORAL LATIN:</b> e.g., Quid est nomen tibi? Salve! Salvete! Gratias tibi ago; Sol lucet; Adsum</p> <p><b>DERIVATIVES:</b> English words based on Latin roots, prefixes and suffixes, e.g., sedentary, sorority, puerile, quadruped</p> <p><b>EXPRESSIONS, MOTTOES, ABBREVIATIONS:</b></p>

## Latin

## Level 2

Reading Level	Language	Culture/Civilization	Latin in Use
Students read and understand Latin sentences and passages heavily adapted and simplified from the original authors or composed specifically for the exam. They interpret the meaning of the passage based on their knowledge of the Latin language and Roman culture.	<p><b>NOUNS:</b> Declensions I-V Case Usage Comparison with quam</p> <p><b>PRONOUNS:</b> relative, interrogative, personal, reflexive, and demonstratives hic, ille, is</p> <p><b>ADJECTIVES:</b> Declensions I-III noun/adjective agreement substantive reflexive positive, comparative, and superlative degrees of regular adjectives and magnus, parvus, bonus, malus, multus, multi interrogative adjectives qui, quae, quod numbers cardinals unus-viginti ordinals primus-decimus Roman numerals</p> <p><b>ADVERBS:</b> positive, comparative, and superlative degrees of all regular adverbs and bene and male interrogatives quando, cur, ubi, quomodo</p> <p><b>CONJUNCTIONS:</b> e.g., atque, postquam, quamquam, aut...aut, neque...neque (nec...nec)</p> <p><b>ENCLITICS:</b> -ne, -que</p> <p><b>INTERROGATIVE PARTICLES:</b> num, nonne</p> <p><b>VERBS:</b> Conjugations I-IV six tenses of indicative mood, active and passive voice irregular imperatives, and their compounds infinitives present and perfect, active and passive, future active participles (all except gerundives) irregular verbs sum, possum, volo, eo, fero impersonal verbs licet, placet, videtur <b>IDIOMS:</b> e.g., in animo habere, iter facere, brevi tempore</p>	<p><b>GEOGRAPHY:</b> the Roman world; important bodies of water; important islands and provinces,</p> <p><b>HISTORY:</b> prominent historical characters from Roman history,</p> <p><b>MYTHOLOGY:</b> heroes and monsters; Underworld,</p> <p><b>ROMAN LIFE:</b> education; recreation and entertainment, e.g., bat</p>	<p><b>THEMATIC VOCABULARY:</b> colors, e.g., ruber, caeruleus, albus; classroom expressions, e.g., scribe in tabula, aperite libros</p> <p><b>ORAL LATIN</b></p> <p><b>DERIVATIVES:</b> English words based on Latin roots, prefixes, and suffixes, e.g., introspection, omniscient, incredulous, benevolent</p> <p><b>EXPRESSIONS, MOTTOES, ABBREVIATIONS</b></p>

## Latin

## Level 3/4

Reading Level	Language	Culture/Civilization	Latin in Use
Students read and understand Latin sentences and an adapted Latin passage from Classical or later Latin author with appropriate glosses provided. They recognize some figures of speech and features of style found in the passage.	<p><b>NOUNS:</b> Genitive: with causa or gratia description objective  partitive Dative: possession  purpose and reference (double dative) agent with special adjectives, e.g., amicus, carus, similis Accusative: place to which (without prepositions) subject of indirect statement object of prepositions, e.g., apud, praeter, super Ablative: ablative absolute comparison degree of difference cause description separation place from which (without preposition) with special adjectives, e.g., dignus with special verbs, e.g., utor, fruor, fungor, potior, vescor Locative: place where with the names of cities, towns, small islands, domus, rus, humus PRONOUNS: ipse, idem, iste indefinite pronouns, e.g., aliquis (quis after si, nisi, num, ne), quidam, quisque</p> <p><b>ADJECTIVES and ADVERBS:</b> regular and irregular forms from I/II declension adjectives: positive, comparative, and superlative degrees</p> <p><b>CONJUNCTIONS:</b> correlatives,</p> <p><b>VERBS:</b> deponents and semi-deponents irregular verbs fio, malo, volo, nolo impersonal verbs; impersonal passives, indirect statements subjunctive mood hortatory, jussive, optative, deliberative indirect command, purpose clause, result clause, fearing clause indirect question, cum clause, conditions relative clauses of characteristic and purpose gerunds and gerundives, including expressions of purpose active and passive periphrastic alternate forms <b>IDIOMS:</b> e.g., navem solvere, <b>RHETORICAL FIGURES:</b> those common in prose,</p>	<p><b>AUTHORS:</b> general information on the life and works of Caesar, Cicero; Golden Age prose authors,</p> <p><b>GEOGRAPHY:</b> notable cities, regions, mountains, rivers, and bodies of water of the ancient world</p> <p><b>HISTORY:</b> prominent persons and events from the late Roman Republic and early Empire,</p> <p><b>MYTHOLOGY:</b> mythological groups and figures, e.g., centaurs, Fates, Furies, Muses, nymphs, satyrs</p> <p><b>ROMAN LIFE:</b> calendar terms, e.g., Kalends, Nones, Ides, pridie, a.d. (ante diem); government, magistrates, and social classes, e.g., consul, dictator, praetor, tribunus, fasces, equites; religion, e.g., pontifex maximus, augures; military terms, e.g., legio, castra, legatus, impedimenta; ceremonies, e.g., weddings, funerals</p>	<p><b>ORAL LATIN:</b> e.g., plaudite omnes, me paenitet, eamus</p> <p><b>DERIVATIVES:</b> English words based on Latin roots, prefixes, and suffixes, e.g., subsequent, loquacious, deciduous, contingent</p> <p><b>EXPRESSIONS, MOTTOES, ABBREVIATIONS:</b></p>

## Language Specific Topics

### American Sign Language

#### Level 1

Vocabulary	Structure	Cultural Sensitivity
<ul style="list-style-type: none"> <li>• How are you?</li> <li>• Introductions</li> <li>• Conversation</li> <li>• Farewells</li> <li>• Facial Expressions</li> <li>• NMS</li> <li>• Advice</li> <li>• Directionality</li> <li>• Helpful signs</li> <li>• Activities</li> <li>• Classroom</li> <li>• Wh- questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To Be</i></li> <li>• Eye Contact</li> <li>• Closing Signals</li> <li>• One-Word Replies</li> <li>• Question-Maker</li> <li>• Facial Expressions/NMS</li> <li>• <i>Yes and No</i></li> <li>• Receptive Skills- <i>I don't understand</i></li> <li>• Question Mark</li> <li>• Wh-Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction with Deaf People</li> <li>• Learning ASL</li> <li>• Labels &amp; Identity</li> <li>• Define deafness</li> <li>• Deaf Culture</li> </ul>

## American Sign Language

### Level 2

Vocabulary	Structure	Cultural Sensitivity
<ul style="list-style-type: none"> <li>• Where are you from?</li> <li>• Where do you live?</li> <li>• Background signs</li> <li>• Interests</li> <li>• States &amp; Provinces</li> <li>• Well-known city signs</li> <li>• Distance</li> <li>• Topic</li> <li>• Comment</li> <li>• Colors</li> <li>• Favorites</li> <li>• Email</li> <li>• Addresses and phones</li> <li>• Birthdays</li> <li>• Months</li> <li>• Seasons</li> <li>• Holidays</li> <li>• Weather terms</li> <li>• Family size</li> <li>• Family members</li> <li>• Gender</li> <li>• Pets</li> <li>• Age</li> <li>• Life events</li> <li>• Friends</li> <li>• Relationships</li> <li>• Physical and Personal Qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Topic-Comment Structure</li> <li>• Possessive Signs</li> <li>• Numbers 1-5</li> <li>• Gender distinction in ASL</li> <li>• Shoulder-Shifting</li> <li>• Age Spot</li> <li>• Listing and Ordering Technique</li> <li>• To Go</li> <li>• How to fix mistakes</li> <li>• Pronouns and Number</li> </ul>	<ul style="list-style-type: none"> <li>• Name Signs</li> <li>• Deaf Family Dynamics</li> <li>• Is ASL universal?</li> <li>• Friendship Patterns in the Deaf Community</li> </ul>



## American Sign Language

### Level 3

Vocabulary	Structure	Cultural Sensitivity
<ul style="list-style-type: none"> <li>• Schools</li> <li>• Places on Campus</li> <li>• School locations</li> <li>• Personnel</li> <li>• Grade levels</li> <li>• Courses</li> <li>• Time</li> <li>• Beginnings</li> <li>• Endings</li> <li>• Sports</li> <li>• Classifier: 1, ^, 3, 5, V, B</li> <li>• Past</li> <li>• Future</li> <li>• Duration</li> </ul>	<ul style="list-style-type: none"> <li>• The Agent Marker</li> <li>• Initialization</li> <li>• Identifying Classifiers</li> <li>• Time-Spot</li> <li>• Multiple-Meanings</li> <li>• Experience and finish</li> <li>• The five parameters</li> <li>• Using Tense in ASL</li> <li>• Tense Markers</li> <li>• Tense Syntax</li> </ul>	<ul style="list-style-type: none"> <li>• Deaf Education-decisions and controversies</li> <li>• Gallaudet University, RIT/NTID, CSUN, Lamar University, and other colleges with large Deaf population</li> <li>• Football Huddle</li> <li>• Literature of ASL</li> <li>• Storytelling</li> </ul>

## American Sign Language

### Level 4

Vocabulary	Structure	Cultural Sensitivity
<ul style="list-style-type: none"> <li>• Daily Routines</li> <li>• “Every” (days, months, etc)</li> <li>• Morning Routines</li> <li>• Evening Routines</li> <li>• Personal Hygiene &amp; Care</li> <li>• Household activities</li> <li>• Clothes</li> <li>• Description of clothes</li> <li>• Classifier: C, Claw with spatialization, bent V</li> <li>• Ethnicity</li> <li>• Hairstyles</li> <li>• Characteristics of a person</li> <li>• Health</li> <li>• Describe the world</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial Organization</li> <li>• Noun-verbs pairs in ASL</li> <li>• Alternative Ethnicity Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Turn-taking and Exchanging information</li> <li>• Deaf Native Americans</li> <li>• Normal, Disabled, Handicapped</li> </ul>

**American Sign Language****Level 5**

Vocabulary	Structure	Cultural Sensitivity
<ul style="list-style-type: none"><li>• Hometown</li><li>• Housing</li><li>• Places in the home</li><li>• Places around the town</li><li>• Money</li><li>• Directions</li><li>• Plans</li><li>• Work and study</li><li>• Fruits &amp; Vegetables</li><li>• Meat &amp; Dairy</li><li>• Desserts &amp; Sweets</li><li>• Meals &amp; Fast Food</li><li>• Animals</li></ul>	<ul style="list-style-type: none"><li>• Spatial Visualization</li><li>• Describing hometown</li><li>• Describing town</li><li>• Locating items</li><li>• To Be</li></ul>	<ul style="list-style-type: none"><li>• Deaf and Hearing Worlds</li><li>• Collective Values</li></ul>

## Model Lessons

In the [appendix](#), you will find model lessons for Spanish, French, German, and Latin. They will follow the 2016 Mississippi World Languages Framework and will incorporate Integrated Performance Assessments. Please add your own lessons plans to this section. Instructions on how to submit lesson plans for inclusion in this section will be given in the Model Lesson section in the appendix.

## Professional Growth System

World Language classes are sometimes different from other classes. Teacher behavior, student behavior, assessments and artifacts may be different as well. Distinguished WL teachers try to exemplify the standards established by the PGS Teacher Growth Rubric.

Domain I: Lesson Design (evidence may include lesson plans, classroom observations and pre- and post-observation conferences)

### **1. Lessons are aligned to standards and represent a coherent sequence of learning.**

Lesson plans (and discussions about planning during pre-/post-observation conferences) should always include the standards. World Language (WL) teachers are knowledgeable about the framework and the national standards from which they are derived. Lessons are fully aligned with the MS Curriculum Framework for World Languages. Content in a world language classroom connects across disciplines. WL teachers readily make connections with other disciplines through art, music, geography, history, literature, etc. of the target culture. They may often work with other teachers in these areas to coordinate lessons and/or common themes as appropriate.

### **2. Lessons have high levels of learning for all students.**

WL teachers incorporate higher level learning for all students. They create instructional goals that are appropriate for all students. They make sure those goals are specific, measurable, and attainable within the time allotted. Distinguished WL teachers effectively use observation and assessment data to make informed decisions, adjustments and changes to instructional goals throughout the course of study. WL teachers use information about their students' backgrounds and interests which can then be used to personalize lessons and bring more interest into the classroom. Distinguished WL teachers will also use appropriate sequencing of learning. The use of a variety of activities are present in lesson plans, highlighting the three modes of communication (interpersonal, interpretive, and presentations) and providing differentiated instruction to help all students meet instructional goals. Accurate and complete records of student assessments are kept to document growth and establish any gaps in learning, and tailor instructional activities to better assist students in achieving instructional goals.

Domain II: Student Understanding (evidence includes classroom observations)**3. Assists students in taking responsibility for learning and monitors student learning.**

Distinguished WL teachers clearly communicate instructional goals to their students. WL teachers have high expectations for all students and hold all students accountable for achieving those instructional goals. They link instructional strategies to student interest and incorporate students' questions and ideas into classroom instruction. They engage their students in the learning process, helping them to develop problem-solving skills, self-management and creativity. They make use of a wide variety of assessments (formative and summative; peer and reflective; cognitive and performance) to monitor student progress and performance. They also use assessments that are meaningful for both the student and teacher. For truly meaningful assessments for both instructor and students, assessments will contain constructive feedback for students so that they can use the assessments to reflect and improve upon future performance.

**4. Provides multiple ways for students to make meaning of content.**

Distinguished WL teachers employ a variety of instructional strategies which are appropriate to learning styles and abilities of their students. They take every opportunity to connect instruction to students' prior knowledge, community, and personal lives. They help their students, build, reinforce, and expand their knowledge to develop critical thinking and to solve problems creatively. They provide multiple representations and explanations of concepts to broaden and deepen students' use of language and understanding of culture. They make use of supplementary resources, authentic artifacts from the target culture and technology that will enhance and help students meet instructional goals. They also create a variety of classroom experiences that showcase what students can do, taking into account individual backgrounds, learning preferences, and interests.

---

Domain III: Culture of Learning Environment (evidence includes classroom observations)

**5. Manages a learning-focused classroom community.**

Distinguished WL teachers establish and reinforce classroom rules and expectations within their classes. They proactively monitor student behavior in class and respond to disruptions and problems that may affect the learning of their students. They link instructional strategies to student interest to create learning experiences that will engage and grow all students. They often incorporate collaborative learning experiences into instruction and give students opportunities to take on leadership roles that promote language learning within the classroom, school, and community.

**6. Manages classroom space, time and resources (including technology when appropriate) effectively for student learning.**

Distinguished WL teachers organize their classrooms and utilize the physical space available to maximize student learning. WL teachers understand pacing and how to use their time wisely, keeping students engaged in instructional activities for the majority of instructional time. They handle disruptions and digressions well, finding a balance between planned instructional activities and making use of spontaneous teachable moments. They make use of an array of resources and authentic cultural products to enhance the learning experience of each student.

**7. Creates and maintains a classroom of respect for all students.**

Distinguished WL teachers respect and nurture all their students. They create a classroom climate of inclusion, building on diverse experiences, and celebrating the achievements of all students. They build positive relationships with their students and their classrooms are a safe place where students feel they may voice their opinions and thoughts. WL teachers also promote cultural diversity and help students access and evaluate information from diverse perspectives that are available through the study of the target language and its cultures.

Domain IV: Professional Responsibilities (evidence may include lesson plans, classroom observations, and pre- and post-observation conferences)

### **8. Engages in professional learning.**

Distinguished WL teachers proactively seek out and participate in professional development activities. They apply the lesson learned from professional development to benefit their students, and use professional development to continually improve their practice. Distinguished WL teachers integrate knowledge and skills acquired in professional development into their lesson plans and assessments. They develop and maintain a personal plan for continuous improvement. They share what they have learned with others. They welcome professional feedback from peers and administrators, and they provide meaningful feedback on instruction to others. They stay abreast of changes in curriculum, state and national legislation concerning the teaching profession in general and world language education specifically. They are often active members of state, regional, and/or nation teaching organizations.

### **9. Establishes and maintains effective communication with families/guardians**

Distinguished WL teachers provide clear communication of information to students and their families on a regular basis. They consistently engage students' families in the instructional process. This may include newsletters, class webpage, letters home, e-mails, etc. They engage in ongoing communication with families throughout the school year and seek to establish expectations and support for increased student performance. Distinguished WL teachers document communication with families and encourage the family's aid in decision-making concerning discipline and instructional goals for all students.



## ASL

### Domain I – Lesson Design

Observation Focus: This is to be used as a coaching and learning tool. Information collected will be utilized in the Professional Growth Process to set goals.

ASL REQUIREMENTS	1	2	3	4	NA
1. Effective transitions between activities					
2. Adheres to ASL Communication Policy					
3. Exhibits Basic Interpersonal Communication Skills (BICS) in ASL and English.					
4. Exhibits Cognitive Academic Language Proficiency (CALP) in ASL and English.					
5. Communication exchanges with students during instruction show linguistic proficiency.					
6. Refrains from language mixing (SimCom) during instructional activities.					
7. Correctly models ASL and English during instruction.					
8. Demonstrates ability to utilize multiple strategies when students show lack of understanding of content.					
9. Exhibits positive rapport with students and remains patient when students do not understand.					

PGS STANDARDS	1	2	3	4	NA
1. Plans lessons that demonstrate knowledge of content and pedagogy.					
2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.					
3. Plans units of instruction that align with the 2016 Mississippi World Languages Framework or when applicable, other content area standards.					
4. Uses questioning and discussion techniques to promote higher order thinking skills.					
5. Brings multiple perspectives to the delivery of content.					

## ASL

### Domain II – Student Understanding

Observation Focus: This is to be used as a coaching and learning tool. Information collected will be utilized in the Professional Growth Process to set goals.

ASL REQUIREMENTS	1	2	3	4	NA
1. Incorporates approved ASL (expressive and receptive) assessments into instructional planning that demonstrate high expectations for all students					
2. Incorporates ASL (expressive and receptive) assessments into instructional planning that demonstrate high expectations for all students					
3. Adheres to school and state policies and procedures for ASL (expressive and receptive) assessments, including state examinations.					

PGS STANDARDS	1	2	3	4	NA
1. Collects and organizes data from assessment to provide feedback to students and assists students in taking responsibility for learning.					
2. Provides multiple ways for students to make meaning of content.					

## ASL

### Domain III – Culture and Learning Environment

Observation Focus: This is to be used as a coaching and learning tool. Information collected will be utilized in the Professional Growth Process to set goals.

ASL REQUIREMENTS	1	2	3	4	NA
1. Provides a Deaf-Centric approach to teaching that maximizes a visual learning environment.					
2. Instructional space is orderly and organized, minimizing visual distractions, maximizing instructional fluidity, allowing smooth transitions, and traffic flow in classroom is free from obstructions.					
3. Assigned space does not violate and ADA or building/fire codes.					
4. Instructional space is visually appealing and student friendly.					
5. Adheres to all directives regarding assigned spaces.					

PGS STANDARDS	1	2	3	4	NA
1. Manages classroom space and resources effectively for student learning.					
2. Creates and maintains a climate of safety, respect, and support for all students.					
3. Maximizes time available for instruction.					
4. Establishes and maintains a culture of learning to high expectations					
5. Manages student behavior to provide productive learning opportunities for all students.					

## ASL

### Domain IV - Professional Responsibilities

Observation Focus: This is to be used as a coaching and learning tool. Information collected will be utilized in the Professional Growth Process to set goals.

ASL REQUIREMENTS	1	2	3	4	NA
1. Adheres to all policies and procedures in the School Handbook.					
2. Adheres to all directives regarding chain of command.					
3. Maintains high standards of collegiality and fosters team spirit.					
4. Supports and participates in a variety of ASL extracurricular activities.					
5. Maintains licensure commensurate with assignment.					
6. Makes provisions to minimize negative impact on instructional continuity as a result of absences.					

PGS STANDARDS	1	2	3	4	NA
1. Engages in continuous professional development and applies new information learned in classroom.					
2. Demonstrates professionalism and high ethical standards; acts in alignment with the MS Code of Ethics.					
3. Establishes and maintains effective communication with families.					
4. Collaborates with colleagues and is an active member of a professional learning community in the school.					

## Teacher Responsibilities for Creating the World Language Learning Environment

<b>Safe and positive learning environment in relationship with the student</b>	<b>YES</b>	<b>NO</b>
1. I use information about the language abilities and cultural knowledge of my students to tailor learning.		
2. I relate learning experiences to the needs and interests of my students.		
3. The students and I create a safe and positive learning environment by respectful interaction with each other.		
<b>Use of target language and Physical Environment</b>		
1. I create a stimulating and inviting physical environment that reflects the target language and culture(s).		
2. I build appropriate relationships with my students to promote a safe and positive learning environment.		
3. I collaborate with my students to promote a safe and supportive learning environment.		
4. I ensure the physical environment supports the unit's language and cultural goals.		
5. My students and I select and participate in routines that reflect practices of the target culture (s).		
6. My students and I create a physical environment that includes classroom-learning aids to facilitate the classroom target language use.		
7. The physical environment is stimulating and inviting and reflects the practices and routines of the target language and culture.		
8. The physical environment is organized to provide easy access to available resources, smooth transitions throughout the lesson and is free of clutter.		
9. The physical environment accommodates students with special needs.		
10. The physical environment includes classroom learning aids to facilitate target language usage.		
11. I display current samples of student work when possible and accompanying grading rubrics.		
12. The seating configuration provides for easy teacher access to students.		
13. The classroom environment is culture-rich and encourages the use of the target language.		
14. The organization of the physical environment is maximized to support all performance objectives.		

<b>Communication with Students, Parents and Administrators</b>		
1. I clearly communicate my grading system.		
2. I clearly communicate my classroom management plan.		
3. I communicate and clarify the expectations for the learning environment to my students' parents and school administrators.		
4. I provide a variety of vehicles for regular two-way communication about the class/course/program.		
5. I discuss student performance goals and outcomes with each student when necessary.		
<b>Planning</b>		
1. I plan learning experiences based on local curriculum and state and national standards.		
2. I plan learning experiences to address the needs and interests of my students.		
3. I use units based on proficiency targets and backward design principles.		
4. I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.		
5. I plan opportunities for students to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.		
6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.		
7. I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.		
8. I plan for lessons that contain learning experiences designed to keep all students engaged all the time.		
9. I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.		
<b>Learning Experience</b>		
1. My students and I demonstrate respect for individuals, rules, routines, and procedures.		
2. I provide opportunities for students to engage in cultural observation and analysis.		
3. I provide opportunities for my students to become more effective communicators.		
4. I use a variety of learning tools to help learners access language, culture and content to meet performance objectives.		
5. I use a variety of learning tools to help learners produce language, interact with culture and content to meet performance objectives.		
6. I use a variety of learning tools that facilitate the understanding of the perspectives behind cultural products and practices.		

