

# Content Checklist for World Languages – Year 1 (WL1)

**ACE Course Abilities for WORLD LANGUAGES-Year 1** defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

## **ACE Course Abilities for World Lang. Year 1 to be applied to Content Standards:**

### **WL1 1.0 Develop abilities in world language.**

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

### **WL1 2.0 Read, write, speak, and listen for a variety of purposes.**

- A. Use literature.
- B. Use mass media (newspapers, magazines, radio, television, movies, current/available technology).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, technical research, summary, advertisement, announcement
  - technology: word processing, desktop publishing, Internet, search tools, products using current/available technology.

## World Language Year 1 Course Content Checklist

### Standard 1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

- WL1 11.0 Qualify feelings likes, and dislikes.**
- .1 Ask and answer personal questions.
  - .2 Use vocabulary words, pronouns and basic verbs contextually.
  - .3 Respond appropriately to basic classroom commands and directions.
- WL1 12.0 Exchange information using appropriate gestures.**
- .1 Use conventional gestures with words in greetings, farewells and courtesy experiences.
  - .2 Ask and respond to simple questions and commands appropriately.
  - .3 Recognize and use basic vocabulary for objects and activities.
  - .4 Utilize others' actions and reactions to discover meaning.
- WL1 13.0 Create a detailed description within a context.**
- .1 Use basic vocabulary to describe self and others.
  - .2 Use basic vocabulary to describe objects and environments.
- WL1 14.0 Describe a problem and suggest and recommend solutions.**
- .1 Use appropriate vocabulary to explain a situation.
  - .2 Give simple commands or advice.
- WL1 1 5.0 Elaborate on needs and interact in basic survival situations.**
- .1 Participate by responding in teacher-guided tourist situations (e.g., needs, directions, etc.).
  - .2 Use basic vocabulary in expressing needs in every day situations.

### Standard 2: Students understand and interpret spoken and/or written language on a variety of topics.

- WL1 21.0 Respond appropriately to complex aural, visual, written, or contextual cues.**
- .1 Listen/read for general details and apply active listening skills.
  - .2 Recognize basic vocabulary and present tense verbs in a simple conversation.
  - .3 Identify key concepts in a basic conversation.
  - .4 Differentiate between formal and informal situations.

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- WL1 22.0 Comprehend and respond appropriately to complex oral and written communications.**
- .1 Recognize key elements of written and oral questions and statements.
  - .2 Infer meaning of unknown words by use of cognates, contextual clues and inflections.
  - .3 Paraphrase simple text or spoken passage.
  - .4 Create questions for better understanding from texts and spoken passages.
- WL1 23.0 Interpret the main idea and significant details from authentic materials and literary samples.**
- .1 Paraphrase main ideas from literature, mass media (newspaper, magazines, internet, etc.) in the target language.
  - .2 Identify cognates and contextual clues to further understanding of the main idea.
- Standard 3: Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.**
- WL1 31.0 Explain a process based on prior knowledge and/or experience.**
- .1 Teach a basic concept or idea (e.g., conjugate a verb, give directions for a practical application).
  - .2 Create an outline or list demonstrating comprehension of a certain subject in the target language.
- 32.0 Give a description orally and/or in writing using complex sentences.**
- .1 Describe a person, place or event using complete sentences and targeted grammatical structures.
  - .2 Demonstrate proper subject/verb agreement in a description.
  - .3 Demonstrate proper noun/adjective agreement in a description.
- 33.0 Produce formal and informal written and/or oral communication.**
- .1 Generate formal and informal written correspondence (e.g., letter to newspaper, pen pal).
  - .2 Create an informal and formal dialogue appropriate to variety of settings.
  - .3 Extend and accept/decline an invitation.
  - .4 2<sup>nd</sup> and 3<sup>rd</sup> person singular and plural to formal/informal situations.
- 34.0 Interpret information from authentic material for an audience.**
- .1 Summarize the key concepts from an authentic literary or mass media source (i.e. newspaper, television, magazine, internet, etc.).
  - .2 Create a visual representation (e.g., poster, Powerpoint, brochure) to represent information from an authentic source

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**Standard 4: Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.**

**WL1 41.0 Describe cultural characteristics and behaviors of everyday life (e.g., social and geographic factors).**

- .1 Identify on maps the countries' capitals, other major cities, key landforms, and major regions.
- .2 Recognize the historical significance of certain events, persons, monuments, artistic achievement, etc.
- .3 Describe significant customs, cultural traits and traditions and be able to compare them to own in a non-judgmental manner.
- .4 Evaluate significant current economic, political, and industrial factors.

