



Course Title: **World Languages Level 4**

Description:

**German IV** - Urbandale Community School District's World Language German IV course stresses the use of the language through reading, listening, speaking, and writing. Students review materials from previous levels as needed and explore new areas of the language and culture.

**Formal Japanese** - Urbandale Community School District's World Language Formal Japanese course focuses on review and expansion of language skills in conversation, listening, composition, grammar, and reading abilities as used in formal settings and contexts such as speeches, business settings, presentations, and interviews.

**Advanced Japanese** - Urbandale Community School District's World Language Advanced Japanese course focuses on conversational skills and composition as well as reading and writing. Literature, current events, and cultural studies are used as conversational topics. Students will have the opportunity to earn DMACC credit.

**Spanish IV**- Urbandale Community School District's World Language Spanish IV course concentrates on conversational skills. Literature, current events, and cultural studies are used as conversational topics. Students review materials from previous levels as needed and explore new areas of the language and Spanish speaking cultures.

**Advanced Spanish IV 241**- Urbandale Community School District's World Language. Advanced Spanish IV course is designed for fourth year students who want more challenging work than that provided by the regular curriculum. This course corresponds to the FLS 241 course offered at Des Moines Area Community College (DMACC). The primary goal of this course is a comprehensive review of the Spanish grammar introduced in Elementary Spanish with the goal of achieving a real working knowledge of this grammar in writing and speech. Comprehensible input now includes short readings in Spanish literature, newspapers, film, websites or other print or visual media. While serving to increase vocabulary and knowledge of grammar, these also serve as a source of cultural information.

**Advanced Spanish IV 242**- Urbandale Community School District's World Language Advanced Spanish IV course is designed for fourth year students who want more challenging work than that provided by the regular curriculum. This course corresponds to the FLS 242 course offered at Des Moines Area Community College. Having studied most of the grammar in previous courses, time will be spent reviewing the more difficult and troublesome concepts including a continuation of the study of the subjunctive mood. Comprehensible input now includes more extensive readings in Spanish literature, newspapers, websites, or other print as well as visual media. While serving to increase vocabulary and knowledge of grammar, they also serve as a source of cultural information.

<u>Learning Requirement</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<b>Interpersonal Communication</b>	<ul style="list-style-type: none"> <li>● <b>Engage in conversions, provide and obtain information, express feelings and emotions, and exchange opinions. (1.1)</b></li> </ul>	Students will be able to engage in conversation or correspondence and



	<ul style="list-style-type: none"><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>	negotiate meaning in the target language and be understood by native speakers and/or target audience.
<b>Interpretive Communication</b>	<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>	Students will be able to comprehend basic concepts/information while listening and/or reading.
<b>Presentational Communication</b>	<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>	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>Interpersonal Communication</b> (1.1, 2.1 2.2, 2.4)		<b>Acceptable Evidence</b>
<p><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.</p>		
<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 about themselves, others, and the world around them with good range of appropriate vocabulary</li> <li>• Produces and understands phrases and sentences to exchange information with some errors.</li> <li>• Uses familiar vocabulary and structures in speaking with some errors.</li> <li>• Pronounces familiar and unfamiliar 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>• Interacts in a culturally appropriate 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>• Recalls and uses cognates and loan words appropriately.</li> <li>• Recalls studied false cognates and false loan words.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Compares and contrasts level-appropriate speaking and writing conventions in the target language. 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 learned material to talk about themselves, others, and the world around them with prompting.</li> <li>• Produces and understands short phrases and sentences to exchange information errors may require interpretation.</li> <li>• Uses familiar vocabulary and structures in speaking with prompting</li> <li>• Pronounces familiar 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>• Needs prompting to interact in a culturally appropriate way.</li> <li>• Identifies limited cultural perspectives and practices.</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, conversations, and presentations</li> <li>• Cultural connections between the target and home cultures are not readily apparent.</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>• 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>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 appropriate to proficiency level</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> <li>• Reads and decodes basic script and kanji without use of reference materials 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>• Recognizes cognates and loan words correctly when reading or listening</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>	
<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>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>	
<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>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>• Writes basic script and kanji without use of reference materials or prompting (Japanese)</li> <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 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 the practices of the target and home cultures while presenting information</li> <li>• Interacts in a culturally appropriate way.</li> <li>• Compares and contrasts cultural practices.</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 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>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 events and one's surroundings with prompting.</li> <li>• Uses basic script and kanji with some use of reference materials and/or prompting (Japanese)</li> <li>• Produces limited short phrases and sentences to share information <b>with errors that may require interpretation</b></li> <li>• Recalls some words, but does not put together complete sentences consistently</li> <li>• Knows <b>some</b> phrases and sentences, but does not always apply them appropriately</li> <li>• Inconsistently pronounces learned words correctly, <b>with some unnatural hesitations or pauses when speaking</b></li> <li>• Inconsistently produces all sounds in writing (Japanese)</li> <li>• <b>Communicative goal is partially met with some related content and some authentic details are used</b></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 <b>some</b> cultural connections by comparing and contrasting <b>practices of</b> 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>• Cultural connections between the target and home cultures are not readily apparent.</li> <li>• Inconsistently presents cultural products, crafts, art and practices through written work and class discussions</li> <li>• Inconsistently demonstrates culturally appropriate manners during <b>written or spoken presentational work.</b></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>• Inconsistently recalls cognates and loan words appropriately.</li> <li>• Compares and contrasts basic speaking and writing conventions in the target language.</li> <li>• <b>Presents cultural information with some errors in culturally appropriate ways.</b></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>	