7. My students and I use tools to document, track, and reflect on performance over time.		
<b>Collaboration</b>		
1. Students and I reference classroom rules, procedures and instructional aids to ensure learning efficiency.		
2. I collaborate with students to communicate how effective learning experiences promote lifelong language learning.		
3. I partner with school-based professionals to support the learning of my students.		
4. I inform stakeholders of the accomplishments of my students.		
5. I partner with colleagues when possible to support the cross-cultural learning of students.		
<b>Professionalism</b>		
1. I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.		
2. I maintain high levels of linguistic competence in both the target language and English.		
3. I am a reflective practitioner.		
4. I participate in professional development opportunities both in-district and beyond throughout the school year and in the summer.		

## Administrator's Walk-Through

"What Should I Look For In An Effective World Language Classroom?"

Everyone can learn a language, but everyone learns at a different pace, in different ways, and for different purposes. For these reasons, administrators should be aware that a World Language classroom might be conducted in a different manner from other subject area classrooms. Functional use of the language in appropriate contexts is vital to language proficiency. Because a world language teacher's role is to guide learning, provide language-learning opportunities, and enable language learners to set goals and determine whether or not they've met them, his/her classroom may at times appear chaotic and disorganized. The guides/standards checklist below is intended to give an administrator some insight into the language classroom and determine its effectiveness.

In highly effective language classes

- The classroom is student-centered and focuses on meaningful communication.
- The physical environment supports the learning goals of the course (seating configurations, cultural materials, etc.)
- Learning target(s) for the students are clearly posted, are rigorous, and are intentionally referred to throughout the lesson.
- The target language should be the sole means of communication and instruction. This of course is determined by the course level and ability of the students. In upper level courses, the teacher rarely, if ever, translates the target language into English.
- Students experience the language through listening, speaking, reading, and writing activities as well as through authentic cultural texts.
- Students actively participate in learning activities that vary in length, content, and format.
- Students use their acquired language individually, in paired groups, in small groups, and in whole class activities.
- Students' language acquisition is facilitated through the teacher's use of visuals, gestures, pictures, manipulatives, and technologies.
- Students have the opportunity to both self-assess and assess others' language interactions.
- Students' language competency is measured mostly by performance-based tasks that may include and/or require physical activity.



- Students use the language for meaningful communication that goes far beyond rote memorization, drills, and repetition/restatement of material.
- Students use the target language to support and expand their knowledge and skills from other content areas.
- Students participate in a variety of activities that are motivating, cognitively engaging and age-appropriate.
- As they progress throughout the target language acquisition, the students should have more opportunities to demonstrate their language skills and receive feedback through formative assessments.
- The students and teacher use appropriate technologies to develop and demonstrate real world language and cultural ability.

## Professional Development

The Mississippi Department of Education requires Mississippi teachers to participate in Professional Development to maintain certification. This Professional Development can be in the form of Continuing Education Credits (CEUs) or College semester hours. For a Class A certification 10 CEUs or 6 College semester hours, a combination of 5 CEUs or 3 college semester hours or the completion of the National Board for Professional Teaching Standards process is required. For Class AA, AAA, AAAA certifications 5 CEUs, 3 College semester hours, or the completion of the National Board for Professional Teaching Standards process is required. The chart below offers opportunities for World Language content based Professional Development.

For other conferences/workshops/professional development opportunities, please go to [register.mde.k12.ms.us](http://register.mde.k12.ms.us) and "Register for An Account." Also, please visit local public and private college, university, and community college web sites to obtain other professional development and continuing education information. Also sign up for the Mississippi Foreign Language Listserv ([foreignlang@listserv.mde.k12.ms.us](mailto:foreignlang@listserv.mde.k12.ms.us)) to stay informed about state-related news regarding foreign language education in Mississippi.

Organization	Website	Offers
<b>Mississippi Foreign Language Association</b>	<a href="http://sites.google.com/site/mississippifla/">sites.google.com/site/mississippifla/</a>	Annual conference each fall & 1 day workshops in different regions of state during the school year & summer months. Locations are dependent upon a community college, university, or high school being willing to sponsor. Past regional workshops have taken place at Coahoma Community College, MS Valley State University, William Carey University, and Northeast MS Community College
<b>The Southern Conference on Language Teaching (SCOLT)</b>	<a href="http://www.scolt.org">www.scolt.org</a>	Annual conference plus online & print journals
<b>The American Council on Teaching</b>	<a href="http://www.actfl.org">www.actfl.org</a>	Annual conference & webinars both real-time & archived to

Language (ACTFL)		members as well as publications.
American Sign Language Teachers Associations	<a href="http://aslta.org">aslta.org</a>	Annual conference & publications
Gallaudet University	<a href="http://www.gallaudet.edu/asldes/aslpi.html">www.gallaudet.edu/asldes/aslpi.html</a>	Programs of study
American Association of Teachers of Arabic (AATA)	<a href="http://www.aataweb.org/">www.aataweb.org/</a>	Annual conference & publications
American Association of Teachers of French (AATF)	<a href="http://www.frenchteachers.org">www.frenchteachers.org</a>	Annual conference & publications
American Association of Teachers of Spanish and Portuguese (AATSP)	<a href="http://www.aatsp.org">www.aatsp.org</a>	Annual conference & publications
The National Junior Classical League (NJCL)	<a href="http://njcl.org">njcl.org</a>	Annual convention, workshops, publications, & student contests
American Association of Teachers of Slavic and East European Languages (AATSEEL)	<a href="http://www.aatseel.org/">www.aatseel.org/</a>	Annual conference & publications
American Classical League (ACL)	<a href="http://www.aclclassics.org/">www.aclclassics.org/</a>	Annual Institute, teacher resources, & publications
Association of Teachers of Japanese (ATJ)	<a href="http://www.aatj.org/">www.aatj.org/</a>	Annual conference, publications, & teacher resources
Center for Advanced Research on Language Acquisition (CARLA)	<a href="http://www.carla.umn.edu/">www.carla.umn.edu/</a>	CARLA supports the professional development of second language teachers through an annual summer institute program and a wide

<b>Institute for Teachers</b>		array of international conferences and regional seminars.
<b>Council on International Educational Exchange (CIEE)</b>	<a href="http://www.ciee.org">www.ciee.org</a>	Study abroad programs & professional development
<b>National Foreign Language Resource Center of Hawaii</b>	<a href="http://nflrc.hawaii.edu/">nflrc.hawaii.edu/</a>	A resource for improving the national capacity for teaching and learning foreign language through teacher training, research, materials development, and dissemination projects.
<b>American Association of Teachers of German (AATG)</b>	<a href="http://www.aatg.org/">www.aatg.org/</a>	Annual conference, summer seminars, webinars, & publications  To join the listserv send an email to <a href="mailto:aatg@list.iupui.edu">aatg@list.iupui.edu</a>
<b>The Goethe - Institute</b>	<a href="http://www.goethe.de/en/index.html">www.goethe.de/en/index.html</a>	Offer professional development workshops and webinars plus teaching resources.
<b>Association for Asian Studies (AAS)</b>  <b>Asia Society K-12</b>	<a href="http://www.asian-studies.org/">www.asian-studies.org/</a>  <a href="http://www.askasia.org">www.askasia.org</a>  <a href="http://www.asiasociety.org">www.asiasociety.org</a>  <a href="http://www.asiasource.org">www.asiasource.org</a>  <a href="http://www.asiafood.org">www.asiafood.org</a>	Annual conference & publications  Non-profit, non-partisan public education organization dedicated to increasing American understanding of more than thirty countries broadly-defined as the Asia-Pacific Region (APR). Offers professional development & many resources

<b>Chinese Language Association of Secondary-Elementary Schools (CLASS)</b>	<a href="http://www.classk12.org">www.classk12.org</a>	Annual conference, publications & teacher resources
<b>Center for Languages, Literatures, and Cultures Ohio State University</b>	<a href="http://cllc.osu.edu">cllc.osu.edu</a>	A department of Ohio State University with programs and resources for teachers in many languages
<b>The Center for Applied Linguistics (CAL) &amp; ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL)</b>	<a href="http://www.cal.org/">www.cal.org/</a> <a href="http://www.cal.org/what-we-do/projects/eric">www.cal.org/what-we-do/projects/eric</a>	Publications & archives of resources related to language studies & linguistics
<b>Korea Society</b>	<a href="http://www.koreasociety.org">www.koreasociety.org</a>	Conferences, one day workshops, & publications
<b>National Council On Less Commonly Taught Languages (NCOLCTL)</b>	<a href="http://www.ncolctl.org/">www.ncolctl.org/</a>	Annual conference & publications
<b>National Network for Early Language Learning (NNELL)</b>	<a href="http://nnell.org/">nnell.org/</a>	Summer institutes, conventions, webinars, & other resources

## Programs for Intensive Practice and Other Resources

### Multiple Languages:

- ⇒ The University of Texas at Austin: [coerll.utexas.edu/methods/](http://coerll.utexas.edu/methods/)
- ⇒ Concordia Language villages: [www.concordialanguagevillages.org/adult-programs](http://www.concordialanguagevillages.org/adult-programs)
- ⇒ The University of Southern Mississippi (USM),
  - The Master of Arts in the Teaching of Languages (MATL)
  - [www.usm.edu/foreign-languages-literatures/master-arts-teaching-languages-matl](http://www.usm.edu/foreign-languages-literatures/master-arts-teaching-languages-matl)
- ⇒ CollegeBoard AP courses [apcentral.collegeboard.com/InstitutesAndWorkshops](http://apcentral.collegeboard.com/InstitutesAndWorkshops)
- ⇒ National Foreign Language Resource Center [www.nflrc.org/login/scripts/summer.php](http://www.nflrc.org/login/scripts/summer.php)
- ⇒ Duolingo-website with companion app for smart phones and tablets to practice multiple languages— [www.duolingo.com](http://www.duolingo.com) with dashboard to follow students [dashboard.duolingo.com/](http://dashboard.duolingo.com/)
- ⇒ WeSpeke-Free online network for language learning [en-us.wespeke.com/](http://en-us.wespeke.com/)

### American Sign Language:

- ⇒ LaGuardia Community College NY [www.lagcc.cuny.edu/pda/cep/ISASL\\_Program/](http://www.lagcc.cuny.edu/pda/cep/ISASL_Program/)
- ⇒ Gallaudet University [www.gallaudet.edu/asl.html](http://www.gallaudet.edu/asl.html)

### French:

- ⇒ Le Service culturel du Consulat général de France à Atlanta, [www.consulfrance-atlanta.org/](http://www.consulfrance-atlanta.org/) contact Solène Vilchien to sign up for listserv. [solene.vilchien@diplomatie.gouv.fr](mailto:solene.vilchien@diplomatie.gouv.fr)
- ⇒ École de Langue Français [elf.uqac.ca/programme-intensif-pour-enseignants-et-professeurs/](http://elf.uqac.ca/programme-intensif-pour-enseignants-et-professeurs/)
- ⇒ Dialogue French Immersion [www.french-immersion-in-france.com/](http://www.french-immersion-in-france.com/)
- ⇒ University of Michigan-Immersion in Canada [mcompass.umich.edu/index.cfm?FuseAction=programs.ViewProgram&Program\\_ID=10733](http://mcompass.umich.edu/index.cfm?FuseAction=programs.ViewProgram&Program_ID=10733)

### German:

- ⇒ Study abroad program in Germany [www.humboldt-institut.org/german-language-courses/courses-for-adults/german-courses.html](http://www.humboldt-institut.org/german-language-courses/courses-for-adults/german-courses.html)
- ⇒ Goethe Institute Chicago [www.goethe.de/ins/us/chi/lrn/deu/int/enindex.htm](http://www.goethe.de/ins/us/chi/lrn/deu/int/enindex.htm)
- ⇒ AATG Listserv email list: [aatg@list.iupui.edu](mailto:aatg@list.iupui.edu)

### Spanish:

- ⇒ Instituto Cultural Oaxaca [www.icomexico.com/](http://www.icomexico.com/)
- ⇒ Spanish Abroad Inc. [spanishabroad.com/spanish-schools-in-mexico/](http://spanishabroad.com/spanish-schools-in-mexico/)
- ⇒ Cuernavaca Language School [cuernavacalanguageschool.com/](http://cuernavacalanguageschool.com/)
- ⇒ Santillana [www.santillana.com/es/](http://www.santillana.com/es/)

**Japanese:**

- ⇒ Japan Society [www.japansociety.org](http://www.japansociety.org)
- ⇒ National Association of Japan-America Societies [www.us-japan.org/](http://www.us-japan.org/)
- ⇒ The Japan Exchange and Teaching Programs (JET) [www.jetprogramme.org](http://www.jetprogramme.org)
- ⇒ Japanese Infinity-Learn essential Japanese phrases, vocabulary and kanj. [japaneseinfinity.com](http://japaneseinfinity.com)

## Resources for Teachers

**Advanced Placement, College Board** [apcentral.collegeboard.com](http://apcentral.collegeboard.com)

General information about all Advanced Placement (AP) courses, including AP foreign language courses, the mission and history of the AP Program, AP research and data information, and scholarship/award information for high school students.

**African Studies Center, Boston University** [www.bu.edu/africa](http://www.bu.edu/africa) Includes research and facts on Africa.

**American Council on Education** [www.acenet.edu](http://www.acenet.edu) Programs, new releases, events, initiatives, testing and college credit, frequently asked questions.

**American Forum for Global Education** [www.globaled.org/curriculum3.html](http://www.globaled.org/curriculum3.html) Programs, teaching materials, publications, links, and contacts, parts of website currently under reconstruction.

**American Model United Nations International** [www.amun.org](http://www.amun.org) Bringing global perspectives to future leaders provides conference reports, position papers and resolutions, handbooks, links, books and videos, and information for high school students.

**Asia Education Foundation** [www.asialink.unimelb.edu.au](http://www.asialink.unimelb.edu.au) National organization to promote the studies of Asia. This web site includes ways that Asia-related content can be integrated into existing curricular designs.

**Association for Supervision and Curriculum Development (ASCD)** [www.ascd.org](http://www.ascd.org) A diverse, international community of educators, forging covenants in teaching and learning for the success of all learners. Provides information on governance, affiliates, networks, student chapters, associates, strategic partners, news and issues.

**Back to Basics in Generative Second Language Acquisition Research**

[nflrc.hawaii.edu/NetWorks/NW09/](http://nflrc.hawaii.edu/NetWorks/NW09/) National Foreign Language Resource Center at the University of Hawai'i gives access in second language acquisition by reassessing the question in colloquium papers.

**Canadian Association of Second Language Teachers (CASLT)** [www.caslt.org/en/](http://www.caslt.org/en/) CASLT fosters and advances professional excellence in the teaching of languages in Canada.

**Channel One** [www.channelone.com](http://www.channelone.com) A community that brings together young people from around the globe to learn about and discuss everything that is on their minds -- from issues in the news to what happens in school.

**Deai, The Japan Forum** [www.tjf.or.jp/deai](http://www.tjf.or.jp/deai) The Lives of Seven Japanese High School Students was developed primarily to assist secondary school students outside Japan who are studying Japanese as a foreign language.



**Developmental Studies Center** [www.collaborativeclassroom.org/](http://www.collaborativeclassroom.org/) Dedicated to children's academic, ethical, and social development.

**Facing History and Ourselves** [www.facing.org](http://www.facing.org) Facing History and Ourselves: Examining History and Human Behavior offers teachers and others in the community occasions to study the past, explore new ideas and approaches, and develop practical models for civic engagement that link history to the challenges of an increasingly interconnected world and the choices that young people make daily.

**FLTEACH** [web.cortland.edu/flteach](http://web.cortland.edu/flteach)

**Foreign Policy Association** [www.fpa.org](http://www.fpa.org) Educates Americans about the significant international issues that influence their lives. Provides impartial publications, programs and forums to increase public awareness of and foster popular participation in matters relating to those policy issues.

**Global SchoolNet Foundation** [www.globalschoolnet.org](http://www.globalschoolnet.org) International online education partnering with schools, communities, and businesses to provide collaborative learning activities that prepare students for the workforce and help them to become literate and responsible global citizens.

**iEARN** [www.iearn.org](http://www.iearn.org) International Education and Resource Network is the world's largest non-profit global network that enables young people to use the Internet and other new technologies to engage in collaborative educational projects that both enhance learning and make a difference in the world.

**Institute for Cross-Cultural Training**  
[www.wheaton.edu/Graduate-School/Degrees/TESOL/ICCT](http://www.wheaton.edu/Graduate-School/Degrees/TESOL/ICCT) Provides information on teaching English to speakers of other languages and TESOL programs.

**International Education** [www.ije.org/](http://www.ije.org/) A list of Title VI National Resource Centers and Foreign Language and Area Studies Fellowship Programs, along with resource centers devoted to International Education.

**Latin Teach** [latinteach.com](http://latinteach.com) A variety of resources for Latin teachers.

**The Latin Library** [thelatinlibrary.com](http://thelatinlibrary.com) A source for Latin grammar handouts and reference material.

**Doctor Illa Flora's PAGINAE LATINAE** [www.wheelockslatin.com/tutorials/home.html](http://www.wheelockslatin.com/tutorials/home.html) Richard Lafleur's site promoting the study of Latin with resources for teachers.

**Pomegranate beginnings** [pomegranatebeginnings.blogspot.com](http://pomegranatebeginnings.blogspot.com) A blog by two Latin teachers who use the latest research regarding second language acquisition in the Latin classroom.

**National Committee for Latin & Greek** [www.promotelatin.org](http://www.promotelatin.org)

**Language-Learning Strategies in Foreign Language Learning and Teaching**

[iteslj.org/Articles/Hismanoglu-Strategies.html](http://iteslj.org/Articles/Hismanoglu-Strategies.html) Information on current foreign language issues, activities for ELL students, and TESL/TEFL links.

**Learning Styles--Nurturing the Genius in Each Child**

[7-12educators.about.com/cs/learningstyles1/](http://7-12educators.about.com/cs/learningstyles1/) Includes the original Dunn and Dunn model on how learning styles change and suggestions for how to accommodate different learning styles.

**National Association of State Boards of Education (NASBE)** [www.nasbe.org/](http://www.nasbe.org/) Discusses the complete curriculum and the "No Child Left Behind Act."

**National Center for Education Statistics (NCES) National Assessment of Educational**

**Progress (NAEP) Foreign Language Assessment** [nces.ed.gov/nationsreportcard/foreignlang/](http://nces.ed.gov/nationsreportcard/foreignlang/) Primary federal entity for collecting and analyzing data that are related to education in the United States and other nations.

**National Committee on United States-China Relations** [www.ncuscr.org](http://www.ncuscr.org) Program sends American K-12 teachers to China to teach English in Chinese secondary schools, and places Chinese secondary school teachers of English in American schools to teach Chinese language and culture, and/or English as a second language.

**National Consortium for Teaching About Asia** [www.nctasia.org](http://www.nctasia.org) Funded by the Freeman Foundation, is a multi-year initiative to encourage and facilitate teaching and learning about Asia in world history, geography, social studies, and literature courses.

**National Peace Corps Association** [www.rpcv.org](http://www.rpcv.org) Non-profit organization of returned Peace Corps volunteers, former staff, and friends. Provides a World View Magazine link.

**New Perspectives: Japan Program, The Laurasian Institution**

<http://www.lurasian.org/new-perspectives> Two-week study tour to Japan with teachers and students studying as a group. Coming soon: information about the Fellows Program.

**North Carolina Center for International Understanding** [ciu.northcarolina.edu/](http://ciu.northcarolina.edu/) Global Study Programs for K-12 educators, international educator visits, and global educators' listservs.

**PBS** [www.pbs.org](http://www.pbs.org) Public Broadcasting Station is a private, non-profit media enterprise owned and operated by the nation's 349 public television stations. It features Sesame Street's "Global Grover."

**Portfolio Assessment Guide** [www.teachervision.com/lesson-plans/lesson-5942.html](http://www.teachervision.com/lesson-plans/lesson-5942.html) Gives access to foreign language lesson plans.

**Portfolio Assessment in the Foreign Language Classroom from the National Capital**

**Language Resource Center (NCLRC)** [www.nclrc.org/portfolio/2-1.html](http://www.nclrc.org/portfolio/2-1.html) What is Portfolio Assessment? Why use Portfolio Assessment? Answers to these questions are provided in this site,

along with links to the National Standards for Foreign Language Learning and information on how to use the Portfolio Assessment Manual.

**Study Abroad** [www.studyabroad.com](http://www.studyabroad.com) Programs for college students, high school students, graduate/adult students, advisors/administrators, and general study abroad information.

**TeacherTube** [www.teachertube.com/](http://www.teachertube.com/) Videos for all subject areas for classroom use.

**Centre for Learning and Teaching in Languages, Linguistics, and Area Studies** [www.llas.ac.uk/](http://www.llas.ac.uk/) Centre for Languages, Linguistics, and Area Studies offers several resources.

**The United Nations Association of the United States** [www.unausa.org](http://www.unausa.org) The United Nations Association of the U.S.A. and the Business Council for the United Nations gives information on education, policy, outreach, and resources. As the nation's largest grassroots foreign policy organization and the leading center of policy research on the United Nations and global issues, it educates Americans about the work of the United Nations.

**The United States-Japan Foundation** [www.us-jf.org](http://www.us-jf.org) Promotes stronger ties between Americans and Japanese by supporting projects that foster mutual knowledge and education, deepen understanding, create effective channels of communication, and address common concerns.

**United States Department of Education** [www.ed.gov](http://www.ed.gov) Information pertaining to "No Child Left Behind Act," foreign language grants, and international education.

**United States Department of State Bureau of Consular Affairs** [www.usembassy.gov](http://www.usembassy.gov) Links to the U.S. Embassies and Consulates worldwide.

**United States Department of State Youth Exchanges** [www.exchanges.state.gov/](http://www.exchanges.state.gov/) U.S. Department of State gives information about programs on Africa, East Asia and Pacific, Eurasia, Europe, Near East and North Africa, South Asia, open requests for grants and proposals, travel abroad, U.S. Embassies, history, education, culture, and business center.

**World Affairs Council** [www.worldaffairsCouncils.org](http://www.worldaffairsCouncils.org) The largest international affairs non-profit in the United States offers international exchanges, school programs, teacher workshops, model United Nations, foreign policy discussions, national opinion polling, travel programs, journals, newspaper columns, and TV/radio programs.

