



**Course Title: World Languages Level I**

Description:

**German I** - Urbandale Community School District's World Language German I course introduces students to the German language and culture. Emphasis is placed on understanding the spoken word, conversational skills, reading, and writing basic conversational German. Subject matter deals with everyday topics such as school, family, friends, leisure time, meals, etc.

**Japanese I** - Urbandale Community School District's World Language Japanese I course introduces students to the Japanese language and culture. Emphasis is placed on understanding the spoken word, conversational skills, reading, and writing basic conversational Japanese. Current events and career information are included on a regular basis. Subject matter deals with everyday topics such as school, family, friends, leisure time, meals, etc.

**Spanish I** - Urbandale Community School District's World Language Spanish I course introduces students to the Spanish language, Hispanic culture, and Spanish-speaking countries. Emphasis is placed on understanding the spoken work, conversational skills, reading and writing basic conversational Spanish. Subject matter deals with everyday topics such as school, family, friends, leisure time, meals, etc.

<b><u>Learning Requirement</u></b>	<b><u>Grade Level Standards</u></b>	<b><u>Competency Statement</u></b>
<p><b>Interpersonal Communication</b></p>	<ul style="list-style-type: none"> <li>● <b>Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (1.1)</b></li> <li>● Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (2.1)</li> <li>● Demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (2.2)</li> <li>● Demonstrate an understanding of the nature of language through comparisons of the language studied and their own learning. (4.1)</li> </ul>	<p>Students will be able to engage in conversation or correspondence and negotiate meaning in the target language and be understood by native speakers and/or target audience.</p>
<p><b>Interpretive Communication</b></p>	<ul style="list-style-type: none"> <li>● <b>Understand and interpret written and spoken language on a variety of topics. (1.2)</b></li> <li>● Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (2.1)</li> <li>● Demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (2.2)</li> <li>● Demonstrate an understanding of the nature of language through comparisons of the language studied and their own learning. (4.1)</li> </ul>	<p>Students will be able to comprehend basic concepts/information while listening and/or reading.</p>



<p><b>Presentational Communication</b></p>	<ul style="list-style-type: none"><li>● <b>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (1.3)</b></li><li>● Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (2.1)</li><li>● Demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (2.2)</li><li>● Demonstrate an understanding of the nature of language through comparisons of the language studied and their own learning. (4.1)</li></ul>	<p>Students will be able to present information by speaking or writing in the target language and be understood by native speakers and/or target audience.</p>
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<b>Interpersonal Communication</b> (1.1, 2.1 2.2, 2.4)		<b>Acceptable Evidence</b>
<b>Competency Statement:</b> Students will be able to engage in conversation or correspondence and negotiate meaning in the target language and be understood by native speakers and/or target audience.		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0 Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p><b>Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (1.1)</b></p> <ul style="list-style-type: none"> <li>● Uses learned material to talk to someone about themselves, others, and the world around them with good range of appropriate vocabulary</li> <li>● Produces and understands short phrases and sentences to exchange information with some errors</li> <li>● Uses familiar vocabulary and structures in speaking with some errors</li> <li>● Pronounces learned words mostly accurately with appropriate rate of speech</li> </ul> <p><b>Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (2.1)</b></p> <ul style="list-style-type: none"> <li>● Exchanges greetings in a culturally appropriately way</li> <li>● Compares and contrasts general cultural practices</li> <li>● Engages in conversations about culturally appropriate topics</li> </ul> <p><b>Demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (2.2)</b></p> <ul style="list-style-type: none"> <li>● Reproduces a craft or drawing or other artwork that resembles the authentic work</li> <li>● Identifies general cultural products and practices through written work and class discussions</li> <li>● Demonstrates culturally appropriate manners during class interviews and conversations</li> <li>● Makes general cultural connections by comparing and contrasting the target and home cultures</li> </ul> <p><b>Demonstrate an understanding of the nature of language through comparisons of the language studied and their own learning. (4.1)</b></p> <ul style="list-style-type: none"> <li>● Recognizes and uses cognates</li> <li>● Compares and contrasts basic speaking and writing conventions in the target language</li> </ul>	



