

English Language Arts Curriculum

Subject Area: Content Literacy World Languages 9-12					
ACTFL Standards					
CCR Anchor Standard	Common Core Standard	ACTFL Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Key Ideas and Details	determine the central ideas or conclusions of content specific text and provide an accurate summary of the text.	1.1, 3.1	Skill/Concept	<p>Guided reading</p> <p>Students write paragraphs making predictions about what will happen in the reading and supporting these predictions with evidence from the text.</p> <p>Students make a chart tracking a character's decisions in a literary selection and the effects of those decisions.</p>	<p>Informal Q/A to check for reading comprehension</p> <p>Departmental writing rubric</p> <p>Instructor evaluation of students' charts</p>

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	<i>The students will:</i>				
Craft and Structure	determine meaning of symbols, key words or phrases and other vocabulary in the target language as used in authentic texts, including figurative and connotative meanings.	3.1	Skill/Concept	<p>Students study departmental vocabulary units</p> <p>Students go over a piece of poetry or prose to identify verbs and consider how verb tense may affect meaning.</p>	<p>Vocabulary quiz</p> <p>Students do self- and partnered-checks of identified verbs</p>

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	<i>The students will:</i>				
Integration of Knowledge and Ideas	translate quantitative or content specific information expressed in words in a text into visual form (e.g., a table or chart).	1.3	Skill/Concept	PowerPoint illustrations for a song/poem/short story	Instructor evaluation of PowerPoint

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Text Types and Purposes	<p>a. write arguments focused on content of authentic target language source(s).</p> <p>b. use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>1.2</p> <p>1.3</p>	Skill/Concept	<p>Write persuasive essay in target language, referring to authentic written and aural sources.</p> <p>Vocabulary unit on transitional words and phrases</p> <p>Students write an analysis of literary text, employing appropriate transitional words and phrases.</p>	<p>Departmental writing rubric</p> <p>Vocabulary quiz</p> <p>Departmental writing rubric</p>

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Text Types and Purposes	write informative/explanatory texts, including the narration of content specific tasks or processes.	2.2	Skill/Concept	Student will write a recipe using vocabulary under study and command forms (Imperative mood)	Instructor evaluation of clarity and linguistic precision in student's instructions

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Text Types and Purposes	by the end of Level 4, read and comprehend authentic texts in the target language independently and proficiently.	3.2	Strategic Thinking	Students will read and analyze an authentic text (essay, short story, newspaper article) in the target language.	Q/A to verify comprehension and accuracy in analysis
				Students will read persuasive essay in the target language and then debate point(s) in the essay.	Peer evaluation

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Text Types and Purposes	produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.3	Extended Thinking	Unit on biography. Students read 2-3 biographical texts in the target language, then research a figure from the target culture. Students then write a biographical essay about that figure, employing stylistic strategies as well as vocabulary appropriate to biography.	Departmental rubric

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Production and Distribution of Writing	<p>conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>1.2 1.3 2.1</p>	<p>Strategic Thinking</p>	<p>Students will research and area of cultural significance (holiday traditions, dialects, foods, etc.), using various authentic written and aural sources in the target language, in order to answer a question regarding how various communities sharing that language function in that area.</p> <p>Students will produce a written analysis of similarities and differences among different communities sharing a common language.</p>	<p>Conference with instructor to assess understanding and progress.</p> <p>Departmental rubric</p>

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Research to Build and Present Knowledge	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1.1	Skill/Concept	Students will maintain a journal chronicling how the World Language class impacts his/her daily life.	Teacher check