**World Wise Schools, Peace Corps** [www.peacecorps.gov/www](http://www.peacecorps.gov/www) Offers engaging stories, classroom resources, and ideas for service projects based on the experiences of Peace Corps volunteers around the world. For students, this site gives excellent information about countries, learning about culture, stories, letters and photos, a global café, and kids' world.

### Cross Cultural Interaction and Project Work

**ePals Classroom Exchange** [www.epals.com](http://www.epals.com) Connects users from around the globe, gives project ideas for class-to-class partnership, and has discussion areas.

**Global SchoolNet** [www.globalschoolnet.org/index.cfm](http://www.globalschoolnet.org/index.cfm) Registry of collaborative projects organized by topic, grade, and project date.

**International Communication and Negotiation Simulations (ICONS)** [www.icons.umd.edu/](http://www.icons.umd.edu/) Offers educational simulations of international relations at both the university and high school levels.

**Kidlink** [www.kidlink.org](http://www.kidlink.org) Public mailing lists for youth and adults in 19 language areas, a private chat network, and a multilingual web site.

**Postcard Geography** [pcg.cyberbee.com/](http://pcg.cyberbee.com/) Class to class exchange of picture postcards, used to foster global friendships.

**Facebook groups**—Forums to find ideas, link with other teachers in state and in nation, information sharing between teachers.

*Spanish Teachers in the US* - [www.facebook.com/groups/221167251425345/](http://www.facebook.com/groups/221167251425345/)

*French Teachers in the US* - [www.facebook.com/groups/370873703019218/](http://www.facebook.com/groups/370873703019218/)

*MS Foreign Language Association* - [www.facebook.com/groups/msfla/](http://www.facebook.com/groups/msfla/)

*Latin Teacher Idea Exchange* - [www.facebook.com/groups/LatinTeacherIdeaExchange/](http://www.facebook.com/groups/LatinTeacherIdeaExchange/)

## Technology Resources

Phone Apps or practice sites for students to practice the target language in and outside the classroom

**Babbel-** [www.babbel.com/](http://www.babbel.com/) Can be used for several languages-but requires a subscription to access content

**Busuu-** [www.busuu.com](http://www.busuu.com) Can be used for several languages- has a free limited version and a paid premium version, can also be played online

**Brainscape-** [www.brainscape.com/](http://www.brainscape.com/) Flashcard program for Apple products only

**Duolingo-**website with free companion app for Apple and Android devices to practice multiple languages—[www.duolingo.com](http://www.duolingo.com) with dashboard to follow students [dashboard.duolingo.com/](http://dashboard.duolingo.com/)

**Ed Puzzle** [www.edpuzzle.com](http://www.edpuzzle.com) to modify videos with interactive question

**Google Earth** [www.google.com/earth/](http://www.google.com/earth/) for virtual tours

**HiNative-** [itunes.apple.com/us/app/hinative-learn-languages-from-native-speakers/id923920480?mt=8](https://itunes.apple.com/us/app/hinative-learn-languages-from-native-speakers/id923920480?mt=8) Answers language and culture questions about the Japanese language and culture

**Kahoot!-** [www.getkahoot.com](http://www.getkahoot.com) Teacher or student creates game on this site and then goes to [www.kahoot.it](http://www.kahoot.it) or downloads kahoot app to phone and practices with a clicker type game.

**Lyrics Training** [www.lyricstraining.com](http://www.lyricstraining.com) Cloze activity for currently popular songs

**Memrise** [www.memrise.com](http://www.memrise.com) Online language learning

**MindSnacks** –Game apps for multiple languages and disciplines for Apple products only

**Quizlet-** [www.quizlet.com](http://www.quizlet.com) Students create their own flashcards-can be used on Apple or Android devices or online. Originally created by a high school student studying French in 2005.

**Quia** [www.quia.com](http://www.quia.com) Interactive games and quizzes in multiple disciplines, made by other teachers. Teachers can purchase an account and make games and quizzes and track students or use the free material. AATSP uses this site for The National Spanish Exam.

**Spanish Listening** [www.spanishlistening.org](http://www.spanishlistening.org) Listening activities

**Socrative** [www.socrative.com](http://www.socrative.com) Online practice and testing

**Storybird** [www.storybird.com](http://www.storybird.com) Resources to write your own illustrated online books

**Storyboard That** [www.storyboardthat.com](http://www.storyboardthat.com) to create online storyboards.

**Wordplay** [www.wordplay.com](http://www.wordplay.com) Spanish game similar to Tetris. Words fall and student must give meaning of word before it hits bottom.

**WordReference** - [www.wordreference.com](http://www.wordreference.com) online dictionary and phone app that gives translation, word usage and example sentences to assist student in using words correctly.

## World Language Advocacy

**Definition of advocacy:** the act of pleading for, supporting, or recommending; active espousal

### Importance of advocacy in World Languages

In today's world of limited budgets and competing curriculum and activities, world language teachers must fight to convince their school districts, students, and communities of the importance of world languages. Debate over the importance of language programs is prevalent throughout the United States. World Language must assert the importance of language study as a core subject and a vital part of a student's personal, academic, cognitive, social, and career development.

Advocacy can take many forms and can take place on many levels. Here are some examples of how you can become more involved with advocacy:

### Advocacy at the personal level

- Be able to discuss the benefits of taking a world language with anyone, anywhere, anytime
- Put a quote about language advocacy on the signature line of your e-mail
- Use social media to connect with organizations, groups, or other people passionate about language learning
- Wear pins, lanyards, etc. or put bumper stickers on your car promoting your language or language learning in general
- Showcase a positive attitude towards the language you teach, the speakers /culture of the language you speak and towards language learning in general

### Advocacy at the class level (students/prospective students)

- Invite business leaders to the classroom that can showcase the importance of learning another language in specific jobs or careers.
- Invite native speakers to the classroom.
- Celebrate language and cultures with festivals and events
- Decorate your room and create an inviting, interesting learning environment.
- Make bulletin boards/brochures that indicate why take a language
- Participate in Homecoming and other school events.
- Participate in Foreign Language Week and other language-specific events
- Participate in national exams in your language.
- Celebrate student successes. Publicize student work.
- Start a language club or sponsor a language-specific honor society
- Advertise foreign language study on the school website.

### Advocacy at the school/school district level (including administrators/counselors)

- Work with administrator(s) to make sure world languages are considered a core subject.
- Work with school counselors to insure that world languages are open to all students.
- Work within schools of your district to ensure a smooth transition for students from one level of study to another.
- Attend school-board meetings.

**Advocacy at the local level (including parents and community)**

- Take advantage of Open House or Back to School events with brochures, cookies and punch, advocacy videos for parents.
- Create a monthly newsletter to inform parents of upcoming events.
- Invite parents to come to your classroom or to help with classroom events.
- Take a picture of anything/everything and submit articles to the local paper.
- Ask local government officials to sign official proclamations or statements in support of foreign language education.
- Invite local officials to come to your classroom.
- Volunteer to speak at local civic organization's meetings.

**Advocacy at the state level**

- Stay informed about political issues that might affect your job or the status of world languages in your state.
- Sign up for the Foreign Language Listserv through the MS Department of Education <http://www.mde.k12.ms.us/ESE/FL>
- Become an active member in your state foreign language association: [MFLA](#)
- Know the name of your state legislators and state senators and how to contact them.
- Seek out opportunities to participate in teacher development and network with other foreign language teachers in the state.

**Advocacy at the national level**

- Stay informed about political issues that might affect your job or the status of foreign languages in the nation.
- Know the names of the congressmen and senators representing MS in Washington DC and how to contact them.
- Use social media to participate in national or regional groups concerned with foreign language education and advocacy.
- Become of a member of at least one regional/national organization devoted to the language that you teach or to language learning/teaching in general.

**Some useful sources for World Language advocacy**

- Center for Advanced Language Proficiency Education and Research at the Pennsylvania State University  
[calper.la.psu.edu/resources.php?page=langadv](http://calper.la.psu.edu/resources.php?page=langadv)
- ACTFL Foreign Language Advocacy  
[www.actfl.org/advocacy](http://www.actfl.org/advocacy)
- National Council of State Supervisors for Languages  
[www.ncssfl.org/papers/index.php?allstudents](http://www.ncssfl.org/papers/index.php?allstudents)
- Madameshackelford: Advocacy for World Languages  
[madameshackelford.wikispaces.com/Advocacy+for+World+Languages](http://madameshackelford.wikispaces.com/Advocacy+for+World+Languages)
- YouTube: World Language Advocacy  
[www.youtube.com/playlist?list=PLAA33AF1E77170BEC](http://www.youtube.com/playlist?list=PLAA33AF1E77170BEC)



- K-12 first responder Advocacy Kit  
[www.utm.edu/staff/globeg/responder/home.shtml](http://www.utm.edu/staff/globeg/responder/home.shtml)
- SCOLT Advocacy  
[scolt.org/index.php/advocacy-nav](http://scolt.org/index.php/advocacy-nav)
- JNCL-NCLIS  
[www.languagepolicy.org/](http://www.languagepolicy.org/)
- AATF: Useful Ideas for Promoting French In and Out of the Classroom  
[www.frenchteachers.org/bulletin/articles/articles.htm](http://www.frenchteachers.org/bulletin/articles/articles.htm)
- Central States Conference on the Teaching of Foreign Languages (CSCTFL)  
[www.csctfl.org/committees/advocacy/index.html](http://www.csctfl.org/committees/advocacy/index.html)
- AATSP Advocacy  
[www.aatsp.org/?page=adv\\_beinformed](http://www.aatsp.org/?page=adv_beinformed)
- Foreign Languages: An Essential Core Experience  
[www.utm.edu/staff/bobp/french/flsat.html](http://www.utm.edu/staff/bobp/french/flsat.html)
- Japan Foundation at Los Angeles  
[www.jflalc.org/useful-resources.html](http://www.jflalc.org/useful-resources.html)
- Arkansas Foreign Language Teachers Association  
[www.aflta.org/advocacy.php](http://www.aflta.org/advocacy.php)

### World Language Promotional Events

February	Discover Languages Month <a href="http://www.actfl.org/news/press-releases/february-discover-languages-month">www.actfl.org/news/press-releases/february-discover-languages-month</a> Junior Classical League Annual Convention Chairperson: Beth Watts <a href="mailto:bethwatts126@comcast.net">bethwatts126@comcast.net</a> Website: <a href="http://msjcl.strikingly.com/">msjcl.strikingly.com/</a>
March	International Day of Francophonie (March 20) <a href="http://french.about.com/od/francophonie/a/dayoffrancophonie.htm">french.about.com/od/francophonie/a/dayoffrancophonie.htm</a> National Foreign Language Week <a href="http://www.lacitycollege.edu/academic/honor/amg/nflw.html">www.lacitycollege.edu/academic/honor/amg/nflw.html</a>
April	International Fiesta at Mississippi State University Forbes at 662-325-2033 or <a href="mailto:rboddie-forbes@saffairs.msstate.edu">rboddie-forbes@saffairs.msstate.edu</a> or <a href="http://www.msstate.edu">www.msstate.edu</a>
May	National Italian Week <a href="http://www.italianweek.com.au/">www.italianweek.com.au/</a>
September	Hispanic Heritage Month (September 15-October 15) <a href="http://hispanicheritagemonth.gov">hispanicheritagemonth.gov</a> LatinFest in Ridgeland, MS <a href="http://www.latinfestms.com">www.latinfestms.com</a>
October	National German week <a href="http://old.wl.k12.in.us/hs/depts/fl/beckera/celebrate_national_german_week.htm">old.wl.k12.in.us/hs/depts/fl/beckera/celebrate_national_german_week.htm</a> Oktoberfest in Olive Branch, MS For more info: : <a href="http://www.obms.us/">www.obms.us/</a> Saint John Oktoberfest in Hattiesburg, MS 2001 Hardy Street Hattiesburg, MS 39401
November	National French Week (November 5-11) <a href="http://www.frenchteachers.org/nfw/">www.frenchteachers.org/nfw/</a>

## Other events

Mississippi Museum of Art often has exhibitions from other countries:

[www.msmuseumart.org/index.php/exhibitions](http://www.msmuseumart.org/index.php/exhibitions)

For a list of other art museums in Mississippi: [art-collecting.com/nonprofits\\_ms.htm](http://art-collecting.com/nonprofits_ms.htm)

Many university/ community theaters put on plays from foreign countries either in English or the original language. Check local theatre groups to learn more: Mississippi Theatre Association:

[www.mta-online.org/](http://www.mta-online.org/)

Each language/culture has its own holidays and cultural events when can be used in your classroom to promote world languages:

Spanish: [spanish.about.com/od/holidays/](http://spanish.about.com/od/holidays/)

French: [french.about.com/od/holidays/](http://french.about.com/od/holidays/)

German: [german.about.com/library/blbraeuche.htm](http://german.about.com/library/blbraeuche.htm)

Latin: [paganwiccan.about.com/od/romandeities/tp/Roman-Pagan-Festivals.htm](http://paganwiccan.about.com/od/romandeities/tp/Roman-Pagan-Festivals.htm)

Italian: [italian.about.com/od/festivalsholidays/a/aa072308a.htm](http://italian.about.com/od/festivalsholidays/a/aa072308a.htm)

Japanese: [goasia.about.com/od/Events-and-Holidays/tp/Japanese-Festivals.htm](http://goasia.about.com/od/Events-and-Holidays/tp/Japanese-Festivals.htm)

Russian: [goeasturope.about.com/od/russia/tp/russianholidays.htm](http://goeasturope.about.com/od/russia/tp/russianholidays.htm)

Portuguese: [gobrazil.about.com/od/festivalsevents/tp/National-Holidays-in-Brazil.htm](http://gobrazil.about.com/od/festivalsevents/tp/National-Holidays-in-Brazil.htm)

Chinese: [gochina.about.com/od/eventsfestivals/tp/A-Guide-To-Chinese-Holidays.htm](http://gochina.about.com/od/eventsfestivals/tp/A-Guide-To-Chinese-Holidays.htm)

## World Language Research

### ACTFL Standards and related documents:

American Council on the Teaching of Foreign Languages. (2013). *Aligning the National Standards for Learning Languages with the Common Core*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL) Online:  
[www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf](http://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf)

The Common Core State Standards for English Language Arts (ELA and Literacy define what a person of the twenty-first century should be able to do outside the classroom or workplace. These expectations are outlined in four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the World Readiness Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational). In addition, the other four goals for learning languages—Connections, Comparison, and Communities—also support and are aligned with Common Core.

National Standards in Foreign Language Education Project (NSFLEP). (2015). *World-Readiness standards for learning languages* (Fourth ed.). Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

This book defines the central role of world languages in the learning career of every student. The five goal areas of the Standards are defined. They demonstrate the link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities. It also contains a list of learning scenarios.

National Council of State Supervisors (NCSS) & American Council on the Teaching of Foreign Languages (ACTFL). (2015). *NCSSFL-ACTFL Can-Do Statements* (Second ed.). Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

This manual is a self-assessment tool used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. This document is the result of a collaborative effort between the National Council of State Supervisors in Foreign Languages and the American Association on the Teaching of Foreign Languages and is explicitly linked to the National Standards.

Partnership for 21<sup>st</sup> Century Skills. (2014). *21<sup>st</sup> Century Skills Map: World Languages*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL). Online:  
[www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)

This document is a collaboration of research, development, and feedback educators and business leaders across the nation. It contains a list of 21<sup>st</sup> Century skills with a definition of each skill, sample student outcomes with examples, interdisciplinary themes, and are cross-referenced with modes of communication needed.

Sandrock, P & Swender, E. (2012) *ACTFL Performance Descriptors for Language Learners*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

This document describes language performance that is the result of instruction in an instructional setting. It goes into greater detail than the Standards for Foreign Language Learning. They form a roadmap for teaching and learning. They help teachers set realistic expectations for learner performance at different levels.

### Research/Commentary on National Standards

James, D; AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, Y. *The Impact on Higher Education of Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> century*. ACTFL White Paper [e-book] 1998. Available from: ERIC, Imwish, MA.

The emergence of uniform standards in K12 foreign language programs has had a profound effect on how languages are taught at elementary/secondary levels, but many students are still taking introductory language courses at the university level. Even with placement testing, many students find themselves in first-year languages courses. There still remains a certain amount of conflict between proficiency-based and grammar-literature-based teaching approaches. The author calls for the two sides to come together; placement tests need to be updated; more cooperation needs to take place.

### Classroom Activities/Methodologies

Kariuki, P.K., & Bush, E.D. (2008). *The Effects of Total Physical Response by Storytelling and the Traditional Teaching Styles of a Foreign Language in a Selected High School*, online submission. Full text from ERIC available online: [www.eric.ed.gov/?q=kariuki&pg=2&id=ED503364](http://www.eric.ed.gov/?q=kariuki&pg=2&id=ED503364).

A comparison was made of traditional teaching methods, Total Physical Response by Storytelling (TPRS). Results showed that TPRS students out-performed students of traditional teaching methods. TPRS students also tended to remain positive and were more engaged in the lessons.

Kelly, N., & Bruen, J. (2015). Translation as a Pedagogical Tool in the Foreign Language Classroom: A Qualitative Study of Attitudes and Behaviors. *Language Teaching Research*, 19(2), 150-168.

The author affirms that a review of literature on language teaching reveals predominantly negative attitudes towards the use of translation in language teaching (TILT), but proposes that translation as an activity within an eclectic approach to language teaching and learning can be beneficial, especially in vocabulary building. He then uses two foreign language classes to implement translation activities into the curriculum. At the end of the course students were surveyed about the inclusion of translation activities. Most comments were very positive.

Luadgren, S. (2013, March 11). Teacher gives flipped learning an A. *Brunswick News, The* (GA).

In a personal testimony, the author relates how implementing the Flipped Classroom approach has helped him in his teaching practice. It has helped him spend more one-on-one time with students, helped him provide instant-feedback and has helped to make students more responsible for their own learning. The Flipped Classroom requires students to learn about new concepts outside the classroom using a variety of media presented through the Internet. In this case, the teacher recorded presentations on YouTube and had students complete online activities for assignments. Students had to make a perfect score on home assignments, but they could take them as many times as necessary. Class time was devoted to helping students understand and correct mistakes.

Roessingh, H. (2014). Teachers' Roles in Designing Meaningful Tasks of Mediating Language Learning through the use of IC: A Reflection of Authentic Learning for Young ELLs. *Canadian Journal of Learning and Technology*, 40(1).

This article gives several recommendations on how to present vocabulary to younger students to maximize interest and ultimately language acquisition. Vocabulary and concept information must be embedded in motivation, interesting and personally relevant contexts that have the potential to engage learners in sustained, authentic-like work (i.e. thematic units). Target language instruction should be slightly ahead of "where students are at" to provide a challenging, but not overwhelming content. Tasks should be organized around a central problem or broad questions promote the integration of listening, speaking, reading and writing. Multiple exposures to new vocabulary and concepts is needed. The teacher must provide sophisticated input reflecting real-life issues and concerns, taken from informational texts. Tasks should be well-designed to scaffold the completion of work and tasks should be sequenced from teacher fronted to student directed.

Skala, C. (2003, May 1). *Optimizing Basic French Skills Utilizing Multiple Techniques*. Full text from ERIC Available online: [www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED479988](http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED479988)

This was an action research project where students were exposed to four foreign language teaching techniques, Total Physical Response (TPR), Total Physical Response through Storytelling (TPRS), oral reading and literature, and traditional textbook. Students were exposed to all four teaching techniques in four separate units. Results showed that different students enjoyed different methodologies. The researcher concluded that multiple methods of teaching a foreign language should be used and that each method has something to contribute to the foreign language learning experience.

## Assessment

Adair-Hauck, B.; Glisan, E.W., & Troyan, F. (2015). *Implementing Integrated Performance Assessment* (Second Edition). Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

This manual is a guide for instructors in how to design and implement integrated performance assessments (IPA) into their language classrooms. It describes IPA in great detail and how it differs from other types of assessments. The manual also outlines step-by-step procedures for implementing IPA and introduces scoring rubrics that can be used for assessing performance in the tests across the three modes of communication: Interpersonal, Interpretive, and Presentational. Many examples are given.

Burner, T. (2014). The potential formative benefits of portfolio assessment in second and foreign language writing contexts: A review of the literature. *Studies in Educational Evaluation*. doi: 10.1016/j.stuedu.2014.03.002.

A review of literature on portfolio assessment (PA) indicates that there is a unique formative potential for PAs in second/foreign language writing contexts. PA is authentic and process-oriented; it integrates teaching, learning and assessment. It increases student motivation. It improves writing performance and leads to learner autonomy.

Gill, D. & Lucas, D. (2013). Using Alternative Assessments in Business and Foreign Language Classes. *Journal of International Education Research*, 9(4), 359-370.

This article discusses the difference between authentic alternative assessments that show what students can do versus traditional assessment in language and business classes. There is an explanation of how to create authentic alternative assessments and how to evaluate these assessments.

Jiang, &. (2014). Exploring Teacher Questioning as a Formative Assessment Strategy. *RELC Journal: A Journal of Language Teaching and Research*, 45(3), 287-304.

This research explored teacher questioning as a type of formative assessment. There are two types of questions: convergent and divergent. Convergent questions assess student mastery of textual or world knowledge. Divergent questions are used to engage learners in higher order thinking and increase classroom participation. When classroom teachers dedicate themselves to quality questions, questioning becomes an invaluable tool for finding gaps in understanding and to probe for deeper meaning and helps students form critical viewpoints.

**Teacher Preparation:**

Glisan, E.W. (2013). On Keeping the Target Language in Language Teaching: A bottom-up Effort to Protect the Public and Students. *Modern Language Journal* 97(2), 541-544.

The author asserts that teachers need to be at the Advanced-Low level to successfully teach in the K12 environment. University programs do not utilize the OPI for their teaching candidates. In order for the public to have high quality teachers, university programs must embrace the ACTFL standards and proficiency guidelines.

Moeller, A.J. (2013). Advanced low language proficiency—An Achievable Goal. *Modern Language Journal*, 97(2), 549-553.

American Association on the Teaching of Foreign Languages has recommended that all language teacher candidates should obtain an Advanced-Low rating on the ACTFL Oral Proficiency Interview in order to be licensed. Advanced-Low was chosen because of an emphasis on the teacher's ability to provide input in the target language and have to ability to negotiate for meaning. Language input is characterized by fluency and spontaneity in the use of language. The author then relates how difficult it is for many language learners to jump from Intermediate High to Advanced Low within the current curriculum for language teacher education programs and suggests that study abroad would be the easiest way to accomplish this level of proficiency.

Moser, K. (2012). Does Praxis Make Perfect? A Personal Journey through the Praxis II: World Language Test. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 85(4), 123-128.

This article explains the PRAXIS II: World Language Test in Spanish as a personal experience of the author as a test-taker. She describes the format and testing environment she experienced. She also gives suggestion on how to prepare for the test and how language teacher educators can help provide meaningful experiences in their classrooms.

