

## World Languages: Level 1 Semester 1 Topic Scales (ACTFL Proficiency Level: Novice Mid)

ACTFL Standards:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

<b>Interpersonal Speaking</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Ask and respond appropriately to simple, memorized questions.</li> <li>2. Implement some basic connecting phrases to aid fluidity.</li> <li>3. Be understood with little interpretation by a sympathetic listener.</li> </ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Partially ask and respond to some questions. May respond inappropriately at times.</li> <li>2. Speak with inconsistent pacing. May lack fluidity and/or hesitate. May need some prompting.</li> <li>3. Be understood with much interpretation by a sympathetic listener.</li> </ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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<b>Interpersonal Writing</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Ask and respond appropriately to simple, memorized questions.</li> <li>2. Implement basic connecting phrases to aid fluidity.</li> <li>3. Be understood with little interpretation by a sympathetic reader.</li> </ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Partially ask and respond to some questions. May respond inappropriately at times.</li> <li>2. Write with strings of simple sentences that may not be organized.</li> <li>3. Be understood with much interpretation by a sympathetic reader.</li> </ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

## World Languages: Level 1 Semester 1 Topic Scales (ACTFL Proficiency Level: Novice Mid)

ACTFL Standards:

- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 2.1, 2.2 Students demonstrate an understanding of the relationship between the practices/products and then perspectives of the cultures studied.
- 3.1 Students reinforce and further their knowledge of other disciplines through the target language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### Listening

<b>Listening</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Identify isolated words or high-frequency, highly contextualized words and phrases, including cognates and borrowed words when presented one phrase at a time.</li> </ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Occasionally identify isolated words or high-frequency, highly contextualized words and phrases, including cognates and borrowed words when presented one phrase at a time.</li> </ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### Reading

Reading	
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: 1. Identify isolated words or high-frequency, highly contextualized words and phrases, including cognates and borrowed words when presented one phrase at a time.
<b>2</b>	Students demonstrate they have the ability to: 1. Occasionally identify isolated words or high-frequency, highly contextualized words and phrases, including cognates and borrowed words when presented one phrase at a time.
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.

## World Languages: Level 1 Semester 1 Topic Scales (ACTFL Proficiency Level: Novice Mid)

ACTFL Standards:

- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1, 2.2 Students demonstrate an understanding of the relationship between the practices/products and then perspectives of the cultures studied.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

<b>Presentational Speaking</b>	
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Present information on familiar topics using memorized expressions and simple sentences.</li> <li>2. Implement basic connecting phrases to aid fluidity.</li> <li>3. Be understood with little interpretation by a sympathetic listener.</li> </ol>
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Present information on familiar topics using isolated words and memorized expressions.</li> <li>2. Speak with inconsistent pacing. May lack fluidity and/or hesitate. May need some prompting.</li> <li>3. Be understood with much interpretation by a sympathetic listener.</li> </ol>
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.

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- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

<b>Presentational Writing</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Present information on familiar topics using memorized expressions and simple sentences.</li> <li>2. Implement basic connecting phrases to aid fluidity.</li> <li>3. Be understood with little interpretation by a sympathetic reader.</li> </ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Present information on familiar topics using isolated words and memorized expressions.</li> <li>2. Write with strings of simple sentences that may not be organized.</li> <li>3. Be understood with much interpretation by a sympathetic reader (grammar, spelling and word order).</li> </ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

## World Languages: Level 1 Semester 2 Topic Scales (ACTFL Proficiency Level: Novice High)

ACTFL Standards:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

<b>Interpersonal Speaking</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Engage in short exchanges of information on familiar topics by posing formulaic questions and responding appropriately to simple, direct questions.</li> <li>2. Implement basic connecting phrases to aid fluidity.</li> <li>3. Be understood with little interpretation by a sympathetic listener.</li> </ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Partially engage in short exchanges of information on familiar topics by using isolated questions and phrases.</li> <li>2. Speak with inconsistent pacing. May lack fluidity and/or hesitate. May need some prompting.</li> <li>3. Be understood with much interpretation by a sympathetic listener.</li> </ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

## World Languages: Level 1 Semester 2 Topic Scales (ACTFL Proficiency Level: Novice High)

ACTFL Standards:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

<b>Interpersonal Writing</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"><li>1. Engage in short exchanges of information on familiar topics by posing formulaic questions and responding appropriately to simple, direct questions.</li><li>2. Implement basic connecting phrases to aid fluidity.</li><li>3. Be understood with little interpretation by a sympathetic reader.</li></ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"><li>1. Partially engage in short exchanges of information on familiar topics by using isolated questions and phrases.</li><li>2. Write with strings of simple sentences that may not be organized.</li><li>3. Be understood with much interpretation by a sympathetic reader.</li></ol>	
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### ACTFL Standards

- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 2.1, 2.2 Students demonstrate an understanding of the relationship between the practices/products and then perspectives of the cultures studied.
- 3.1 Students reinforce and further their knowledge of other disciplines through the target language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### Listening

<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Identify information from sentence-length speech, one utterance at a time, in basic personal and social contexts.</li> </ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Identify isolated words or high-frequency, highly contextualized words and phrases, including cognates and borrowed words when presented one phrase at a time.</li> </ol>	
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- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

<b>Reading</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: 1. Identify key information, main ideas, and culturally-relevant products, practices, or perspectives on familiar topics.	
<b>2</b>	Students demonstrate they have the ability to: 1. Identify isolated words or high-frequency, highly contextualized words and phrases, including cognates and borrowed words when presented one phrase at a time.	
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- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

<b>Presentational Speaking</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Present information on familiar topics and compare to the target culture using a variety of memorized expressions and simple sentences.</li> <li>2. Implement basic connecting phrases to aid fluidity.</li> <li>3. Be understood with little interpretation by a sympathetic listener.</li> </ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Present information on familiar topics using memorized expressions and simple sentences.</li> <li>2. Speak with inconsistent pacing. May lack fluidity and/or hesitate. May need some prompting.</li> <li>3. Be understood with much interpretation by a sympathetic listener.</li> </ol>	
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<b>Presentational Writing</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal.	
<b>3</b> <b>Learning Goal</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"><li>1. Present information on familiar topics using a variety of memorized expressions and simple sentences with elaboration.</li><li>2. Implement basic connecting phrases to aid fluidity.</li><li>3. Be understood with little interpretation by a sympathetic reader.</li></ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"><li>1. Present information on familiar topics using memorized expressions.</li><li>2. Write with strings of simple sentences that may not be organized.</li><li>3. Be understood with much interpretation by a sympathetic reader.</li></ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	