	<ul style="list-style-type: none"> <li>• Exchanges greetings in a culturally appropriate way</li> <li>• Compares and contrasts cultural practices</li> <li>• Engages in conversations about culturally appropriate topics</li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b>	<p><b>Considerations for approaching grade level standard(s):</b></p> <p><b>Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (1.1)</b></p> <ul style="list-style-type: none"> <li>• Uses limited learned material to talk about themselves, others, and the world around them</li> <li>• Produces and understands a limited number of short phrases and sentences to exchange information; errors may require interpretation</li> <li>• Uses a limited amount of familiar vocabulary and structures in speaking</li> <li>• Inconsistently pronounces learned words accurately with some unnatural hesitations or pauses</li> </ul> <p><b>Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (2.1)</b></p> <ul style="list-style-type: none"> <li>• Inconsistently exchanges greetings in a culturally appropriate way</li> <li>• Identifies limited cultural practices</li> <li>• Recognizes culturally appropriate topics</li> </ul> <p><b>Demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (2.2)</b></p> <ul style="list-style-type: none"> <li>• Attempts to reproduce a craft, drawing or other artwork that resembles or reflects the authentic work.</li> <li>• Inconsistently identifies cultural products and practices through written work and class discussions</li> <li>• Inconsistently demonstrates culturally appropriate manners during class interviews and conversations</li> <li>• Does not elaborate to make the cultural connections between the target and home cultures</li> </ul> <p><b>Demonstrate an understanding of the nature of language through comparisons of the language studied and their own learning. (4.1)</b></p> <ul style="list-style-type: none"> <li>• Recognizes and uses cognates inconsistently</li> <li>• Compares and contrasts a limited amount of basic speaking and writing conventions in the target language</li> <li>• Inconsistently compares and contrasts cultural practices</li> <li>• Engages in limited conversations about culturally appropriate topics</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward grade level standard(s).	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	



<b>Interpretive Communication</b> (1.2, 2.1 2.2, 2.4)		<b>Acceptable Evidence</b>
<b>Competency Statement:</b> Students will be able to comprehend basic concepts/information while listening and/or reading.		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0 Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p><b>Understand and interpret written and spoken language on a variety of topics. (1.2)</b></p> <ul style="list-style-type: none"> <li>• Decodes the majority of familiar vocabulary in short passages</li> <li>• Distinguishes parts of speech</li> <li>• Recognizes most of the cognates</li> <li>• Comprehends most of the information about familiar topics</li> <li>• Understands short memorized phrases and sentences</li> <li>• Identifies when they are being asked a question or being told a statement/directive</li> <li>• Listens to and transcribes sentences</li> <li>• Identifies key parts of the main idea and most supporting details from the text</li> </ul> <p><b>Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (2.1)</b></p> <ul style="list-style-type: none"> <li>• Recognizes cognates correctly when interpreting information</li> <li>• Compares and contrasts basic speaking and writing conventions in the target language correctly when interpreting information</li> <li>• Makes plausible inferences of unfamiliar words and text's meaning</li> </ul> <p><b>Demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (2.2)</b></p> <ul style="list-style-type: none"> <li>• Identifies author's perspective and provides a justification when possible</li> <li>• Compares and contrasts cultural practices and products correctly when interpreting information</li> <li>• Reproduces a craft or drawing or other artwork that resembles the authentic work correctly when interpreting information</li> <li>• Identifies cultural products and practices through written work and class discussions correctly when interpreting information</li> </ul> <p><b>Demonstrate an understanding of the nature of language through comparisons of the language studied and their own learning. (4.1)</b></p>	



	<ul style="list-style-type: none"> <li>• Identifies culturally appropriate manners correctly when interpreting information</li> <li>• Makes cultural connections by comparing and contrasting the target and home cultures correctly when interpreting information</li> </ul>	
<p><b>Score 2.5</b></p>	<p>Students show some evidence of considerations for meeting grade level standards.</p>	
<p><b>Score 2.0</b></p>	<p><b>Considerations for approaching grade level standard(s):</b></p> <p><b>Understand and interpret written and spoken language on a variety of topics. (1.2)</b></p> <ul style="list-style-type: none"> <li>• Listens to and transcribes the language with typical errors.</li> <li>• Comprehends limited information about familiar topics.</li> <li>• Comprehends limited questions, statements, and commands.</li> <li>• Uses basic script and kanji with some use of reference materials and/or prompting (Japanese)</li> </ul> <p><b>Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (2.1)</b></p> <ul style="list-style-type: none"> <li>• Inconsistently recalls cognates and loan words appropriately.</li> <li>• Inconsistently recalls studied false cognates and false loan words.</li> <li>• Compares and contrasts basic speaking and writing conventions in the target language.</li> </ul> <p><b>Demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (2.2)</b></p> <ul style="list-style-type: none"> <li>• Needs prompting to interact in a culturally appropriate way.</li> <li>• Identifies cultural practices.</li> </ul> <p><b>Demonstrate an understanding of the nature of language through comparisons of the language studied and their own learning. (4.1)</b></p> <ul style="list-style-type: none"> <li>• Attempts to reproduce a craft, drawing or other artwork that resembles or reflects the authentic work.</li> <li>• Inconsistently identifies cultural products and practices through written work and class discussions.</li> <li>• Inconsistently demonstrates culturally appropriate manners during class interviews, conversations, and presentations (Japanese).</li> <li>• Cultural connections between the target and home cultures are not readily apparent.</li> <li>• Inconsistently makes cultural connections by comparing and contrasting the target and home cultures correctly when interpreting information</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p>	
<p><b>Score 1.5</b></p>	<p>Students show some evidence of considerations for approaching grade level standards</p>	
<p><b>Score 1.0</b></p>	<p>Significant gaps in student understanding are present, though there is progress toward grade level standard(s).</p>	
<p><b>Score 0.0</b></p>	<p>Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.</p>	