**Second Language Acquisition**

Salmona Madriñan, M. (2014). The Use of first language in the second-language classroom: A support for second language acquisition. *Gist Education and Learning Research Journal* 9(2), 500-66.

This article relates the results of an action research project to explore the role of first language in the second-language classroom. The study took place at an English immersion program at a Colombian international school. Results showed that the use of first language can have a positive effect. In this study, the researcher noted more learner participation and less interruption when the teacher used both Spanish and English to present the lesson. The limited use of first language does not contradict Krashen's theory about the stages of second language acquisition, but can aid in code switching and language transfer.



Sokolova, E., & Brumistrova, A. (2012). Researching the effects of frame-focused instruction on second language acquisition. *US-China Education Review B*(4), 415-420.

This article outlines the use of frames, which are scenarios, to aid in the instruction in a second language. The use of frames aids the instructor to create focused communicated tasks that practices specific linguistic features in production, which then possibly be applied to any communicative situation. Evidence showed that this approach to instruction is more stimulating than traditional grammar explanations, allow students to infer meaning within a context and develop explicit knowledge of specific language features.

Yang, H. (2008) On teaching strategies in second language acquisition. *US-China Education Review*, 5(1), 61-67.

How to acquire a second language is an important topic for world language teachers and learners and an understanding of second language can improve the ability of teachers to serve their students' needs. This article outlines the development stages of second language acquisition, Steven Krashen's theory of second language acquisition, and the focuses on teaching strategies that take these theories into consideration. Among the strategies discussed are analyzing learner characteristics, signing classroom contracts, creating learner-centered classroom, setting language goals, integrating theory with practice and building learner motivation.

### **American Sign Language Classroom:**

Lane-Outlaw, S. (2014). Using Data to ensure High Standards—And Standards to Ensure High Expectations. *Odyssey: New Directions in Deaf Education*, 15, 58-61.

This article describes the bilingual environment of ASL and English at the Metro Deaf School (MDS), located in Saint Paul, Minnesota. Students are instructed in all content areas using the ASL/English bilingual model. The needs of the unique and diverse student population are addressed through assessment and monitoring. Data is used to make informed decision in how to address each student's needs. Individual goals are established for reading, mathematics, and ASL. The use of individual accountability goals benefits all students, because it hold the student, teachers, and administrators to high standards.

Rusher, M.A. (2012). *Language interdependence between American Sign Language and English: A review of empirical studies*. The Association of College Educators of the Deaf and Hard of Hearing Conference, New Orleans, LA. Full text from ERIC available online: [www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED530276](http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED530276)

This study provides a contemporary definition of American Sign Language/English bilingual education (AEBE) and outlines the theoretical framework. A history and evolution of the methodology is included. The author also summarizes the general findings of twenty-six studies that investigate language interdependence between American Sign Language and English. Findings form comprehensive review of literature to classroom teachers, in addition to teacher preparation faculty and researchers.

## Classical Languages

Dodington, P. (2012). Knowing Ourselves: How the Classics Strengthen Schools and Society. *American Educator*, 36(2), 24-29.

The author is a longtime Latin teacher and explains why the learning of Greek or Latin can help achieve one of the central goals of public education: helping students to think deeply about how they want to live their lives and what they hope to accomplish. Through the study of Latin students will learn to understand themselves as they learn about the Greek or Latin language and Greco-Roman culture.

Van Tassel-Baska, J. (2004). Quo Vadis? Laboring in the Classical Vineyards: An Optimal Challenge for Gifted Secondary Students. *The Journal of Secondary Gifted Education*, 15(2), 56-60.

This article expounds upon the benefits of learning Latin and makes the supposition that Latin would be best started in the Middle school years and would be a very good match for verbally precocious or gifted students. The author outlines the major benefits for students and links those benefits to a view of differentiation in curricula and instruction of the gifted. The article then provides a blueprint for schools which to develop a Latin program of study beginning in Middle School and continuing through High School.

## Frequently Asked Questions

See “2016 Mississippi World Languages Framework” document or visit [www.mde.k12.ms.us/ESE/FL](http://www.mde.k12.ms.us/ESE/FL) for detailed information.

### ABOUT THE MISSISSIPPI WORLD LANGUAGE STANDARDS

- a. **How is the MS World Language Framework document organized?** The framework is divided into three major sections that have their own set of Standards and Competencies. Modern spoken language courses are included in the first section. Classical languages such as Latin are included in the second section. The third section includes American Sign Language. The *2016 Mississippi World Languages Framework* is comprised of five content strands: **Communication, Cultures, Connections, Comparisons, and Communities**. Each content strand contains its own specific standards and competencies. For the **Communication** strand, the Standards and Competencies are further divided to reflect different levels of proficiency that can be achieved in each year of language study. Generally, each level represents what can be learned in a typical course for which students receive one Carnegie Unit. These content strands and overarching goals are derived from the *World-Readiness Standards for Learning Languages* (2015).
- b. **How should I use it to plan?** The framework is only a basis for course curriculum development. The curriculum should be designed to address the Standards and Competencies listed in the level of study for each language. In general, a first-year language course would follow the Standards and Competencies for Level 1; second-year courses would follow Level 2; third-year courses would follow Level 3; any courses at the fourth-year or above level would follow Level 4 or Advanced Placement content.
- c. **Where are the DOKs?** At the national level, the World Language Teaching Standards do not include references to DOK. World language programs are performance based and second language performance inherently involves more high-level thinking, but the topics themselves do not fall under the traditional DOK specifications.
- d. **Where are the culture standards?** After the communication standards level 4, the modern languages standards for culture, connections, comparisons, and communities are found.
- e. **Where are the Can Do statements?** Can Do statements can be found in the Appendix of the Guide as part of the Mississippi Standards Alignment Chart.

### ABOUT THE NCCSSFL/ACTFL STANDARDS

- a. **What version of the ACTFL Standards is being used?** The content strands and overarching goals are derived from the *World-Readiness Standards for Learning Languages* (2015) developed as a collaborative effort of the American Association of Teachers of Arabic (AATA), American Association of Teachers of French (AATF), American Association of Teachers of German (AATG), American Association of Teachers of Italian (AATI),

American Association of Teachers of Japanese (AATJ), American Association of Teachers of Korean (AATK), American Association of Teachers of Spanish and Portuguese (AATSP), American Classical League (ACL), American Council of Teachers of Russian (ACTR), American Council on the Teaching of Foreign Languages (ACTFL), American Sign Language Teachers Association (ASLTA), Chinese Language Association of Secondary-Elementary Schools (CLASS), and National Council of Less Commonly Taught Languages (CLTA). The *World-Readiness Standards for Learning Languages* is published by the American Council on the Teaching of Foreign Languages (ACTFL).

- b. **How are these standards influencing the MS World Language Standards?** The MS World Language Standards are based on ACTFL guidelines and includes communication modes, descriptors, and indicators as presented in the *World-Readiness Standards for Learning Languages*.

### ABOUT COURSES

- a. **How do I design a course?** Base your decisions on the *World-Readiness Standards for Learning Languages* (published by ACTFL) recommendations according to your school program, level, number of hours, etc. Make sure curriculum goals are specific, measurable, and attainable within the time allotted. Effectively use observation and assessment data to make informed decisions, adjustments, and changes to instructional goals throughout the course of study.

### ABOUT THEMES/TOPICS/UNITS

- a. **What theme/topic should I choose for each level?** The 2016 MS World Language Framework is based on performance measures and does not dictate themes or topics. However, based on the national exams for each language, a suggested list of themes or topics is included in the guide for each language level under the heading "Language Specific Topics by Level".

### ABOUT LESSONS

- a. **Where do I start when planning a lesson?** Start with a "Can-Do" statement to outline what performance goals you have for your students. Use backward design to find or create activities that will enable your students to acquire and practice the skills necessary to fulfill the "Can-do" expectation. Assessments will guide your teaching as you move through each task. Use knowledge of content pedagogy to meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs. Plan units of instruction that align with the 2016 Mississippi World Language Framework.
- b. **What "I can" statements should I pick for a lesson?** Follow the 2016 MS World Languages Framework guidelines since they are based on the *World-Readiness Standards for Learning Languages*. Keep in mind the guidelines given on the Mississippi Standards

Alignment Chart found on the MS World Languages Guide. Make adjustments according to your school program, level, number of hours, etc.

- c. **How fast/slow should I move in a lesson/topic?** Use the guidelines given on the Mississippi Standards Alignment Chart found on the MS World Languages Guide and make adjustments based upon teacher observation of student performance. Refer to any district or textbook pacing guides as needed.
- d. **How do I use more target language?** ACTFL recommends 90% use of target language in the classroom. Continued personal language study is vital to the teacher's confidence in using target language. Use simple language and cognates to create comprehensible input. Use eye contact and non-verbal communication effectively to convey meaning. Be proactive in trying to determine when misunderstandings are present and correct them as appropriate. Do not monopolize the time but use communication to facilitate the learning experience for your students. Relate current instruction to prior knowledge and help students connect the target language and culture to their own personal experiences. Seek to make connections to other disciplines and use students' knowledge in other disciplines to improve their knowledge and performance in the target language or gain insight about the target culture.
- e. **How do I incorporate culture into my lesson?** The Culture standards are not considered a separate entity, but rather part of the communication standards. Students are expected to gain and use their knowledge and understanding of other cultures through the daily language lessons and authentic resources. Students should learn, as they become more globally competent citizens, that language and culture are inextricably linked.
- f. **Where do I find authentic resources for my lesson?** See the resources section of the World Language Framework Standards Guide.

## ABOUT STUDENTS

- a. **How do I determine the entry level of a student and accommodate those who are more advanced?** Each school or district must decide how to accommodate students, but it is recommended that a pathway be established for students to accelerate their language study by bypassing prerequisite courses. Appropriate placement can be determined using any of the suggested methods, or combination of methods mentioned in the "Placement Recommendations for Students with Prior Language Exposure" section of the World Language Guide.
- b. **How do I determine the exit level of a student?** In addition to the feedback from your summative assessments, ACTFL and universities offer tools that will assess the proficiency level of your students.
- c. **How do I accommodate native/heritage speakers?** If another language is offered, it is recommended for students to take it and receive language credit with the full experience of the world language program. However, each school or district must decide how to accommodate these students. If another language is not offered, appropriate placement can

be determined using recommendations in the “Placement Recommendations for Students with Prior Language Exposure” section of the World Language Guide.

### ABOUT ADMINISTRATORS

- a. **How do I explain to my supervisor/administrator about the proficiency-based nature of my class?** Administrators should be aware that a World Language classroom might be conducted in a different manner than other subject area classrooms. Functional use of the language in appropriate contexts is vital to language proficiency. Our role as world language teachers is to guide learning, provide language-learning opportunities and enable language learners to set goals and determine whether or not they’ve met them. The “Administrator’s Walk-Through” section of the Guide will help an administrator evaluate a second language classroom.
- b. **How do I advocate for world language programs?** In today’s world of limited budgets and competing curriculum and activities, as world language teachers we must fight to convince our school districts, students, and communities of the importance of world languages. Debate over the importance of language programs is prevalent throughout the United States. World Language must assert the importance of language study as a core subject and a vital part of a student’s personal, academic, cognitive, social, and career development. Refer to the “Advocacy” section of the guide.

### ABOUT PARENTS

- a. **How do I explain to the parents about the expectations for my students?** Use your long-term goals, the “Can-Do” statement, and the Mississippi Standards Alignment Chart to help parents understand second language learning goals. Demonstrate how you have high expectations for all students and hold all students accountable for achieving those instructional goals.
- b. **What are the requirements of World Languages for graduation?** Answers will vary. Talk to your school counselors for your particular school’s graduation requirements. In general in Mississippi, students can graduate without a world language credit. However, most colleges and universities require one world language credit. Consult with your school counselor about this.
- c. **What are the requirements of World Languages for Mississippi Scholars?** Answers will vary. Some schools require two levels of the same language; others have different requirements. Consult with your school counselor about this.
- d. **Does Spanish for Native Speakers count for the graduation and college admissions requirement?** There is currently no such course offered in Mississippi; refer to the MDE website for more information.
- e. **Does ASL count for the graduation and college admissions requirement?** Not yet, but this is in the works to be a new addition under the World Languages category.

- f. **Does ESL count for the graduation and college admissions requirement?** It is not considered for credit under the world languages umbrella and it falls under a separate category.
- g. **Can a student CLEP for credit?** Students cannot CLEP for high school credit.
- h. **Can a student take a course online for credit?** How? Consult with your school counselor about this. Some courses are available through Mississippi Virtual Public School and they can receive credit.
- i. **Can a student take a course at the high school and receive college credit?** Some high schools may partner with local community colleges or universities to offer Dual-Credit classes. The requirements may vary according to the college. Ask the school counselor for your local policies.
- j. **Do middle school course grades get computed as part of the student GPA?** It will depend on your particular school district. Ask the school counselor for your local policies.

## Glossary

### *Advanced Placement (AP)*

A program sponsored by the College Board; students have the opportunity to take college-level courses in a high school setting; passing the course exam may earn college credit.

### *Assessment*

Methods by which the teacher measures the success of the teaching process; to evaluate if competencies have been reached.

### *Auditory*

Perceived and learned by using ears; related to hearing. Aural – stimulation of hearing.

### *Authentic text*

Oral and written communication produced by native language users and directed to an audience of native language users in the target culture, such as newspaper article or commercial.

### *Backward Design*

Planning a unit of instruction starting with learning targets in mind and working backward to specific assessments and classroom activities.

### *Can-Do Statements*

Progress indicators for language learners; a self-assessment checklist created by NCSSEFL-ACTFL to assess what language learners “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication.

### *Cloze*

An assessment of reading and/or listening comprehension and/or oral proficiency that involves having the student supply words which have been systematically deleted from a text.

### *Cognate*

A word that is the same or nearly the same in spelling, pronunciation, and meaning in two different languages.

### *Competencies*

Minimum standards which students will meet in order to successfully complete a course.

### *Continuity*

The act of pursuing an uninterrupted course of study.

### *Critical Expression*

In-depth study of cultural issues.

### *Culture*

The philosophical perspectives, the behavioral practices, and the products (both tangible and intangible) of a society.

### *Cultural Behaviors*

Practices, or patterns of social interactions, acceptable by a society.

### *Dialect*

A social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

### *ELL/ESL (English Language Learning/English as a Second Language)*

Both a specific instructional philosophy, and more generically, and English language course of study for limited-English-proficient learners.

### *False cognates*

Words between languages that appear to have a common origin and thus the same meaning, but do not.



***Fluency***

To read or speak smoothly without hesitation and with comprehension.

***Formative Assessment***

Data collection occurring after each segment of learning, embedded in classroom interaction to show students' progress in learning-specific content or skills.

***Genre***

A type of literature, such as a novel, a poem, a play, or a short story.

***Goal***

Overall aim of the education process in a certain discipline.

***Heritage learner/speaker***

A student who is exposed to a language other than English at home. Students may have full oral fluency and literacy in the home language; others may have a limited degree of proficiency.

***Idiom***

A word or group of words whose meaning in a language is figurative rather than literal (e.g., "He gave himself away with his smile.").

***Integrated performance assessment (IPA)***

A cluster assessment featuring three tasks, each of which reflects one of the modes of communication—Interpretive, Interpersonal and Presentational.

***Interpersonal mode***

Two-way oral or written communication which is spontaneous and unrehearsed, and characterized by active negotiation of meaning among individuals involved.

***Interpretive mode***

Comprehension of written, or and/or visual communication, including embedded cultural perspectives, without the ability to negotiate meaning with the creator of the message.

***Kinesthetic***

Physical response.

***Native Language***

The language best known and spoken by a person; the usual childhood language.

***Nuance***

A subtle distinction or variation.

***Objective***

The student's actions in the learning process.

***Oral***

Vocal; spoken.

***P21 Skills (the Framework for 21<sup>st</sup> Century Learning)***

Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

***Pedagogy***

The art, science, or profession of teaching.

***Performance assessment (aka Authentic assessment)***

Assessment of language ability in real-world communicative settings (listening, speaking, reading and/or writing).

***Perspectives***

Meanings, attitudes, values, and ideas that pertain to a culture.

***Portfolio***

Collection of student work over time that showcases their language development.

***Practices***

Patterns of social interactions that pertain to a culture; patterns of behavior acceptable by a society.

***Presentational mode***

Spoken or written communication prepared for an audience and rehearsed, revised or edited before presentation.

***Products***

Books, tools, foods, laws, music, games, etc., that pertain to a culture

***Proficiency***

The ability to use a language (more than just knowing a language).

***Proficiency guidelines***

Developed by ACTFL, define the five major levels of proficiency (Distinguished, Superior, Advanced, Intermediate, and Novice) along with descriptions of a range of tasks language learners can accomplish at each level of proficiency.

***Realia (referenced now as authentic resources)***

Authentic objects and articles from the target language country/culture.

***Rubric***

Evaluation tool with specific criteria providing feedback designed to guide and improve student performance.

***Summative Assessment***

Data collection at the end of a unit of instruction, a semester or a program year to

determine how and how well learners have achieved the performance goals linked to the larger content standards and program benchmarks.

***Target Language***

The world language being studied.

***Teaching or Learning Strategies***

The teacher's actions which result in the students meeting their objectives.

***Thematic Planning***

Planning the unit of instruction focused on a substantive topic, in which vocabulary and grammar play a supporting role.

***TPR (Total Physical response)***

A teaching technique or methodology that focuses on comprehension before production. Students use physical actions to demonstrate understanding.

***TPRS***

Initially known as Total Physical Response Storytelling, now known as Teaching Proficiency Through Reading and Storytelling, teaches vocabulary and structures to be learned embedded in a story.

***Visual***

Perceived and learned by using eyes; related to seeing.

# Appendix 1

## Crosswalk of MS Framework, ACTFL Can-Do Statements, Proficiency Levels

## Mississippi Standards Alignment Chart

The Crosswalk chart is based on ACTFL guidelines, the NCSSFL-ACTFL Can-Do statements, and the new Mississippi standards. It is intended to show an alignment between national and state standards. These standards are highly encouraged but are not exclusive, exhaustive, or even applicable in every classroom. They are suggested guidelines. Each level appears in the order presented in the new Mississippi standards and includes communication modes, descriptors, and indicators as presented in the World-Readiness Standards for Learning Languages.

ACTFL (American Council on the Teaching of Foreign Languages) distinguishes between 11 levels of proficiency (Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, Advanced High, Superior, and Distinguished). However, this chart stops at the Advanced Mid stage as high school second language students rarely exceed this level of proficiency. The proficiency level of students will depend on program structures (K-12, high school only, etc.), student development (area demographics, student's ability, heritage speakers, etc.), and the difficulty of the language being learned. These suggested exit levels should be taken as a goal at the end of the course, but that does NOT guarantee that the students will maintain proficiency at that exit level. Advanced levels are usually more applicable to college students majoring in the language, heritage speakers with high exposure and training, or learners enrolled in intensive K-12 or immersion programs, etc. For more information on these levels, consult the ACTFL proficiency levels.

The Culture standards are not considered a separate entity, but rather part of the communication standards. Students are expected to gain and use their knowledge and understanding culture through the daily language lessons and authentic resources, not as a specific topic. Students should learn, as they become more globally competent citizens, that language and culture are inextricably linked.

The American Sign Language (ASL) chart is to help identify indicators of typical progress of students in well-articulated ASL programs. Each level will demonstrate similar linguistic and cultural features but will have deeper and broader levels as the student completes each level for ASL.