**WL1 42.0 Produce language and behaviors appropriate to the culture.**

- .1 Explore language and behaviors specific to etiquette holidays and celebrations.
- .2 Identify cultural differences among target language countries.

**WL1 43.0 Explain objects, images, symbols, products, and other contributions of the culture.**

- .1 Research the countries', traditions, stories, art, etc. and create a cultural representation (e.g., visual, model, story, etc.).

**WL1 44.0 Describe and discuss the expressive forms of the culture (e.g., art, architecture, music, dance).**

- .1 Discuss and share representative cultural works (e.g., art, architecture, music, dance).
- .2 Participate in a culturally expressive activity (e.g., art, architecture, music, dance).

**Standard 5: Students reinforce and increase his/her knowledge of other disciplines through world languages.**

**WL1 51.0 Transfer and apply within a designated context, information and skills common to the language classroom and other disciplines.**

- .1 Identify differences in linguistic conventions between English and target language.
- .2 Explore contributions conventions and systems from the target language cultures (e.g., measurement, calendars, punctuation, etc.).

**52.0 Analyze information gathered through world language resources for use in other disciplines.**

- .1 Explore the link between target culture and how it relates to other disciplines (e.g., borrowed words).

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**Standard 6: Students acquire information and perspectives through authentic materials in the world languages and within the cultures.**

**WL1 61.0 Analyze and apply information from sources intended for native speakers of the language.**

- .1 Explore authentic resources (e.g., newspapers internet) to identify information contextually.

**62.0 Use authentic sources to analyze perspectives of world cultures.**

- .1 Recognize differences in world views pertaining to target language culture.  
.2 Utilize primary and secondary sources to widen one's cultural perspective (i.e. guest speakers, email partners, pen-pals, current technology).

**Standard 7: Students recognize that different languages use different patterns and apply this knowledge to his/her own language.**

**WL1 71.0 Apply, within limited contexts, sound patterns of the target language.**

- .1 Recognize and say the alphabet in the language.  
.2 Recognize and use symbols unique to the target language (diacriticals, silent letters, unique letters).  
.3 Produce sounds and sound combinations with a recognizable movement away from first language habits  
.4 Understand basic differences in stress and pitch and begin to assimilate them.

**WL1 7 2.0 Apply, within limited contexts, sound patterns of the target language.**

- .1 Apply basic differences of word order and inflection.  
.2 Apply basic pronoun cases (objective and subjective) and basic differences of agreement.  
.3 Apply the concepts of first/second/third person, singular, plural persons, and formal/informal.  
.4 Use present tense forms properly.

**WL1 73.0 Compare and contrast idiomatic expressions of the target language and the student's own language.**

- .1 Practice basic idiomatic expressions.

**WL1 74.0 Explain the changing nature of languages.**

- .1 Explore evolution of languages.

**Standard 8: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and his/her own.**

**WL1 81.0 The ability to analyze similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources.**

- .1 Explore cultural traditions, stories, art, etc.

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**Standard 9: Students apply language skills and cultural knowledge in daily life.**

**WL1 91.0 Respond to the target language encountered in the student's daily life.**

- .1 Identify words gestures and body language for conventional greetings.
- .2 Identify terms of address in both formal and informal situations.
- .3 Identify words gestures and body language for conventional greetings.
- .4 Identify terms of address in both formal and informal situations.
- .5 Ask simple questions.
- .6 Respond appropriately to simple classroom commands and directions.
- .7 Use appropriate vocabulary for a variety of situations (e.g., sports, shopping, homework, etc.).

**WL1 92.0 Establish connections with the target culture through the use of technology media, and authentic sources.**

- .1 Explore the countries' traditions, stories arts, etc. through current technology primary and secondary sources.

**WL1 93.0 Interact with members of the community to research the target culture.**

- .1 Locate/recognize target language sources in the local community when possible.