<b>Presentational Communication</b> (1.3, 2.1 2.2, 2.4)		<b>Acceptable Evidence</b>
<b>Competency Statement:</b> Students will be able to present information by speaking or writing in the target language and be understood by native speakers and/or target audience.		
<b>Score 4.0</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
<b>Score 3.5</b>	Students consistently and independently demonstrate considerations for meeting grade level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
<b>Score 3.0 Learning Goal</b>	<p><b>Considerations for meeting grade level standard(s):</b></p> <p><b>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (1.3)</b></p> <ul style="list-style-type: none"> <li>• Provides information about yourself and others using learned material with some errors</li> <li>• Produces short memorized phrases and sentences to present information with some errors</li> <li>• Appropriately uses familiar vocabulary and structures in speaking or writing</li> <li>• Pronounces most learned words accurately with appropriate rate of speech</li> <li>• Writes most words and sentences with appropriate hiragana (Japanese)</li> <li>• Communicative goal is met with relevant content and authentic details are often used</li> </ul> <p><b>Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (2.1)</b></p> <ul style="list-style-type: none"> <li>• Makes general cultural connections by comparing and contrasting practices of the target and home cultures while presenting information</li> </ul> <p><b>Demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (2.2)</b></p> <ul style="list-style-type: none"> <li>• Presents general cultural products and practices through written work, crafts, art, and class discussions</li> <li>• Demonstrates culturally appropriate manners during written or spoken presentational work</li> </ul> <p><b>Demonstrate an understanding of the nature of language through comparisons of the language studied and their own learning. (4.1)</b></p> <ul style="list-style-type: none"> <li>• Uses cognates mostly correctly while presenting information</li> <li>• Greets and takes leave in culturally appropriate ways while presenting information</li> <li>• Compares and contrasts basic speaking and writing conventions in the target language while presenting</li> </ul>	



	information	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting grade level standards.	
<b>Score 2.0</b>	<p><b>Considerations for approaching grade level standard(s):</b></p> <p><b>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (1.3)</b></p> <ul style="list-style-type: none"> <li>• Uses limited learned material to talk about themselves and others</li> <li>• Produces limited short phrases and sentences to share information with errors that may require interpretation</li> <li>• Recalls some words, but does not put together complete sentences consistently</li> <li>• Knows some phrases and sentences, but does not always apply them appropriately</li> <li>• Inconsistently pronounces learned words correctly, with some unnatural hesitations or pauses when speaking</li> <li>• Inconsistently produces all sounds in writing (Japanese)</li> <li>• Communicative goal is partially met with some related content and some authentic details are used</li> </ul> <p><b>Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (2.1)</b></p> <ul style="list-style-type: none"> <li>• Makes some cultural connections by comparing and contrasting practices of the target and home cultures while presenting information</li> </ul> <p><b>Demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (2.2)</b></p> <ul style="list-style-type: none"> <li>• Inconsistently presents cultural products, crafts, art and practices through written work and class discussions</li> <li>• Inconsistently demonstrates culturally appropriate manners during written or spoken presentational work.</li> </ul> <p><b>Demonstrate an understanding of the nature of language through comparisons of the language studied and their own learning. (4.1)</b></p> <ul style="list-style-type: none"> <li>• Recognizes and uses cognates inconsistently</li> <li>• Greets and takes leave in culturally appropriate ways when prompted</li> <li>• Compares and contrasts some basic speaking and writing conventions in the target language</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching grade level standards	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward grade level standard(s).	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of grade-level information and skills.	