## Novice Low

INTERPERSONAL COMMUNICATION			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION Mississippi Standards	INTERPERSONAL COMMUNICATION Sample Competencies	INTERPERSONAL COMMUNICATION Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION ACTFL Performance Descriptors 2015
<p>Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.</p>	<ul style="list-style-type: none"> <li>Engage in greetings and introductions.</li> <li>Ask and answer a variety of simple questions.</li> <li>Communicate basic information about myself and people I know.</li> <li>Communicate basic information about everyday life.</li> <li>Exchange information using texts, graphs, or pictures.</li> <li>Respond to “how are you?”</li> <li>Tell someone their name.</li> <li>Use polite words like “please” and “thank you” in conversations.</li> <li>Respond to yes/no questions.</li> </ul>	<p>Language Level: I or Average Number of Hours: 135-150 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice Mid</p>	<p>At the Novice range, communicators are able to:</p> <ul style="list-style-type: none"> <li>-express self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</li> </ul> <p><u>Sample</u> Indicators: they can</p> <ul style="list-style-type: none"> <li>-greet peers,</li> <li>-introduce self to someone, and</li> <li>-answer a few simple questions.</li> </ul>

## Novice Low

PRESENTATIONAL SPEAKING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL SPEAKING Mississippi Standards	PRESENTATIONAL SPEAKING Sample Competencies	PRESENTATIONAL SPEAKING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL SPEAKING ACTFL Performance Descriptors 2015
Present information orally about myself and other very familiar topics using a variety of words phrases and memorized expressions.	<ul style="list-style-type: none"> <li>• Present information about themselves and others.</li> <li>• Express likes, dislikes, and preferences.</li> <li>• Present information about daily activities and familiar items.</li> <li>• Present simple information based upon research.</li> <li>• Give basic information about themselves (name, where they live, age).</li> <li>• Count from 1-10.</li> <li>• Say the day and the date of the week.</li> <li>• Name countries on a map.</li> <li>• Sing a short song.</li> </ul>	<p>Language Level: I or Average Number of Hours: 135-150 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice Low</p>	<p>At the Novice range, speakers are able to communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</p> <p><i>Sample indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-recite words and phrases that they have learned,</li> <li>-state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases,</li> <li>-introduce self to a group, and</li> <li>-recite short memorized phrases, parts of poems, and rhymes.</li> </ul>

## Novice Low

PRESENTATIONAL WRITING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL WRITING Mississippi Standards	PRESENTATIONAL WRITING Sample Competencies	PRESENTATIONAL WRITING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL WRITING ACTFL Performance Descriptors 2015
Write short messages and notes on familiar topics related to everyday life.	<ul style="list-style-type: none"> <li>• Fill out simple forms with basic information.</li> <li>• Write about themselves and others they know.</li> <li>• Write lists of daily activities.</li> <li>• Write about something they researched.</li> <li>• Copy the letters of the alphabet, words and short phrases.</li> <li>• Label items in a picture, on a poster, etc.</li> <li>• Write someone's name, home address, and email address after hearing them</li> <li>• Label famous landmarks and people.</li> <li>• Copy the characters they are learning.</li> </ul>	<p>Language Level: I or Average Number of Hours: 135-150 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice Mid</p>	<p>At the Novice range, writers are able to communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</p> <p><i>Sample Indicators:</i> they can -copy some characters or letters and words that they see on the wall or board, in a book, or on the computer, -write words and phrases that they have learned, -label familiar people, places, and objects in pictures and posters.</p>

## Novice Low

### INTERPRETIVE LISTENING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE LISTENING Mississippi Standards	INTERPRETIVE LISTENING Sample Competencies	INTERPRETIVE LISTENING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE LISTENING ACTFL Performance Descriptors 2015
<p>Understand spoken or signed words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.</p>	<ul style="list-style-type: none"> <li>• Understand simple courtesy phrases.</li> <li>• Recognize basic information in words and phrases.</li> <li>• Understand simple questions or statements.</li> <li>• Understand simple information presented in pictures and graphs.</li> <li>• Understand some words and short phrases (i.e., hello, thank you, please).</li> <li>• Recognize the sound of a few letters when they are spoken or spelled out.</li> <li>• Understand words that sound like English.</li> <li>• Recognize some color words.</li> </ul>	<p>Language Level: II or Average Number of Hours: 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, listeners are able to understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral texts with strong visual support.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-occasionally identify the sound of a character or a word and</li> <li>-occasionally understand isolated words that they have memorized, particularly when accompanied by gestures or pictures.</li> </ul>



## Novice Low

### INTERPRETIVE READING

MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE READING Mississippi Standards	INTERPRETIVE READING Sample Competencies	INTERPRETIVE READING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE READING ACTFL Performance Descriptors 2015
<p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.</p>	<p>Recognize words, phrases, and characters when associated with already known material.</p> <p>Understand short, simple messages on familiar topics.</p> <p>Understand the main idea of published materials.</p> <p>Understand simple everyday notices in public places on topics that are familiar to them.</p> <p>Understand signs and labels that represent words that they have learned.</p> <p>Alphabetize a few names or words.</p> <p>Understand the words on a simple form (name, address, date of birth).</p>	<p>Language Level: II or Average Number of Hours: 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, readers are able to understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable written texts with strong visual support.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-recognize a few letters or characters and</li> <li>-connect some words, phrases, or characters to their meanings.</li> </ul>

## Novice Mid

INTERPERSONAL COMMUNICATION			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION Mississippi Standards	INTERPERSONAL COMMUNICATION Sample Competencies	INTERPERSONAL COMMUNICATION Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION ACTFL Performance Descriptors 2015
<p>Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.</p>	<p>Engage in greetings and introductions.</p> <p>Ask and answer a variety of simple questions.</p> <p>Communicate basic information about myself and people I know.</p> <p>Communicate basic information about everyday life.</p> <p>Exchange information using texts, graphs, or pictures.</p> <p>Ask people for things and give people things they request.</p> <p>Answer questions about what they like and dislike.</p> <p>Talk with a clerk in order to buy things at a store.</p> <p>Say where they went.</p>	<p>Language Level: II or Average Number of Hours: 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, communicators are able to:</p> <ul style="list-style-type: none"> <li>-express self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</li> </ul> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-greet and leave people in a polite way,</li> <li>-introduce self and others,</li> <li>-answer a variety of simple questions,</li> <li>-make some simple statements in a conversation,</li> <li>-ask some simple questions,</li> <li>-communicate basic information about self and people they know, and</li> <li>-communicate some basic information about their everyday lives.</li> </ul>

## Novice Mid

PRESENTATIONAL SPEAKING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL SPEAKING Mississippi Standards	PRESENTATIONAL SPEAKING Sample Competencies	PRESENTATIONAL SPEAKING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL SPEAKING ACTFL Performance Descriptors 2015
<p>Present information orally about and some other very familiar topics using a variety of words phrases and memorized expressions.</p>	<p>Present information about themselves and others.</p> <p>Express likes, dislikes, and preferences.</p> <p>Present information about daily activities and familiar items.</p> <p>Present simple information based upon research.</p> <p>List what they did today.</p> <p>Say what they look like.</p> <p>Use simple phrases and sentences to describe their activities, hobbies, and interests.</p> <p>Talk about their house.</p> <p>Give simple commands to someone to complete a task.</p>	<p>Language Level: II or Average Number of Hours: 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice Mid</p>	<p>At the Novice range, speakers are able to communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</p> <p><i>Sample indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-present information about self and others using words and phrases,</li> <li>-express their likes and dislikes using words, phrases, and memorized expressions,</li> <li>-present information about familiar items in their immediate environment,</li> <li>-talk about their daily activities using words, phrases, and memorized expressions, and</li> <li>-present simple information about something they learned using words, phrases, and memorized expressions.</li> </ul>

## Novice Mid

PRESENTATIONAL WRITING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL WRITING Mississippi Standards	PRESENTATIONAL WRITING Sample Competencies	PRESENTATIONAL WRITING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL WRITING ACTFL Performance Descriptors 2015
Write short messages and notes on familiar topics related to everyday life.	<p>Fill out simple forms with basic information.</p> <p>Write about themselves and others they know.</p> <p>Write lists of daily activities.</p> <p>Write about something they researched.</p> <p>Write journal entries about themselves.</p> <p>Label activities and their times in their daily schedule.</p> <p>List the main cities of a specific country.</p> <p>Write about what they do on the weekends.</p> <p>Write a to-do list.</p>	<p>Language Level: II or Average Number of Hours: 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, writers are able to communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-fill out a simple form with some basic personal information,</li> <li>-write about themselves using learned phrases and memorized expressions,</li> <li>-list their daily activities and write lists that help them in their day-to-day lives, and</li> <li>-write notes about something they have learned using lists, phrases, and memorized expressions.</li> </ul>

## Novice Mid

### INTERPRETIVE LISTENING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE LISTENING Mississippi Standards	INTERPRETIVE LISTENING <i>Sample</i> Competencies	INTERPRETIVE LISTENING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE LISTENING ACTFL Performance Descriptors 2015
<p>Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.</p>	<p>Understand simple courtesy phrases.</p> <p>Recognize basic information in words and phrases.</p> <p>Understand simple questions or statements.</p> <p>Understand simple information presented in pictures and graphs.</p> <p>Understand the general idea of simple songs accompanied by gestures, props, or pictures.</p> <p>Understand days of the week and the hour.</p> <p>Understand the main idea of simple, short announcements accompanied by gestures, props, or pictures.</p>	<p>Language Level: II or Average Number of Hours: 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, listeners are able to understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral texts with strong visual support.</p> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>-understand a few courtesy phrases,</li> <li>-recognize and sometimes understand basic information in words and phrases that they have memorized, and</li> <li>-recognize and sometimes understand words and phrases that they have learned for specific purposes.</li> </ul>

## Novice Mid

### INTERPRETIVE READING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE READING Mississippi Standards	INTERPRETIVE READING Sample Competencies	INTERPRETIVE READING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE READING ACTFL Performance Descriptors 2015
<p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.</p>	<p>Recognize words, phrases, and characters when associated with already known material.</p> <p>Understand short, simple messages on familiar topics.</p> <p>Understand the main idea of published materials.</p> <p>Understand simple everyday notices in public places on topics that are familiar to them.</p> <p>Understand short, simple written directions if there are illustrations to help them.</p> <p>Recognize entrance and exit signs.</p> <p>Identify familiar names, words, and phrases in short, simple readings.</p>	<p>Language Level: II or Average Number of Hours: 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, readers are able to understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable written texts with strong visual support.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-recognize words, phrases, and characters with the help of visuals and</li> <li>-recognize words, phrases, and characters when they associate them with things they already know.</li> </ul>

## Novice High

INTERPERSONAL COMMUNICATION			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION Mississippi Standards	INTERPERSONAL COMMUNICATION Sample Competencies	INTERPERSONAL COMMUNICATION Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION ACTFL Performance Descriptors 2015
<p>Participate in conversations on a number of familiar topics using sentences and series of sentences.</p> <p>Handle short social situations in everyday situations by asking and answering a variety of questions.</p>	<p>Start and end conversations about familiar topics.</p> <p>Use the language to meet basic needs in familiar situations.</p> <p>Ask and answer questions, which demonstrate the ability to create rather than memorize.</p> <p>Request clarification, if needed.</p> <p>Exchange information about daily activities, interests and hobbies in multiple time frames.</p> <p>Carry on a conversation about things that interest them.</p> <p>Ask and say a home address and email address.</p> <p>Carry on a conversation about daily life.</p>	<p>Language Level: III or Average Number of Hours: 405-450 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Low</p>	<p>At the Novice range, communicators are able to:</p> <ul style="list-style-type: none"> <li>-express self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</li> </ul> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-exchange some personal information,</li> <li>-exchange information using texts, graphs, or pictures,</li> <li>-ask for and give simple directions,</li> <li>-make plans with others, and</li> <li>-interact with others in everyday situations.</li> </ul>

## Novice High

PRESENTATIONAL SPEAKING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL SPEAKING Mississippi Standards	PRESENTATIONAL SPEAKING Sample Competencies	PRESENTATIONAL SPEAKING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL SPEAKING ACTFL Performance Descriptors 2015
Present information on a variety of familiar topics using a series of sentences with enough accuracy to be understood by sympathetic readers.	<p>Talk about people, activities, events and experiences in multiple time frames.</p> <p>Describe upcoming plans.</p> <p>Present songs, short skits or dramatic scenes.</p> <p>Explain rules and give multi-step instructions.</p> <p>Describe themselves, their family, and other people using several simple sentences.</p> <p>Tell what they do in class or at work.</p> <p>Describe where they live using several simple sentences.</p> <p>Talk about others' likes and dislikes.</p>	<p>Language Level: III or Average Number of Hours: 405-450 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, speakers are able to communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</p> <p><i>Sample indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-present information about their lives using phrases and simple sentences,</li> <li>-tell about a familiar experience or event using phrases and simple sentences,</li> <li>-present basic information about a familiar person, place, or thing using phrases and simple sentences,</li> <li>-give basic instructions on how to make or do something using phrases and simple sentences, and</li> <li>-present basic information about things they have learned using phrases and simple sentences.</li> </ul>



## Novice High

PRESENTATIONAL WRITING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL WRITING Mississippi Standards	PRESENTATIONAL WRITING <i>Sample</i> Competencies	PRESENTATIONAL WRITING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL WRITING ACTFL Performance Descriptors 2015
Write briefly about most familiar topics and present information using connected sentences in various time frames.	<p>Write about people, activities, events and experiences in various time frames.</p> <p>Write questions to obtain information such as a questionnaire or survey.</p> <p>Write instructions about how to do or make something.</p> <p>Give travel directions.</p> <p>Write about researched topics of interest in multiple time frames.</p> <p>Write simple sentences describing themselves and others.</p> <p>Write a postcard message.</p> <p>Write a series of simple sentences about their lives.</p>	<p>Language Level: III or Average Number of Hours: 405-450 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Low</p>	<p>At the Novice range, writers are able to communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</p> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>-write information about their daily life in a letter, blog, discussion board, or email message,</li> <li>-write short notes using phrases and simple sentences,</li> <li>-write about a familiar experience or event using practiced material,</li> <li>-write basic information about things they have learned, and</li> <li>-ask for information in writing.</li> </ul>

## Novice High

### INTERPRETIVE LISTENING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE LISTENING Mississippi Standards	INTERPRETIVE LISTENING <i>Sample</i> Competencies	INTERPRETIVE LISTENING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE LISTENING ACTFL Performance Descriptors 2015
<p>Understand the main idea and some supporting details in messages or presentations on topics related to everyday life and areas of interest.</p>	<p>Understand spoken questions or statements on everyday topics within a conversation.</p> <p>Understand the basic purpose of a message.</p> <p>Understand messages and announcements related to basic needs.</p> <p>Understand the main topic of some overheard conversations when people are talking about things that happened in the past or will happen in the future.</p> <p>Understand numbers in familiar situations.</p> <p>Recognize the difference between a question and a statement.</p>	<p>Language Level: III or Average Number of Hours: 405-450 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Low</p>	<p>At the Novice range, listeners are able to understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral texts with strong visual support.</p> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>-sometimes understand simple questions or statements on familiar topics,</li> <li>-understand simple information when presented with pictures and graphs, and</li> <li>-sometimes understand the main topic of conversations that they overhear.</li> </ul>

## Novice High

### INTERPRETIVE READING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE READING Mississippi Standards	INTERPRETIVE READING Sample Competencies	INTERPRETIVE READING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE READING ACTFL Performance Descriptors 2015
<p>Understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>Understand printed captions, website descriptions and ads with the help of pictures or graphs.</p> <p>Understand messages related to topics of personal interest.</p> <p>Identify simple information needed to complete forms.</p> <p>Identify some information from news media.</p> <p>Understand short, simple texts such as menus, maps, advertisements, posters, messages, notes, invitations, and schedules.</p> <p>Understand simple captions under photos.</p> <p>Read labels on recycling bins.</p>	<p>Language Level: III or Average Number of Hours: 405-450 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Low</p>	<p>At the Novice range, readers are able to understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable written texts with strong visual support.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-usually understand short simple messages on familiar topics,</li> <li>-sometimes understand short simple descriptions with the help of pictures or graphs,</li> <li>-sometimes understand the main idea of published materials, and</li> <li>-understand simple everyday notices in public places on topics that are familiar to them.</li> </ul>

## Intermediate Low

INTERPERSONAL COMMUNICATION			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION Mississippi Standards	INTERPERSONAL COMMUNICATION Sample Competencies	INTERPERSONAL COMMUNICATION Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION ACTFL Performance Descriptors 2015
<p>Participate in conversations on a number of familiar topics using sentences and series of sentences.</p> <p>Handle short social situations in everyday situations by asking and answering a variety of questions.</p>	<p>Start and end conversations about familiar topics.</p> <p>Use the language to meet basic needs in familiar situations.</p> <p>Ask and answer questions, which demonstrate the ability to create rather than memorize.</p> <p>Request clarification, if needed.</p> <p>Exchange information about daily activities, interests and hobbies in multiple time frames.</p> <p>Carry on a simple conversation about activities or events that are going to happen.</p> <p>Talk with someone about family or household tasks.</p>	<p>Language Level: IV or Average Number of Hours: 540-600 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Mid</p>	<p>At the Intermediate range, communicators are able to:</p> <ul style="list-style-type: none"> <li>-express self and participate in conversations on familiar topics using sentences and series of sentences,</li> <li>-handle short social interactions in everyday situations by asking and answering a variety of questions, and</li> <li>-communicate about self, others, and everyday life.</li> </ul> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-have a simple conversation on a number of everyday topics,</li> <li>-ask and answer questions on factual information that is familiar to them, and</li> <li>-use the language to meet their basic needs in familiar situations.</li> </ul>

## Intermediate Low

PRESENTATIONAL SPEAKING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL SPEAKING Mississippi Standards	PRESENTATIONAL SPEAKING <i>Sample</i> Competencies	PRESENTATIONAL SPEAKING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL SPEAKING ACTFL Performance Descriptors 2015
<p>Present information on a variety of familiar topics using a series of sentences with enough accuracy to be understood by sympathetic readers.</p>	<p>Talk about people, activities, events and experiences in multiple time frames.</p> <p>Describe upcoming plans.</p> <p>Present songs, short skits or dramatic scenes.</p> <p>Explain rules and give multi-step instructions.</p> <p>Talk about their needs, wants, and preferences.</p> <p>Describe the physical appearance of a friend or family member.</p> <p>Summarize information in a simple way.</p> <p>Describe what they need for school or work.</p>	<p style="text-align: center;">Language Level: IV or Average Number of Hours: 540-600 instructional hours (depending on program structure and student development)</p> <p style="text-align: center;">Exit Proficiency Level: Intermediate Low</p>	<p>At the Intermediate range, speakers are able to communicate information and express own thoughts about familiar topics using sentences and series of sentences.</p> <p><i>Sample</i> indicators: they can</p> <ul style="list-style-type: none"> <li>-talk about people, activities, events, and experiences,</li> <li>-express their needs and wants,</li> <li>-present information on plans, instructions, and directions,</li> <li>-present songs, short skits, or dramatic readings, and</li> <li>-express their preferences on topics of interest.</li> </ul>

## Intermediate Low

PRESENTATIONAL WRITING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL WRITING Mississippi Standards	PRESENTATIONAL WRITING <i>Sample</i> Competencies	PRESENTATIONAL WRITING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL WRITING ACTFL Performance Descriptors 2015
<p>Write briefly about most familiar topics and present information using connected sentences in various time frames.</p>	<p>Write about people, activities, events and experiences in various time frames.</p> <p>Write questions to obtain information such as a questionnaire or survey.</p> <p>Write instructions about how to do or make something.</p> <p>Give travel directions.</p> <p>Write about researched topics of interest in multiple time frames.</p> <p>Write a short story about something that happened using simple sentences.</p> <p>Describe the physical appearance and personality of a friend or family member.</p>	<p>Language Level: IV or Average Number of Hours: 540-600 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Mid</p>	<p>At the Intermediate range, writers are able to communicate information and express own thoughts about familiar topics using sentences and series of sentences.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-write about people, activities, events, and experiences,</li> <li>-prepare materials for a presentation,</li> <li>-write about topics of interest,</li> <li>-write basic instructions on how to make or do something, and</li> <li>-write questions to obtain information.</li> </ul>

## Intermediate Low

INTERPRETIVE LISTENING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE LISTENING Mississippi Standards	INTERPRETIVE LISTENING Sample Competencies	INTERPRETIVE LISTENING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE LISTENING ACTFL Performance Descriptors 2015
Understand the main idea and some supporting details in messages or presentations on topics related to everyday life and areas of interest.	<p>Understand spoken questions or statements on everyday topics within a conversation.</p> <p>Understand the basic purpose of a message.</p> <p>Understand messages and announcements related to basic needs.</p> <p>Understand the main topic of some overheard conversations when people are talking about things that happened in the past or will happen in the future.</p> <p>Understand questions about their work or class schedule.</p> <p>Understand step-by-step directions on how to complete a task if there are gestures, props, or pictures.</p>	<p>Language Level: IV or Average Number of Hours: 540-600 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Mid</p>	<p>At the Intermediate range, listeners are able to understand main ideas and some supporting details on familiar topics from a variety of texts.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-understand the basic purpose of a message,</li> <li>-understand messages related to their basic needs, and</li> <li>-understand questions and simple statements on everyday topics when they are part of the conversation.</li> </ul>

## Intermediate Low

### INTERPRETIVE READING

MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE READING Mississippi Standards	INTERPRETIVE READING <i>Sample</i> Competencies	INTERPRETIVE READING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE READING ACTFL Performance Descriptors 2015
<p>Understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>Understand printed captions, website descriptions and ads with the help of pictures or graphs.</p> <p>Understand messages related to topics of personal interest.</p> <p>Identify simple information needed to complete forms.</p> <p>Identify some information from news media.</p> <p>Understand simple instructions, directions, or rules if they are accompanied by illustrations.</p> <p>Understand what an e-pal writes about interests and daily routines.</p>	<p style="text-align: center;">Language Level: IV or Average Number of Hours: 540-600 instructional hours (depending on program structure and student development)</p> <p style="text-align: center;">Exit Proficiency Level: Intermediate Mid</p>	<p>At the Intermediate range, readers are able to understand main ideas and some supporting details on familiar topics from a variety of texts.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-understand messages in which the writer tells or asks them about topics of personal interest,</li> <li>-identify some simple information needed on forms, and</li> <li>-identify some information from news media.</li> </ul>



## Intermediate Mid

INTERPERSONAL COMMUNICATION			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION Mississippi Standards	INTERPERSONAL COMMUNICATION <i>Sample</i> Competencies	INTERPERSONAL COMMUNICATION Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION ACTFL Performance Descriptors 2015
<p>Participate in conversations, social interactions, and everyday situations on familiar topics, events, and experiences.</p>	<p>Exchange information regarding past, present, and future events.</p> <p>Pose more complex questions requiring more in depth responses.</p> <p>Request, clarify, suggest/supply alternative vocabulary and directions in various settings.</p> <p>Start, maintain, and end conversations on a variety of familiar topics and personal preferences.</p> <p>Provide/exchange information to handle a variety of tasks and complication.</p> <p>Use lots of description and detail.</p> <p>Talk about their daily routine.</p>	<p>Language Level: V or Average Number of Hours: 675-750 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate High</p>	<p>At the Intermediate range, communicators are able to:</p> <ul style="list-style-type: none"> <li>-express self and participate in conversations on familiar topics using sentences and series of sentences,</li> <li>-handle short social interactions in everyday situations by asking and answering a variety of questions, and</li> <li>-communicate about self, others, and everyday life.</li> </ul> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>-start, maintain, and end a conversation on a variety of familiar topics,</li> <li>-talk about their daily activities and personal preferences, and</li> <li>-use their language to handle tasks related to their personal needs.</li> </ul>

## Intermediate Mid

PRESENTATIONAL SPEAKING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL SPEAKING Mississippi Standards	PRESENTATIONAL SPEAKING Sample Competencies	PRESENTATIONAL SPEAKING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL SPEAKING ACTFL Performance Descriptors 2015
Present generally organized information on familiar and researched topics as well as some time-specified events and experiences.	<p>Present information about common interests, issues, and research.</p> <p>Present personal points of view and supporting reasons.</p> <p>Retell or paraphrase selections from literature, videos, or music.</p> <p>Give detailed descriptions and explanations on a wide variety of topics that interest them.</p> <p>Describe a childhood or past experience.</p> <p>Describe their dreams, hopes, and ambitions in detail.</p> <p>Give a short presentation on a current event.</p> <p>Report on a social event that they attended.</p>	<p>Language Level: V or Average Number of Hours: 675-750 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Mid</p>	<p>At the Intermediate range, speakers are able to communicate information and express own thoughts about familiar topics using sentences and series of sentences.</p> <p><i>Sample indicators: they can</i></p> <ul style="list-style-type: none"> <li>-make a presentation about their personal and social experiences,</li> <li>-make a presentation on something they have learned or researched, and</li> <li>-make a presentation about common interests and issues and state their viewpoint.</li> </ul>

## Intermediate Mid

PRESENTATIONAL WRITING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL WRITING Mississippi Standards	PRESENTATIONAL WRITING <i>Sample</i> Competencies	PRESENTATIONAL WRITING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL WRITING ACTFL Performance Descriptors 2015
<p>Write on familiar topics in connected, coherent sentences, or simple, logical paragraphs.</p>	<p>Compose messages, announcements, or communication for public distribution.</p> <p>Write short reports or articles about a researched topic.</p> <p>Write about academic or career topics.</p> <p>Write several paragraphs about personal experiences.</p> <p>Write a message to explain or clarify something.</p> <p>Write several paragraphs on topics of interest.</p> <p>Write a short article on a current event.</p> <p>Contribute to a school or work publication.</p>	<p style="text-align: center;">Language Level: V or Average Number of Hours: 675-750 instructional hours (depending on program structure and student development)</p> <p style="text-align: center;">Exit Proficiency Level: Intermediate High</p>	<p>At the Intermediate range, writers are able to communicate information and express own thoughts about familiar topics using sentences and series of sentences.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-write messages and announcements,</li> <li>-write short reports about something they have learned or researched, and</li> <li>-compose communications for public distribution.</li> </ul>

## Intermediate Mid

INTERPRETIVE LISTENING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE LISTENING Mississippi Standards	INTERPRETIVE LISTENING <i>Sample</i> Competencies	INTERPRETIVE LISTENING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE LISTENING ACTFL Performance Descriptors 2015
<p>Understand the main ideas in messages, presentations, and conversations on a variety of topics as well as a few details of overhead conversations when something unexpected is expressed.</p>	<p>Understand basic information and details in ads, announcements, and simple recordings.</p> <p>Understand straightforward information, interactions, and messages related to everyday life.</p> <p>Understand the main idea of what is heard when listening for personal enjoyment.</p> <p>Understand with ease an extended conversation on a familiar topic.</p> <p>Understand basic questions or statements during a video conference.</p> <p>Understand with ease a skit or play on a familiar topic.</p>	<p style="text-align: center;">Language Level: V or Average Number of Hours: 675-750 instructional hours (depending on program structure and student development)</p> <p style="text-align: center;">Exit Proficiency Level: Intermediate High</p>	<p>At the Intermediate range, listeners are able to understand main ideas and some supporting details on familiar topics from a variety of texts.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-understand basic information in ads,</li> <li>-understand the main idea of what they listen to for personal enjoyment, and</li> <li>-understand messages related to their everyday life.</li> </ul>

## Intermediate Mid

### INTERPRETIVE READING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE READING Mississippi Standards	INTERPRETIVE READING <i>Sample</i> Competencies	INTERPRETIVE READING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE READING ACTFL Performance Descriptors 2015
<p>Understand the main ideas of texts relating to everyday life and personal interests as well as understand stories' descriptions about events and experiences.</p>	<p>Understand simple personal questions, events and/or experiences.</p> <p>Understand basic information in ads, announcements, and instructions when accompanied by visuals.</p> <p>Understand the main ideas of personal readings.</p> <p>Understand the main idea and a few facts about famous/historical people/events.</p> <p>Understand letters and emails on familiar and some unfamiliar topics, though they may have to use a dictionary occasionally.</p> <p>Understand the questions asked on a career preference survey.</p>	<p>Language Level: V or Average Number of Hours: 675-750 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate High</p>	<p>At the Intermediate range, readers are able to understand main ideas and some supporting details on familiar topics from a variety of texts.</p> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>-understand simple personal questions,</li> <li>-understand basic information in ads, announcements, and other simple texts,</li> <li>-understand the main idea of what they read for personal enjoyment, and</li> <li>-read simple written exchanges between other people.</li> </ul>

## Intermediate High

INTERPERSONAL COMMUNICATION			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION Mississippi Standards	INTERPERSONAL COMMUNICATION <i>Sample</i> Competencies	INTERPERSONAL COMMUNICATION Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION ACTFL Performance Descriptors 2015
<p>Participate in conversations, social interactions, and everyday situations on familiar topics, events, and experiences.</p>	<p>Exchange information regarding past, present, and future events.</p> <p>Pose more complex questions requiring more in depth responses.</p> <p>Request, clarify, suggest/supply alternative vocabulary and directions in various settings.</p> <p>Start, maintain, and end conversations on a variety of familiar topics and personal preferences.</p> <p>Provide/exchange information to handle a variety of tasks and complication.</p> <p>Talk about things that could happen in the future, giving explanations and details about the events.</p>	<p>Language Level: VI or Average Number of Hours: 810-900 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Low</p>	<p>At the Intermediate range, communicators are able to:</p> <ul style="list-style-type: none"> <li>-express self and participate in conversations on familiar topics using sentences and series of sentences,</li> <li>-handle short social interactions in everyday situations by asking and answering a variety of questions, and</li> <li>-communicate about self, others, and everyday life.</li> </ul> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>-exchange information related to areas of mutual interest,</li> <li>-use their language to do a task that requires multiple steps, and</li> <li>-use their language to handle a situation that may have a complication.</li> </ul>

## Intermediate High

PRESENTATIONAL SPEAKING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL SPEAKING Mississippi Standards	PRESENTATIONAL SPEAKING <i>Sample</i> Competencies	PRESENTATIONAL SPEAKING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL SPEAKING ACTFL Performance Descriptors 2015
<p>Present generally organized information on familiar and researched topics as well as some time-specified events and experiences.</p>	<p>Present information about common interests, issues, and research.</p> <p>Present personal points of view and supporting reasons.</p> <p>Retell or paraphrase selections from literature, videos, or music.</p> <p>Tell a story or recount an event in detail, using a variety of transition and sequencing words.</p> <p>Present ideas about something they have learned, such as a historical event, a famous person, or a current environmental issue.</p> <p>Give a presentation and respond to audience questions.</p> <p>Give a formal speech.</p>	<p>Language Level: VI or Average Number of Hours: 810-900 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate High</p>	<p>At the Intermediate range, speakers are able to communicate information and express own thoughts about familiar topics using sentences and series of sentences.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-present information on academic and work topics,</li> <li>-make a presentation on events, activities, and topics of particular interest, and</li> <li>-present their points of view and provide reasons to support them.</li> </ul>

## Intermediate High

PRESENTATIONAL WRITING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL WRITING Mississippi Standards	PRESENTATIONAL WRITING Sample Competencies	PRESENTATIONAL WRITING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL WRITING ACTFL Performance Descriptors 2015
Write on familiar topics in connected, coherent sentences, or simple, logical paragraphs.	<p>Compose messages, announcements, or communication for public distribution.</p> <p>Write short reports or articles about a researched topic.</p> <p>Write about academic or career topics.</p> <p>Write in a journal about their experiences, including insights and reflections on those experiences.</p> <p>Write a simple summary about something they have learned.</p> <p>Write both formal and informal letters.</p> <p>Create a flyer for an upcoming event at their school or at work.</p>	<p>Language Level: VI or Average Number of Hours: 810-900 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Low</p>	<p>At the Intermediate range, writers are able to communicate information and express own thoughts about familiar topics using sentences and series of sentences.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-write about school and academic topics,</li> <li>-write about work and career topics,</li> <li>-write about community topics and events, and</li> <li>-write about entertainment or a social event.</li> </ul>



## Intermediate High

INTERPRETIVE LISTENING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE LISTENING Mississippi Standards	INTERPRETIVE LISTENING Sample Competencies	INTERPRETIVE LISTENING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE LISTENING ACTFL Performance Descriptors 2015
Understand the main ideas in messages, presentations, and conversations on a variety of topics as well as a few details of overhead conversations when something unexpected is expressed.	<p>Understand basic information and details in ads, announcements, and simple recordings.</p> <p>Understand straightforward information, interactions, and messages related to everyday life.</p> <p>Understand the main idea of what is heard when listening for personal enjoyment.</p> <p>Understand the main idea and supporting ideas when people talk about familiar and some unfamiliar topics that happened in the past or will happen in the future.</p> <p>Distinguish among past, present, and future time frames when someone is speaking.</p>	<p>Language Level: VI or Average Number of Hours: 810-900 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Low</p>	<p>At the Intermediate range, listeners are able to understand main ideas and some supporting details on familiar topics from a variety of texts.</p> <p><i>Sample Indicators:</i> they can -easily understand straightforward information or interactions, -understand a few details in ads, announcements, and other simple recordings, and -sometimes understand situations with complicating factors.</p>

## Intermediate High

### INTERPRETIVE READING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE READING Mississippi Standards	INTERPRETIVE READING <i>Sample</i> Competencies	INTERPRETIVE READING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE READING ACTFL Performance Descriptors 2015
<p>Understand the main ideas of texts relating to everyday life and personal interests as well as understand stories' descriptions about events and experiences.</p>	<p>Understand simple personal questions, events and/or experiences.</p> <p>Understand basic information in ads, announcements, and instructions when accompanied by visuals.</p> <p>Understand the main ideas of personal readings.</p> <p>Understand the main idea and a few facts about famous/historical people/events.</p> <p>Begin to recognize tone, style, perspective in poems, short stories, plays, and short novels.</p> <p>Understand the motives for the characters' actions and their consequences in the development of the plot in a short story, play, or short novel.</p>	<p style="text-align: center;">Language Level: VI or Average Number of Hours: 810-900 instructional hours (depending on program structure and student development)</p> <p style="text-align: center;">Exit Proficiency Level: Advanced Low</p>	<p>At the Intermediate range, readers are able to understand main ideas and some supporting details on familiar topics from a variety of texts.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-understand accounts of personal events or experiences,</li> <li>-sometimes follow short, written instructions when supported by visuals, and</li> <li>-understand the main idea of and a few supporting facts about famous people and historic events.</li> </ul>

## Advanced Low

INTERPERSONAL COMMUNICATION			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION Mississippi Standards	INTERPERSONAL COMMUNICATION Sample Competencies	INTERPERSONAL COMMUNICATION Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION ACTFL Performance Descriptors 2015
Participate in conversations on familiar topics, talk about oneself, and handle some complicated social interactions in everyday life situations using sentences and series of sentences.	<p>State and support views and take active part in conversations.</p> <p>Exchange detailed information in areas with fields of mutual interest.</p> <p>Support a point of view clearly and precisely.</p> <p>Discuss some complex information in debates or meetings.</p> <p>Begin and effortlessly continue a long conversation on a wide variety of topics.</p> <p>Explain absentee and sick leave policies and answer questions about them.</p> <p>Effectively and fluently talk about things that will happen.</p>	<p>Language Level: VII or Average Number of Hours: 945-1050 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, communicators are able to:</p> <ul style="list-style-type: none"> <li>-express self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics,</li> <li>-communicate in paragraph-length conversation about events with detail and organization,</li> <li>-confidently handle situations with an unexpected complication, and</li> <li>-share points of view in discussions.</li> </ul> <p><i>Sample Indicators: they can</i></p> <ul style="list-style-type: none"> <li>-participate in conversations on a wide variety of topics that go beyond their everyday lives.</li> </ul>

## Advanced Low

PRESENTATIONAL SPEAKING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL SPEAKING Mississippi Standards	PRESENTATIONAL SPEAKING Sample Competencies	PRESENTATIONAL SPEAKING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL SPEAKING ACTFL Performance Descriptors 2015
<p>Deliver in various time frames detailed presentations, usually with accuracy, clarity, precision, and support, on a variety of topics.</p>	<p>Describe personal experiences and interests with accuracy, clarity, and precision.</p> <p>Present a viewpoint with research supported arguments on an issue.</p> <p>Narrate literature, videos, or music and describe the reactions with detail and clarity.</p> <p>Describe events with detail and clarity using different time frames.</p> <p>Give detailed descriptions and explanations on a wide variety of technical and non-technical topics.</p> <p>Present an explanation for a work or school process, project, or policy.</p>	<p>Language Level: VII or Average Number of Hours: 945-1050 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Low</p>	<p>At the Advanced range, speakers are able to communicate information and express self with detail and organization on familiar and some new concrete topics using paragraphs.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-deliver short presentations on a number of academic and workplace topics,</li> <li>-deliver short presentations on social and cultural topics,</li> <li>-explain issues of public and community interest, including different viewpoints, and</li> <li>-deliver presentations for a specific audience.</li> </ul>

## Advanced Low

PRESENTATIONAL WRITING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL WRITING Mississippi Standards	PRESENTATIONAL WRITING Sample Competencies	PRESENTATIONAL WRITING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL WRITING ACTFL Performance Descriptors 2015
Write on a wide variety of familiar topics using short, connected paragraphs with many details.	<p>Write communications on issues of personal and community interest.</p> <p>Write reports about familiar topics using short, connected paragraphs with many details.</p> <p>Write narratives in various time frames using short, connected paragraphs with many details.</p> <p>State point of view on an issue with research supported arguments using short, connected paragraphs with many details.</p> <p>Write original texts including letters, newspaper and magazine articles, poetry, stories, scripts, and essays in a culturally authentic style.</p>	<p>Language Level: VII or Average Number of Hours: 945-1050 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, writers are able to communicate information and express self with detail and organization on familiar and some new concrete topics using paragraphs.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-meet basic school and academic writing needs,</li> <li>-meet basic work and career writing needs, and</li> <li>-meet basic social and civic writing needs.</li> </ul>

## Advanced Low

### INTERPRETIVE LISTENING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE LISTENING Mississippi Standards	INTERPRETIVE LISTENING <i>Sample</i> Competencies	INTERPRETIVE LISTENING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE LISTENING ACTFL Performance Descriptors 2015
<p>Understand the main idea and many supporting details in conversations, presentations, and messages on topics of personal and general interest.</p>	<p>Understand the main idea and many details in ads, announcements, and other simple recordings.</p> <p>Understand the main idea and many details of popular genres.</p> <p>Understand the main idea and many details from discussions and interviews on familiar topics.</p> <p>Understand many complex directions and instructions on everyday tasks.</p> <p>Understand longer, more complex conversations on familiar and unfamiliar topics.</p> <p>Understand short presentations about famous people in history.</p>	<p>Language Level: VII or Average Number of Hours: 945-1050 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, listeners are able to understand main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.</p> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>-understand descriptions and stories of events that happened or will happen, and</li> <li>-understand the main idea of popular genres.</li> </ul>

## Advanced Low

### INTERPRETIVE READING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE READING Mississippi Standards	INTERPRETIVE READING <i>Sample</i> Competencies	INTERPRETIVE READING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE READING ACTFL Performance Descriptors 2015
<p>Understand the main idea and many supporting details in texts on a variety of topics of personal and general interest, as well as the main idea and some details in texts on unfamiliar topics.</p>	<p>Understand the main idea and many details on familiar topics when reading for enjoyment and information.</p> <p>Understand the main idea and some details on unfamiliar topics when reading for enjoyment and information.</p> <p>Understand the main idea and many details about famous and historic people and events.</p> <p>Understand the main idea and some details in narratives, literary selections, and other types of texts when reading for enjoyment and information.</p> <p>Read and understand sophisticated texts written for professional and technical purposes.</p>	<p style="text-align: center;">Language Level: VII or Average Number of Hours: 945-1050 instructional hours (depending on program structure and student development)</p> <p style="text-align: center;">Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, readers are able to understand main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.</p> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>-find and use information for practical purposes,</li> <li>-read texts that compare and contrast information, and</li> <li>-follow simple written instructions.</li> </ul>

## Advanced Mid

INTERPERSONAL COMMUNICATION			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION Mississippi Standards	INTERPERSONAL COMMUNICATION Sample Competencies	INTERPERSONAL COMMUNICATION Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION ACTFL Performance Descriptors 2015
<p>Participate in conversations on familiar topics, talk about oneself, and handle some complicated social interactions in everyday life situations using sentences and series of sentences.</p>	<p>State and support views and take active part in conversations.</p> <p>Exchange detailed information in areas with fields of mutual interest.</p> <p>Support a point of view clearly and precisely.</p> <p>Discuss some complex information in debates or meetings.</p> <p>Successfully handle a complication in any social, academic, or professional situation.</p> <p>Return or exchange a purchase when a vendor makes a mistake or when parts are missing.</p>	<p>Language Level: VIII or Average Number of Hours: 1080-1200 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, communicators are able to:</p> <ul style="list-style-type: none"> <li>-express self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics,</li> <li>-communicate in paragraph-length conversation about events with detail and organization,</li> <li>-confidently handle situations with an unexpected complication, and</li> <li>-share points of view in discussions.</li> </ul> <p><i>Sample Indicator:</i> they can</p> <ul style="list-style-type: none"> <li>-communicate effectively on a wide variety of present, past, and future events.</li> </ul>



## Advanced Mid

PRESENTATIONAL SPEAKING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL SPEAKING Mississippi Standards	PRESENTATIONAL SPEAKING Sample Competencies	PRESENTATIONAL SPEAKING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL SPEAKING ACTFL Performance Descriptors 2015
<p>Deliver in various time frames detailed presentations, usually with accuracy, clarity, precision, and support, on a variety of topics.</p>	<p>Describe personal experiences and interests with accuracy, clarity, and precision.</p> <p>Present a viewpoint with research supported arguments on an issue.</p> <p>Narrate literature, videos, or music and describe the reactions with detail and clarity.</p> <p>Describe events with detail and clarity using different time frames.</p> <p>Depart when necessary from the text they prepared for their presentation in order to respond to the audience.</p> <p>Recount the details of a historical event.</p>	<p>Language Level: VIII or Average Number of Hours: 1080-1200 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, speakers are able to communicate information and express self with detail and organization on familiar and some new concrete topics using paragraphs.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-present information about events of public or personal interest,</li> <li>-convey their ideas and elaborate on a variety of academic topics, and</li> <li>-give presentations with ease and detail on a wide variety of topics related to professional interests.</li> </ul>

## Advanced Mid

PRESENTATIONAL WRITING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATIONAL WRITING Mississippi Standards	PRESENTATIONAL WRITING <i>Sample</i> Competencies	PRESENTATIONAL WRITING Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATIONAL WRITING ACTFL Performance Descriptors 2015
<p>Write on a wide variety of familiar topics using short, connected paragraphs with many details.</p>	<p>Write communications on issues of personal and community interest.</p> <p>Write reports about familiar topics using short, connected paragraphs with many details.</p> <p>Write narratives in various time frames using short, connected paragraphs with many details.</p> <p>State point of view on an issue with research supported arguments using short, connected paragraphs with many details.</p> <p>Write a clear and well-organized presentation on a topic of personal, academic, or professional interest, paying appropriate attention to the audience.</p>	<p>Language Level: VIII or Average Number of Hours: 1080-1200 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, writers are able to communicate information and express self with detail and organization on familiar and some new concrete topics using paragraphs.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-write well-organized texts for a variety of academic purposes,</li> <li>-write well-organized texts for a variety of professional purposes, and</li> <li>-write well-organized texts for a variety of general interest purposes.</li> </ul>

## Advanced Mid

INTERPRETIVE LISTENING			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE LISTENING Mississippi Standards	INTERPRETIVE LISTENING <i>Sample</i> Competencies	INTERPRETIVE LISTENING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE LISTENING ACTFL Performance Descriptors 2015
<p>Understand the main idea and many supporting details in conversations, presentations, and messages on topics of personal and general interest.</p>	<p>Understand the main idea and many details in ads, announcements, and other simple recordings.</p> <p>Understand the main idea and many details of popular genres.</p> <p>Understand the main idea and many details from discussions and interviews on familiar topics.</p> <p>Understand many complex directions and instructions on everyday tasks.</p> <p>Detect the tone, style, and perspective of the speaker in spoken presentations.</p> <p>Understand an interview with a famous person, such as a rock star, politician, or actor.</p>	<p style="text-align: center;">Language Level: VIII or Average Number of Hours: 1080-1200 instructional hours (depending on program structure and student development)</p> <p style="text-align: center;">Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, listeners are able to understand main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-understand the main idea and many details of descriptions or interviews,</li> <li>-understand accounts of events, and</li> <li>-understand directions and instructions on everyday tasks.</li> </ul>

## Advanced Mid

### INTERPRETIVE READING

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

INTERPRETIVE READING Mississippi Standards	INTERPRETIVE READING <i>Sample</i> Competencies	INTERPRETIVE READING Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE READING ACTFL Performance Descriptors 2015
<p>Understand the main idea and many supporting details in texts on a variety of topics of personal and general interest, as well as the main idea and some details in texts on unfamiliar topics.</p>	<p>Understand the main idea and many details on familiar topics when reading for enjoyment and information.</p> <p>Understand the main idea and some details on unfamiliar topics when reading for enjoyment and information.</p> <p>Understand the main idea and many details about famous and historic people and events.</p> <p>Understand the main idea and some details in narratives, literary selections, and other types of texts when reading for enjoyment and information.</p> <p>Recognize tone, style, perspective in prose, essays, press articles.</p>	<p style="text-align: center;">Language Level: VIII or Average Number of Hours: 1080-1200 instructional hours (depending on program structure and student development)</p> <p style="text-align: center;">Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, readers are able to understand main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>-follow the general idea and some details of what is written in a variety of stories and autobiographical accounts,</li> <li>-understand general information on topics outside their field of interest, and</li> <li>-understand messages on a wide variety of past, present, and future events.</li> </ul>

## American Sign Language- Novice Low

INTERPERSONAL COMMUNICATION SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION SKILLS Mississippi Standards	INTERPERSONAL COMMUNICATION SKILLS Sample Competencies	INTERPERSONAL COMMUNICATION SKILLS Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION SKILLS ACTFL Performance Descriptors 2015
Converse in American Sign Language on very familiar topics using a variety of words and phrases that have been practiced and memorized.	<p>Engage in greetings and introductions.</p> <p>Ask and answer a variety of simple questions.</p> <p>Communicate basic information about myself and people I know.</p> <p>Communicate basic information about everyday life.</p> <p>Exchange information using signs or pictures.</p> <p>Respond to "How are you?"</p> <p>Tell someone their name.</p> <p>Use polite words like "please" and "thank you" in conversations.</p>	<p>Average Number of Hours: Language Level I or 135-150 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice Mid</p>	<p>At the Novice range, Communicators are able to: express self in conversations on a very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</p> <p>Sample Indicators: they can</p> <ul style="list-style-type: none"> <li>- greet peers</li> <li>- introduce self to someone,</li> <li>- answer a few simple questions.</li> </ul>

## American Sign Language- Novice Low

INTERPRETIVE RECEPTIVE SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE RECEPTIVE SKILLS Mississippi Standards	INTERPRETIVE RECEPTIVE SKILLS Sample Competencies	INTERPRETIVE RECEPTIVE SKILLS Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE RECEPTIVE SKILLS ACTFL Performance Descriptors 2015
Understand words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said in American Sign Language.	<p>Understand simple courtesy phrases.</p> <p>Recognize basic information in words or phrases.</p> <p>Understand simple questions or statements.</p> <p>Understand simple information presented in pictures and graphs.</p> <p>Understand some words and short phrases (i.e. hello, thank you, please).</p> <p>Understand identifying people by indexing or spelling their name when he/she is not present.</p>	<p>Average Number of Hours: Language Level I or 135-150 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice Mid</p>	<p>At the Novice range, listeners are able to understand signed words, phrases that has been practiced and memorized to get meaning with strong visual support such as facial expressions and body language.</p> <p>Sample Indicators: they can,</p> <ul style="list-style-type: none"> <li>- identify isolated words that they have memorized.</li> <li>- identify person that the person is talking about in the room.</li> </ul>

## American Sign Language- Novice Low

PRESENTATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies /Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATION IN AMERICAN SIGN LANGUAGE Mississippi Standards	PRESENTATION IN AMERICAN SIGN LANGUAGE Sample Competencies	PRESENTATION IN AMERICAN SIGN LANGUAGE Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATION IN AMERICAN SIGN LANGUAGE ACTFL Performance Descriptors 2015
<p>Present information about myself and some other very familiar topics using a variety of words, phrases and memorized expressions in American Sign Language.</p>	<p>Present information about themselves and others.</p> <p>Express likes, dislikes, and preferences.</p> <p>Present information about daily activities and familiar items.</p> <p>Present simple information based upon research.</p> <p>Give basic information about themselves (name, where they live, age.)</p> <p>Count from 1 to 10.</p> <p>Say the day and the date of the week.</p> <p>Name countries on a map.</p> <p>Express emotion incorporating facial expressions.</p>	<p>Average Number of Hours: Language Level I or 135-150 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice Low</p>	<p>At the novice range, signers are able to communicate information on very familiar topics using signs of variety words, phrases, and sentences that have been practiced and memorized.</p> <p>Sample Indicators: they can,</p> <ul style="list-style-type: none"> <li>- sign words and phrases that they have learned,</li> <li>- state names of familiar people, places, and objects using words or memorized phrases,</li> <li>- introduce self to a group, and</li> <li>- develop an alphabet story using first 5-10 letters of the alphabet.</li> </ul>

## American Sign Language- Novice Mid

INTERPERSONAL COMMUNICATION SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION SKILLS  Mississippi Standards	INTERPERSONAL COMMUNICATION SKILLS  <i>Sample Competencies</i>	INTERPERSONAL COMMUNICATION SKILLS  Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION SKILLS  ACTFL Performance Descriptors 2015
Converse in American Sign Language on very familiar topics using a variety of words and phrases that have been practiced and memorized.	<p>Engage in greetings and introductions.</p> <p>Ask and answer a variety of simple questions.</p> <p>Communicate basic information about myself and people I know.</p> <p>Communicate basic information about everyday life.</p> <p>Exchange information using signs or pictures.</p> <p>Ask people for things and give people things they request.</p> <p>Answer questions about what they like and dislike.</p> <p>Talk with a Deaf person about a product they want to buy.</p>	<p>Average Number of Hours: Language Level II or 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, signers are able to express self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</p> <p>Sample indicators: they can</p> <ul style="list-style-type: none"> <li>- greet and leave people in a polite way,</li> <li>- Introduce self and others,</li> <li>- answer a variety of questions,</li> <li>- make some simple statements in a conversation,</li> <li>- ask some simple questions,</li> <li>- communicate basic information about self and people they know, and</li> <li>- communicate some basic information about their everyday lives.</li> </ul>



## American Sign Language- Novice Mid

INTERPRETIVE RECEPTIVE SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE RECEPTIVE SKILLS Mississippi Standards	INTERPRETIVE RECEPTIVE SKILLS <i>Sample Competencies</i>	INTERPRETIVE RECEPTIVE SKILLS Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE RECEPTIVE SKILLS ACTFL Performance Descriptors 2015
Understand words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said in American Sign Language.	<p>Understand simple courtesy phrases.</p> <p>Recognize some basic information in words and phrases.</p> <p>Understand simple information presented in pictures and graphs.</p> <p>Understand the general idea of simple ASL stories accompanied by props or pictures.</p> <p>Understand the days of the week and the hour.</p> <p>Understand the main idea of simple, short announcements accompanied by props or pictures.</p>	<p>Average Number of Hours: Language Level II or 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, signers are able to understand words, phrases, and sentences that have been practiced and memorized to get meaning of the main idea from simple, highly predictable signed texts with strong visual support.</p> <p>Sample Indicators: they can</p> <ul style="list-style-type: none"> <li>- understand a few courtesy phrases,</li> <li>- recognize and sometimes understand basic information in words and phrases that they have memorized, and</li> <li>- recognize and sometimes understand words and phrases that they have learned for specific purposes.</li> </ul>

## American Sign Language- Novice Mid

PRESENTATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATION IN AMERICAN SIGN LANGUAGE  Mississippi Standards	PRESENTATION IN AMERICAN SIGN LANGUAGE  <i>Sample</i> Competencies	PRESENTATION IN AMERICAN SIGN LANGUAGE  Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATION IN AMERICAN SIGN LANGUAGE  ACTFL Performance Descriptors 2015
Present information about myself and some other very familiar topics using a variety of words, phrases and memorized expressions in American Sign Language.	<p>Present information about themselves and others.</p> <p>Express likes, dislikes, and preferences.</p> <p>Present information about daily activities and familiar items.</p> <p>Present simple information based upon research.</p> <p>State what they did today.</p> <p>Say what they look like.</p> <p>Use simple phrases and sentences to describe their activities, hobbies, and interests.</p> <p>Talk about their residence.</p>	<p>Average Number of Hours: Language Level II or 270-300 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice Mid</p>	<p>At the Novice range, signers are able to communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</p> <p>Sample indicators: they can</p> <ul style="list-style-type: none"> <li>- present information self and others using words and phrases.</li> <li>- express their likes and dislikes using words, phrases, and memorized expressions,</li> <li>- present information about familiar items in their immediate environment,</li> <li>- talk about their daily activities using words, phrases, and memorized expressions, and</li> <li>- present simple information about something they learned using words, phrases, and memorized expressions.</li> </ul>

## American Sign Language- Novice High

INTERPERSONAL COMMUNICATION SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION SKILLS  Mississippi Standards	INTERPERSONAL COMMUNICATION SKILLS  <i>Sample</i> Competencies	INTERPERSONAL COMMUNICATION SKILLS  Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION SKILLS  ACTFL Performance Descriptors 2015
<p>Converse and exchange information in American Sign Language about familiar topics using signed phrases and simple sentences, sometimes supported by memorized language. Handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>Start and end conversations about familiar topics.</p> <p>Use the language to meet basic needs in familiar situations.</p> <p>Ask and answer questions, which demonstrate the ability to create rather than memorize.</p> <p>Request clarification, if needed.</p> <p>Exchange information about daily activities, interests, and hobbies in multiple time frames.</p> <p>Carry on a conversation about things that interest them.</p> <p>Ask and say a home address and email address.</p> <p>Carry on a conversation about daily life.</p>	<p>Average Number of Hours: Language Level III or 405-450 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Low</p>	<p>At the Novice range, signers are able to :</p> <p>express self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</p> <p><i>Sample</i> Indicators:</p> <ul style="list-style-type: none"> <li>- exchange some personal information,</li> <li>- exchange information using graphs, pictures, and signs,</li> <li>- ask for and give simple directions,</li> <li>- make plans with others, and</li> <li>- interact with others in everyday situations</li> </ul>

## American Sign Language- Novice High

INTERPRETIVE RECEPTIVE SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE RECEPTIVE SKILLS	INTERPRETIVE RECEPTIVE SKILLS	INTERPRETIVE RECEPTIVE SKILLS	INTERPRETIVE RECEPTIVE SKILLS
Mississippi Standards	Sample Competencies	Exit Proficiency Level Expectation and Average Number of Hours	ACTFL Performance Descriptors 2015
Understand the main idea and recognize pieces of information in short, simple messages and presentations on familiar topics in American Sign Language.	<p>Understand signed questions or statements on everyday topics within a conversation.</p> <p>Understand the basic purpose of a message.</p> <p>Understand messages and announcements related to basic needs.</p> <p>Understand the main topic of some overheard conversations when people are talking about things that happened in the past or will happen in the future.</p> <p>Understand numbers in familiar situations.</p> <p>Recognize the difference between a question and a statement.</p>	<p>Average Number of Hours: Language Level III or 405-450 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Low</p>	<p>At the Novice range, signers are able to understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral texts with strong visual support.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- sometimes understand simple questions or statements on familiar topics,</li> <li>- understand simple information when presented with pictures, and</li> <li>- sometimes understand the main topic of conversations that they overhear.</li> </ul>

## American Sign Language- Novice High

PRESENTATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATION IN AMERICAN SIGN LANGUAGE  Mississippi Standards	PRESENTATION IN AMERICAN SIGN LANGUAGE  <i>Sample Competencies</i>	PRESENTATION IN AMERICAN SIGN LANGUAGE  Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATION IN AMERICAN SIGN LANGUAGE  ACTFL Performance Descriptors 2015
Present basic information on familiar topics using signed phrases and simple sentences with enough accuracy in American Sign Language to be understood by peers.	<p>Talk about people, activities, events, and experiences in multiple time frames,</p> <p>Describe upcoming plans.</p> <p>Present short skits or dramatic scenes.</p> <p>Explain rules and give multi-step instructions.</p> <p>Describe themselves, their family, and other people using several simple sentences.</p> <p>Tell what they do in class or at work.</p> <p>Describe where they live using several simple sentences.</p> <p>Talk about others' likes and dislikes.</p>	<p>Average Number of Hours: Language Level III or 405-450 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Novice High</p>	<p>At the Novice range, signers are able to communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</p> <p><i>Sample indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- present information about their lives using phrases and simple sentences.</li> <li>- Tell about a familiar experience or event using phrases and simple sentences.</li> <li>- Present basic information about a familiar person, place, or thing using phrases and simple sentences.</li> <li>- Give basic instructions on how to make or do something using phrases and simple sentences, and</li> <li>- Present basic information about things they have learned using.</li> </ul>

## American Sign Language- Intermediate Low

INTERPRETIVE RECEPTIVE SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE RECEPTIVE SKILLS Mississippi Standards	INTERPRETIVE RECEPTIVE SKILLS Sample Competencies	INTERPRETIVE RECEPTIVE SKILLS Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE RECEPTIVE SKILLS ACTFL Performance Descriptors 2015
Understand the main idea and recognize pieces of information in short, simple messages and presentations on familiar topics in American Sign Language.	<p>Understand signed questions or statements on everyday topics within a topic.</p> <p>Understand the basic purpose of a message.</p> <p>Understand messages and announcements related to basic needs.</p> <p>Understand the main topic of some overheard conversations when people are talking about things that happened in the past or will happen in the future.</p> <p>Understand questions about their work or class schedule.</p> <p>Understand step-by-step directions on how to complete a task if there are signs, props, or pictures.</p>	<p>Average Number of Hours: Language Level IV or 540-600 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Mid</p>	<p>At the Intermediate range, signers are able to understand main ideas and some supporting details on familiar topics from a variety of texts.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- understand the basic purpose for a message,</li> <li>- understand messages related to their basic needs, and</li> <li>- understand questions and simple statements on everyday topics when they are part of the conversation.</li> </ul>

## American Sign Language- Intermediate Low

INTERPERSONAL COMMUNICATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION SKILLS	INTERPERSONAL COMMUNICATION SKILLS	INTERPERSONAL COMMUNICATION SKILLS	INTERPERSONAL COMMUNICATION SKILLS
Mississippi Standards	Sample Competencies	Exit Proficiency Level Expectation and Average Number of Hours	ACTFL Performance Descriptors 2015
<p>Converse and exchange information in American Sign Language about familiar topics using signed phrases and simple sentences, sometimes supported by memorized language. Handle short social interactions in everyday situations by asking and answering simple questions</p>	<p>Start and end conversations about familiar topics.</p> <p>Use the language to meet basic needs in familiar situations.</p> <p>Ask and answer questions, which demonstrate the ability to create rather than memorize.</p> <p>Request clarification, if needed.</p> <p>Exchange information about daily activities, interests, and hobbies in multiple time frames.</p> <p>Carry on a simple conversation about activities or events that are going to happen.</p> <p>Talk with someone about family or household tasks.</p>	<p>Average Number of Hours: Language Level IV or 540-600 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Mid</p>	<p>At the Intermediate range, signers able to: express self and participate in conversations on familiar topics using sentences and series of sentences, handle short social interactions in everyday situations by asking and answering a variety of questions, and communicate about self, others, and everyday life.</p> <p><i>Sample indicators: they can</i></p> <ul style="list-style-type: none"> <li>- have a simple conversation on a number of everyday topics,</li> <li>- ask and answer questions on factual information that is familiar to them, and</li> <li>- use the language to meet their basic needs in familiar situations.</li> </ul>

## American Sign Language- Intermediate Low

### PRESENTATION IN AMERICAN SIGN LANGUAGE

#### MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015

PRESENTATION IN AMERICAN SIGN LANGUAGE  Mississippi Standards	PRESENTATION IN AMERICAN SIGN LANGUAGE  <i>Sample Competencies</i>	PRESENTATION IN AMERICAN SIGN LANGUAGE  Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATION IN AMERICAN SIGN LANGUAGE  ACTFL Performance Descriptors 2015
<p>Present basic information on familiar topics using signed phrases and simple sentences with enough accuracy in American Sign Language to be understood by peers.</p>	<p>Talk about people, activities, events, and experiences in multiple time frames.</p> <p>Describe upcoming plans.</p> <p>Present short skits or dramatic scenes.</p> <p>Explain rules and give multi-step instructions.</p> <p>Talk about their needs, wants, and preferences.</p> <p>Describe the physical appearance of a friend or family member.</p> <p>Describe what they need for school or work.</p>	<p>Average Number of Hours: Language Level IV or 540-600 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate Mid</p>	<p>At the Intermediate range, signers are able to communicate information and express own thoughts about familiar topics using sentences and series of sentences.</p> <p><i>Sample indicators: they can</i></p> <ul style="list-style-type: none"> <li>- talk about people, activities, events, and experiences.</li> <li>- express their needs and wants,</li> <li>- present information on plans, instructions, and directions,</li> <li>- present short skits or dramatic scenes, and</li> <li>- express their preferences on topics of interest.</li> </ul>



## American Sign Language- Intermediate Mid

INTERPRETIVE RECEPTIVE SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE RECEPTIVE SKILLS	INTERPRETIVE RECEPTIVE SKILLS	INTERPRETIVE RECEPTIVE SKILLS	INTERPRETIVE RECEPTIVE SKILLS
Mississippi Standards	Sample Competencies	Exit Proficiency Level Expectation and Average Number of Hours	ACTFL Performance Descriptors 2015
<p>Understand the main ideas in messages, presentations, and conversations on a variety of topics as well as a few details of overheard conversations when something unexpected is expressed in American Sign Language.</p>	<p>Understand basic information and details in signed ads, announcements, and simple recordings.</p> <p>Understand straightforward information, interactions, and messages related to everyday life.</p> <p>Understand the main idea of what is heard when listening for personal enjoyment.</p> <p>Understand with ease an extended conversation on a familiar topic.</p> <p>Understand basic questions or statements during a video conference.</p> <p>Understand with ease a skit or play on a familiar topic.</p>	<p>Average Number of Hours: Language Level V or 675-750 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate High</p>	<p>At the Intermediate range, signers are able to understand main ideas and some supporting details on familiar topics from a variety of texts.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- understand basic information in video recordings,</li> <li>- understand the main idea of what they listen to for personal enjoyment, and</li> <li>- understand messages related to their everyday life.</li> </ul>

## American Sign Language- Intermediate Mid

INTERPERSONAL COMMUNICATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION SKILLS  Mississippi Standards	INTERPERSONAL COMMUNICATION SKILLS  Sample Competencies	INTERPERSONAL COMMUNICATION SKILLS  Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION SKILLS  ACTFL Performance Descriptors 2015
Participate in conversations, social interactions, and everyday situations on familiar topics, events, experiences in American Sign Language.	<p>Exchange information regarding past, present, and future events.</p> <p>Pose more complex questions requiring more in depth responses.</p> <p>Request, clarify, suggest/supply alternative vocabulary and directions in various settings.</p> <p>Start, maintain, and end conversations on a variety of familiar topics and personal preferences.</p> <p>Provide/exchange information to handle a variety of tasks and complication.</p> <p>Use a lot of description and details.</p> <p>Talk about their routine.</p>	<p>Average Number of Hours: Language Level V or 675-750 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate High</p>	<p>At the Intermediate range, signers are able to express self and participate in conversations on familiar topics using sentences and series of sentences, handle short social interactions in everyday situations by asking and answering a variety of questions, and communicate about self, others, and everyday life.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- start, maintain, and end a conversation on a variety of familiar topics,</li> <li>- talk about their daily activities and personal preferences, and</li> <li>- use their language to handle tasks related to their personal needs.</li> </ul>

## American Sign Language- Intermediate Mid

PRESENTATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATION IN AMERICAN SIGN LANGUAGE  Mississippi Standards	PRESENTATION IN AMERICAN SIGN LANGUAGE  <i>Sample Competencies</i>	PRESENTATION IN AMERICAN SIGN LANGUAGE  Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATION IN AMERICAN SIGN LANGUAGE  ACTFL Performance Descriptors 2015
Present generally organized information on familiar and researched topics as well as some time specified events and experiences with the use of American Sign Language.	<p>Present information about common interests, issues, and research.</p> <p>Present personal points of view and supporting reasons.</p> <p>Retell or paraphrase selections from literature, videos, or music.</p> <p>Give detailed descriptions and explanations on a wide variety of topics of interest.</p> <p>Describe a childhood or past experience.</p> <p>Describe their dreams, hopes, and ambitions in detail.</p> <p>Give a short presentation a current event.</p>	<p>Average Number of Hours: Language Level V or 675-750 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Intermediate High</p>	<p>At the Intermediate range, signers are able to communicate information and express own thoughts about familiar topics using sentences and series of sentences.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- make a presentation about their personal and social experiences,</li> <li>- make a presentation on something they have learned or researched, and</li> <li>- make a presentation about common interests and issues and state their viewpoint.</li> </ul>

## American Sign Language- Intermediate High

INTERPRETIVE RECEPTIVE SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE RECEPTIVE SKILLS Mississippi Standards	INTERPRETIVE RECEPTIVE SKILLS <i>Sample</i> Competencies	INTERPRETIVE RECEPTIVE SKILLS Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE RECEPTIVE SKILLS ACTFL Performance Descriptors 2015
<p>Understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. Follow stories and descriptions of some length in various time frames. Understand information presented in most genres, even when not familiar with the topic. Follow sometimes extended arguments and different points of view in American Sign Language.</p>	<p>Understand basic information and details in signed ads, announcements, and simple recordings.</p> <p>Understand straightforward information, interactions, and messages related to everyday life.</p> <p>Understand the main idea of what is heard when listening for personal enjoyment,</p> <p>Understand the main idea and supporting ideas when people talk about familiar and some unfamiliar topics that happened in the past or will happen in the future.</p> <p>Distinguish among past, present, and future time frames when someone is speaking.</p>	<p>Average Number of Hours: Language Level VI or 810-900 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Low</p>	<p>At the Intermediate range, signers are able to understand main ideas and some supporting details on familiar topics from a variety of texts.</p> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>- easily understand straightforward information or interactions,</li> <li>- understand a few details in signed ads, announcements, and other simple recordings, and</li> <li>- sometimes understand situations with complicating factors.</li> </ul>

## American Sign Language- Intermediate High

INTERPERSONAL COMMUNICATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION SKILLS  Mississippi Standards	INTERPERSONAL COMMUNICATION SKILLS  <i>Sample</i> Competencies	INTERPERSONAL COMMUNICATION SKILLS  Exit Proficiency Level Expectation and Average Number of Hours	INTERPERSONAL COMMUNICATION SKILLS  ACTFL Performance Descriptors 2015
<p>Communicate fully point of view on a variety of familiar and complex topics in formal and informal settings with American Sign Language. Talk in detail and in an organized way about events and experiences in various time frames. Develop hypotheses on topics of particular interest or personal expertise.</p>	<p>Exchange information regarding past, present, and future events.</p> <p>Pose more complex questions requiring more in depth responses.</p> <p>Request, clarify, suggest/supply alternative vocabulary and directions in various settings.</p> <p>Start, maintain, and end conversations on a variety of familiar topics and personal preferences.</p> <p>Provide/exchange information to handle a variety of tasks and complication.</p> <p>Talk about things that could happen in the future, giving explanations and details about the events.</p>	<p>Average Number of Hours: Language Level VI or 810-900 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Low</p>	<p>At the Intermediate range, signers are able to express self and participate in conversations on familiar topics using sentences and series of sentences, handle short social interactions by asking and answering a variety of questions, and communicate about self, others, and everyday life.</p> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>- exchange information related to areas of mutual interest,</li> <li>- use their language to do a task that requires multiple steps, and</li> <li>- use their language to handle a situation that may have a complication.</li> </ul>

## American Sign Language- Intermediate High

PRESENTATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATION IN AMERICAN SIGN LANGUAGE  Mississippi Standards	PRESENTATION IN AMERICAN SIGN LANGUAGE  <i>Sample Competencies</i>	PRESENTATION IN AMERICAN SIGN LANGUAGE  Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATION IN AMERICAN SIGN LANGUAGE  ACTFL Performance Descriptors 2015
<p>Deliver in various time frames detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some fields of expertise.</p>	<p>Present information about common interests, issues, and research.</p> <p>Present personal points of view and supporting reasons.</p> <p>Retell or paraphrase selections from videos or ASL storytelling.</p> <p>Tell a story or recount an event in detail, using a variety of transitions and sequencing words.</p> <p>Present ideas about something learned, such as a historical event, a famous person, or a current environmental issue.</p> <p>Give a presentation and respond to audience questions.</p> <p>Give a formal speech.</p>	<p>Average Number of Hours: Language Level VI or 810-900 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Low</p>	<p>At the Intermediate range, signers are able to communicate information and express own thoughts about familiar topics using sentences and series of sentences.</p> <p><i>Sample Indicators: they can,</i></p> <ul style="list-style-type: none"> <li>- present information on academic and work topics,</li> <li>- make a presentation on events, activities, and topics of particular interest, and</li> <li>- present their points of view and provide reasons to support them.</li> </ul>

## American Sign Language- Advanced Low

INTERPRETIVE RECEPTIVE SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE RECEPTIVE SKILLS  Mississippi Standards	INTERPRETIVE RECEPTIVE SKILLS  <i>Sample Competencies</i>	INTERPRETIVE RECEPTIVE SKILLS  Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE RECEPTIVE SKILLS  ACTFL Performance Descriptors 2015
<p>Understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. Follow stories and descriptions of some length in various time frames. Understand information presented in most genres, even when not familiar with the topic. Follow sometimes extended arguments and different points of view in American Sign Language.</p>	<p>Understand the main idea and many details in signed ads, announcements, and other simple recordings.</p> <p>Understand the main idea and many details of popular genres.</p> <p>Understand the main idea and many details from discussions and interviews on familiar topics.</p> <p>Understand many complex directions and instructions on everyday tasks.</p> <p>Understand longer, more complex conversations on familiar and unfamiliar topics.</p> <p>Understand short presentations about famous people in history.</p>	<p>Average Number of Hours: Language Level VII or 945-1050 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, signers are able to understand main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- understand descriptions and stories of events that happened or will happen, and</li> <li>- understand the main idea of popular genres.</li> </ul>

## American Sign Language- Advanced Low

INTERPERSONAL COMMUNICATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION SKILLS	INTERPERSONAL COMMUNICATION SKILLS	INTERPERSONAL COMMUNICATION SKILLS	INTERPERSONAL COMMUNICATION SKILLS
Mississippi Standards	Sample Competencies	Exit Proficiency Level Expectation and Average Number of Hours	ACTFL Performance Descriptors 2015
<p>Communicate fully point of view on a variety of familiar and complex topics in formal and informal settings with American Sign Language. Talk in detail and in an organized way about events and experiences in various time frames. Develop hypotheses on topics of particular interest or personal expertise.</p>	<p>State and support views and take active part in conversations.</p> <p>Exchange detailed information in areas with fields of mutual interest.</p> <p>Support a point of view clearly and precisely.</p> <p>Discuss some complex information in debates or meetings.</p> <p>Begin and effortlessly continue a long conversation on a wide variety of topics.</p> <p>Explain absentee and sick leave policies and answer questions about them.</p> <p>Effectively and fluently talk about things that will happen.</p>	<p>Average Number of Hours: Language Level VII or 945-1050 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Mid</p>	<p>At the Advanced range, communicators are able to: express self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics, communicate in paragraph-length conversation about events with detail and organization, confidently handle situations with an unexpected complication, and share points of view in discussions.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- participate in conversations on a wide variety of topics that go beyond their everyday lives.</li> </ul>



## American Sign Language- Advanced Low

PRESENTATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATION IN AMERICAN SIGN LANGUAGE  Mississippi Standards	PRESENTATION IN AMERICAN SIGN LANGUAGE  <i>Sample</i> Competencies	PRESENTATION IN AMERICAN SIGN LANGUAGE  Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATION IN AMERICAN SIGN LANGUAGE  ACTFL Performance Descriptors 2015
<p>Deliver in various time frames detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some fields of expertise.</p>	<p>Describe personal experiences and interests with accuracy, clarity, and precision.</p> <p>Present a viewpoint with research supported arguments on an issue.</p> <p>Narrate literature or videos and describe the reactions with detail and clarity.</p> <p>Describe events with detail and clarity using different time frames.</p> <p>Give detailed descriptions and explanations on a wide variety of technical and non-technical topics.</p> <p>Present an explanation for a work or school process, project, or policy.</p>	<p>Average Number of Hours: Language Level VII or 945-1050 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced Mid</p>	<p>At the advanced range, signers are able to communicate information and express self with detail and organization on familiar and some new concrete topics using paragraphs.</p> <p><i>Sample</i> Indicators: they can</p> <ul style="list-style-type: none"> <li>- deliver short presentations on a number of academic and workplace topics,</li> <li>- deliver short presentations on social and cultural topics,</li> <li>- explain issues of public and community interest, including different viewpoints, and</li> <li>- deliver presentations for specific audience.</li> </ul>

## American Sign Language- Advanced Mid

INTERPRETIVE RECEPTIVE SKILLS IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPRETIVE RECEPTIVE SKILLS  Mississippi Standards	INTERPRETIVE RECEPTIVE SKILLS  <i>Sample Competencies</i>	INTERPRETIVE RECEPTIVE SKILLS  Exit Proficiency Level Expectation and Average Number of Hours	INTERPRETIVE RECEPTIVE SKILLS  ACTFL Performance Descriptors 2015
<p>Understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. Follow stories and descriptions of some length in various time frames. Understand information presented in most genres, even when not familiar with the topic. Follow sometimes extended arguments and different points of view in American Sign Language.</p>	<p>Understand the main idea and many details in signed ads, announcements, and other simple recordings.</p> <p>Understand the main idea and many details of popular genres.</p> <p>Understand the main idea and many details from discussions and interviews on familiar topics.</p> <p>Understand many complex directions and instructions on everyday tasks.</p> <p>Detect the tone, style, and perspective of the signer in signed presentations.</p> <p>Understand an interview with a famous person, such as a rock star, politician, or actor.</p>	<p>Average Number of Hours: Language Level VIII or 1080-1200 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced High</p>	<p>At the Advanced range, signers are able to understand main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- understand the main idea and many details of descriptions or interviews.</li> <li>- Understand accounts of events, and</li> <li>- Understand directions and instructions on everyday tasks.</li> </ul>

## American Sign Language- Advanced Mid

INTERPERSONAL COMMUNICATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
INTERPERSONAL COMMUNICATION SKILLS	INTERPERSONAL COMMUNICATION SKILLS	INTERPERSONAL COMMUNICATION SKILLS	INTERPERSONAL COMMUNICATION SKILLS
Mississippi Standards	Sample Competencies	Exit Proficiency Level Expectation and Average Number of Hours	ACTFL Performance Descriptors 2015
<p>Communicate fully point of view on a variety of familiar and complex topics in formal and informal settings with American Sign Language. Talk in detail and in an organized way about events and experiences in various time frames. Develop hypotheses on topics of particular interest or personal expertise.</p>	<p>State and support views and take active part in conversations.</p> <p>Exchange detailed information in areas with fields of mutual interest.</p> <p>Support a point of view clearly and precisely.</p> <p>Discuss some complex information in debates or meetings.</p> <p>Successfully handle a complication in any social, academic, or professional situation.</p> <p>Return or exchange a purchase when a vendor makes a mistake or parts are missing.</p>	<p>Average Number of Hours: Language Level VIII or 1080-1200 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced High</p>	<p>At the Advanced range, communicators are able to express self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics, communicate in paragraph-length conversation about events with detail and organization, confidently handle situations with an unexpected complication, and share points of view in discussions.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- communicate effectively on a wide variety of present, past, and future events.</li> </ul>

## American Sign Language- Advanced Mid

PRESENTATION IN AMERICAN SIGN LANGUAGE			
MS Standards / Sample Competencies / Language Levels and # of Hours / ACTFL Performance Descriptors 2015			
PRESENTATION IN AMERICAN SIGN LANGUAGE  Mississippi Standards	PRESENTATION IN AMERICAN SIGN LANGUAGE  <i>Sample Competencies</i>	PRESENTATION IN AMERICAN SIGN LANGUAGE  Exit Proficiency Level Expectation and Average Number of Hours	PRESENTATION IN AMERICAN SIGN LANGUAGE  ACTFL Performance Descriptors 2015
<p>Deliver in various time frames detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some fields of expertise.</p>	<p>Describe personal experiences and interests with accuracy, clarity, and precision.</p> <p>Present a viewpoint with research supported arguments on an issue.</p> <p>Narrate literature or videos and describe the reactions with detail and clarity.</p> <p>Describe events with detail and clarity using different time frames.</p> <p>Depart when necessary from the text they prepared for their presentation in order to respond to the audience.</p> <p>Recount the details of a historical event.</p>	<p>Average Number of Hours: Language Level VII or 945-1050 instructional hours (depending on program structure and student development)</p> <p>Exit Proficiency Level: Advanced High</p>	<p>At the Advanced range, signers are able to communicate information and express self with detail and organization on familiar and some new concrete topics using paragraphs.</p> <p><i>Sample Indicators:</i> they can</p> <ul style="list-style-type: none"> <li>- present information about events of public or personal interest,</li> <li>- convey their ideas and elaborate on a variety of academic topics, and</li> <li>- give presentations with ease and detail on a wide variety of topics related to professional interests.</li> </ul>

# Appendix 2

## Sample Lesson Plans

## Sample Lesson Plans - Spanish

### All About Me (Sample Unit)

Submitted by Jenee Wright Gulfport High School

**Proficiency:** Novice

**Language:** Spanish

**Theme:** Personal and Public Identities

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.\**

### STANDARDS AND COMPETENCIES

#### Communication

**Interpretive Listening:** – Understand spoken or signed words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.

- a. Understand simple courtesy phrases.
- b. Recognize basic information in words and phrases.
- c. Understand simple questions or statements.
- d. Understand simple information presented in pictures and graphs.

**Interpretive Reading:** – Understand familiar words, phrases and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.

- a. Recognize words, phrases, and characters when associated with already known material.
- b. Understand short, simple messages on familiar topics.
- c. Understand the main idea of published materials.
- d. Understand simple everyday notices in public places on topics that are familiar to me.

**Interpersonal:** – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.

- a. Engage in greetings and introductions.
- b. Ask and answer a variety of simple questions.
- c. Communicate basic information about myself and people I know.
- d. Communicate basic information about everyday life.

- e. Exchange information using texts, graphs, or pictures.

**Presentational Speaking:** – Present information orally or signing about myself and some other very familiar topics using a variety of words, phrases and memorized expressions.

- a. Present information about myself and others.
- b. Present information about daily activities and familiar items.
- c. Present simple information based upon research.

**Presentational Writing:** – Write short messages and notes on familiar topics related to everyday life.

- a. Fill out simple forms with basic information.
- b. Write about myself and others I know.
- c. Write about something I researched.

### Cultures

1. **Relating Cultural Practices to Perspectives** – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied.
2. **Relating Cultural Products to Perspectives** – Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.

### Connections

1. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
2. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

### Comparisons

1. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
2. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### Communities

- a. **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- b. **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## UNIT EVALUATION AND EXPECTATIONS

### INTEGRATED PERFORMANCE ASSESSMENT

*(IPAs will be used as Summative Assessments)*

#### **Interpretive**

*(Evaluate with an Interpretive performance or proficiency rubric. See ACTFL's IPA)*

- Students listen to native speakers describe themselves as well as their family and friends. Then, they will discuss in pairs or small groups what they heard. The teacher could also copy the transcript and have the students fill in the blanks with the missing descriptive adjectives. (Karla), (Medardo), (Katia – describing her brother) and (Lina – describing herself)
- Students read the poem “Ronda de los Colores” by Gabriela Mistral and answer the comprehension questions. The teacher will provide a list of the colors in Spanish with their translation in English.

#### **Interpersonal**

*(Evaluate each student with an Interpersonal performance or proficiency rubric. See ACTFL's IPA)*

- Students walk around the classroom and ask to 5 classmates what their best friend is like. (¿Cómo es tu mejor amigo?)
- Students will work in pairs and find out the missing phone numbers. (Telephone Number)

#### **Presentational**

*(Evaluate with a Presentational performance or proficiency rubric. See ACTFL's IPA)*

- Students create a poster in which they describe themselves and their best friend (Mi Mejor Amigo y Yo). See example for requirements.
- Students use a picture of them with their family or friends and then, use the mobile app called Tellagami to create an animated message called Gami. The Gami needs to state the name, origin, age, and physical descriptions of everyone in the picture. Students with no cell phones can create a poster with the same requirements.



**Formative Assessments**

1. [¿Cómo eres?](#) (Worksheet with first and third person descriptions)
2. [Facial Features Cards](#) (Cards to cut out with descriptions of eye color and other facial features)
3. [Mi Pareja Ideal](#) (Reading Activity – Finding grammatical errors)
4. [Descriptions of Famous People](#) (Pictures of famous people to match to cards)
5. [Describing Others](#) (Worksheet)
6. [Descriptive Adjectives](#) (Extra practice)
7. [Soy Guapo](#) (Song)
8. Soy Guapo (Worksheet)
9. [¿Cómo eres?](#) (Rap song – Students will listen to the song and list the descriptive adjectives they hear and compare notes with a partner. After listening to the song a couple of times, the teacher will open the floor for discussion.)
10. [Singular and Plural](#) (Extra practice)
11. Number Agreement of Adjectives and Nouns (PowerPoint)
12. [Masculine and Feminine](#) (Extra practice)
13. Definite Article (Review activity)
14. Indefinite Articles (Review activity)
15. [Definite and Indefinite Articles](#) (Extra practice)
16. Los Artículos Definidos e Indefinidos ([Video](#), [Transcript](#), [Interactive Activity](#), [Worksheet](#), and [Answer Key](#))
17. Descriptive Articles, Gender and Number Agreement, and Articles (End-of-unit review activity)
18. Tener with Video (Worksheet of video explaining the verb TENER)
19. [Tener](#) (Extra Practice)
20. How old are they? (PowerPoint to practice telling age)

**CAN-DO STATEMENTS****Interpretive**

**I can recognize some familiar words and phrases when I hear them spoken.**

**I can understand some learned or memorized words and phrases when I read.**

- I can understand greetings and leave takings.
- I can understand when people introduce themselves and ask for a name.
- I can understand some numbers.
- I can recognize cognates.
- I can recognize some colors.
- I can recognize the gender of nouns.
- I can recognize the number of nouns.

**Interpersonal**

**I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.**

- I can introduce myself and other people using the appropriate register.
- I can provide basic personal information about myself and other people.
- I can answer and ask a variety of simple questions.

**Presentational**

**I can present information about myself and some other very familiar topics using words and phrases that I have practiced and memorized.**

- I can state names, age, and where I live.
- I can give my phone number, home address, and email address.
- I can state someone's name, age and where he/she is from.
- I can count from 1 – 100.
- I can say what I look like.
- I can say what someone looks like.
- I can say what I am like.
- I can say what someone is like.

**Intercultural:**

**I can identify some common practices related to home and community life of other cultures and my own.**

- I can understand that in Spanish everything has a gender.
- I can understand which form of "you" to use according to the context.

## RESOURCES

**Authentic Resources:**

[Karla](#) (Descriptive Adjectives)  
[Medardo](#) (Descriptive Adjectives)  
[Katia](#) (Descriptive Adjectives – describing her brother)  
[Lina](#) (Descriptive Adjectives – describing herself)

**Other Resources:**

[¿Cómo eres?](#) (Worksheet with first and third person descriptions)  
[Facial Features Cards](#) (Cards to cut out with descriptions of eye color and other facial features)  
[Mi Pareja Ideal](#) (Reading Activity – Finding grammatical errors)  
[Descriptions of Famous People](#) (Pictures of famous people to match to cards)  
[Describing Others](#) (Worksheet)  
[Descriptive Adjectives](#) (Extra practice)  
[Soy Guapo](#) (Song)  
 Soy Guapo (Worksheet)  
[¿Cómo eres?](#) (Rap Song - Descriptive adjectives and the forms of Ser)  
[Singular and Plural](#) (Extra practice)  
 Number Agreement of Adjectives and Nouns (PowerPoint)  
[Agree It](#) (Song)  
[Masculine and Feminine](#) (Extra practice)  
 Definite Article (Review activity)  
 Indefinite Articles (Review activity)  
[Definite and Indefinite Articles](#) (Extra practice)  
 Los Artículos Definidos e Indefinidos ([Video](#), [Transcript](#), [Interactive Activity](#), [Worksheet](#), and [Answer Key](#))  
[Numbers 0 – 100](#) (Review activity)  
 Descriptive Articles, Gender and Number Agreement, and Articles (End-of-unit review activity)  
 Tener (Forms and Uses – Handout this document when introducing TENER)  
 Tener with Video (Worksheet of video explaining the verb TENER)  
[Tener](#) (Extra Practice)  
 How old are they? (PowerPoint to practice telling age)  
 ¿Cómo es tu mejor amigo? (Speaking Activity)  
 Telephone Number (Information-Gap Activity)  
 Poem: Soy Elena (Reading and Writing Activity)  
 Ronda de los Colores by Gabriel Mistral (Reading activity to review descriptive adjectives)  
 Mi Mejor Amigo(a) y Yo

## Sample Lesson Plan – French

### Introductions and Leave Takings

(A sample)

Submitted by Dr. Elizabeth Harrison Houston High School

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.\**

**Proficiency:** Novice

**Language:** French

**Theme:** Personal and Public Identities

### Standards and Competencies

#### Communication

**Interpretive Listening** – Understand spoken or signed words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.

- e. Understand simple courtesy phrases.
- f. Recognize basic information in words and phrases.
- g. Understand simple questions or statements.
- h. Understand simple information presented in pictures and graphs.

**Interpretive Reading** – Understand familiar words, phrases and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.

- a. Recognize words, phrases, and characters when associated with already known material.
- b. Understand short, simple messages on familiar topics.
- c. Understand the main idea of published materials.
- d. Understand simple everyday notices in public places on topics that are familiar to me.

**Interpersonal** – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.

- a. Engage in greetings and introductions.
- b. Ask and answer a variety of simple questions.
- c. Communicate basic information about myself and people I know.
- d. Communicate basic information about everyday life.
- e. Exchange information using texts, graphs, or pictures.

**Presentational Speaking** – Present information orally or signing about myself and some other very familiar topics using a variety of words, phrases and memorized expressions.

- a. Present information about myself and others.
- b. Present information about daily activities and familiar items.
- c. Present simple information based upon research.

**Presentational Writing:** – Write short messages and notes on familiar topics related to everyday life.

- a. Fill out simple forms with basic information.
- b. Write about myself and others I know.
- c. Write about something I researched.

### Culture

- a. **Relating Cultural Practices to Perspectives** – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied.
- b. **Relating Cultural Products to Perspectives** – Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.

### Connections

- a. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- b. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

### Comparisons

- a. **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- b. **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### Communities

- a. **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- b. **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Unit Evaluation and Expectations****INTEGRATED PERFORMANCE ASSESSMENT**

*(IPAs will be used as Summative Assessments)*

**Interpretive**

*(Evaluate with an Interpretive performance or proficiency rubric. See ACTFL's IPA)*

- Students listen to native speakers greet and introduce each other. They will complete the worksheets for comprehension. (Greetings video and follow-up activities at [www.jefrench.com](http://www.jefrench.com) )
- Students will observe the passports and ID cards posted on the board and write a report about the people whose passports are being posted. For instance: "Il s'appelle Luc Simonet. Il a vingt-huit ans".

**Interpersonal**

*(Evaluate each student with an Interpersonal performance or proficiency rubric. See ACTFL's IPA)*

- The teacher will assign a French name and last name to each student and the students will walk around the classroom and find out each other's name and age.
- Students will ask for one another's emails and e-mail one another giving their name and age.

**Presentational**

*(Evaluate with a Presentational performance or proficiency rubric. See ACTFL's IPA)*

- Students will perform a skit using vocabulary related to greetings, introductions and saying goodbye.
- Students will use a picture of them with their family or friends and then, use the mobile app called Tellagami to create an animated message called Gami. The Gami needs to state the name and age of everyone. Those without cellphones can make a poster.

**Formative Assessments**

- Students sing the alphabet song in small groups.
- Students leave a message on google voice saying numbers 1-30.
- Students write email addresses dictated by teacher.
- In pairs, one student asks questions, the other answers using only gestures, no words.

**Unit Evaluation and Expectations****CAN-DO STATEMENTS****Interpretive**

**I can recognize some familiar words and phrases when I hear them spoken.**

**I can recognize some letter or characters.**

**I can understand some learned or memorized words and phrases when I read.**

- I can understand greetings and leave takings.
- I can understand when people introduce themselves.
- I can understand when someone asks for a name.
- I can understand when someone asks for my age.
- I can understand when someone ask for my email.

**Interpersonal**

**I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.**

- I can say and recognize greetings and leave takings.
- I can introduce myself and other people using the appropriate register and body language.
- I can provide basic personal information about myself and other people.

**Presentational**

**I can present information about myself and some other very familiar topics using words and phrases that I have practiced and memorized.**

- I can state my name, age and email.
- I can state other people's name, age and email.
- I can sing a short song.

**Intercultural**

**I can identify some common practices related to home and community life of other cultures and my own.**

- I can understand how gestures and body language can aid in communication.
- I can understand which form of "you" to use according to the context.

**Resources****Authentic Resources:**

French ID card [ielanguages.com/blog/wp-content/uploads/2011/03/IDcard1.jpg](http://ielanguages.com/blog/wp-content/uploads/2011/03/IDcard1.jpg)  
Passport [s74.photobucket.com/user/stop419scam/media/afi/benin-pass1.jpg.html](http://s74.photobucket.com/user/stop419scam/media/afi/benin-pass1.jpg.html)  
Passport [en.wikipedia.org/wiki/File:Frdippassportbiodata.jpg](http://en.wikipedia.org/wiki/File:Frdippassportbiodata.jpg)  
Passport [www.howtovanish.com/wp-content/uploads/2009/06/united-states-passport.jpg](http://www.howtovanish.com/wp-content/uploads/2009/06/united-states-passport.jpg)  
Email [www.french-tutor.net/wp-content/uploads/2013/02/email.gif](http://www.french-tutor.net/wp-content/uploads/2013/02/email.gif)  
Email [www.hotforsecurity.com/images/Blog2/pour.jpg](http://www.hotforsecurity.com/images/Blog2/pour.jpg)

**Other Resources:**

French Alphabet [www.youtube.com/watch?v=Lyy3P2okyw](http://www.youtube.com/watch?v=Lyy3P2okyw)  
French numbers [www.youtube.com/watch?v=UsEz58BblMY&feature=related](http://www.youtube.com/watch?v=UsEz58BblMY&feature=related)  
French pronunciation [www.youtube.com/watch?v=92aQwVUBAYY](http://www.youtube.com/watch?v=92aQwVUBAYY)  
Avoir song [www.youtube.com/watch?v=puUFkMr\\_GyU](http://www.youtube.com/watch?v=puUFkMr_GyU)  
French gestures [www.youtube.com/watch?v=tn2kew1FiWw](http://www.youtube.com/watch?v=tn2kew1FiWw)  
French etiquette [www.youtube.com/watch?v=5RQyzBtBKQQ](http://www.youtube.com/watch?v=5RQyzBtBKQQ)  
Greetings and Goodbyes (game) [www.purposegames.com/game/french-greetings](http://www.purposegames.com/game/french-greetings)  
French greetings and Introductions (game) [www.quia.com/rr/494234.html](http://www.quia.com/rr/494234.html)  
French greetings video [www.jefrench.com/basic-french-lessons/basic-french-lesson-1/](http://www.jefrench.com/basic-french-lessons/basic-french-lesson-1/)  
French greetings video [www.jefrench.com/basic-french-lessons/basic-french-lesson-2/](http://www.jefrench.com/basic-french-lessons/basic-french-lesson-2/)  
French numbers (1-10) [www.jefrench.com/basic-french-lessons/french-numbers/french-numbers-1-10/](http://www.jefrench.com/basic-french-lessons/french-numbers/french-numbers-1-10/)  
French numbers (10-20) [www.jefrench.com/basic-french-lessons/french-numbers/french-numbers-10-20/](http://www.jefrench.com/basic-french-lessons/french-numbers/french-numbers-10-20/)  
French numbers (20-30) [www.jefrench.com/basic-french-lessons/french-numbers/french-numbers-20-30/](http://www.jefrench.com/basic-french-lessons/french-numbers/french-numbers-20-30/)  
Telling age video [www.youtube.com/watch?v=gEtoboSSZHU](http://www.youtube.com/watch?v=gEtoboSSZHU)  
Greetings / names / ages [www.youtube.com/watch?v=NXkj88ygPY0](http://www.youtube.com/watch?v=NXkj88ygPY0)