Language Themes- End of Year Reflection

Level 1A (7th Grade) Novice-Mid

**Indicate the level of control your students had over each theme**

|  |  |  |  |
| --- | --- | --- | --- |
| **Theme** | **Partial Control** | **Full Control** | **No Control** |
| Greet and leave people in a polite way |  |  |  |
| Introduce self and others |  |  |  |
| Answer a variety of simple questions |  |  |  |
| Make simple statements in a conversation |  |  |  |
| Ask simple questions |  |  |  |
| Understand a few courtesy phrases |  |  |  |
| Recognize and understand basic information |  |  |  |
| Recognize and understand words for a specific purpose |  |  |  |
| Recognize and understand words, phrases, and characters with visuals, guidance or through association with what learners already know |  |  |  |
| Present information using words or phrases about self, daily activities, likes and dislikes |  |  |  |
| Fill out simple form with basic information |  |  |  |
| Write about self, using learned phrases as well as memorized expressions |  |  |  |
| List daily activities and write lists that help in day to day life |  |  |  |
| Initiate greetings and use appropriate gestures |  |  |  |
| Identify some common social practices |  |  |  |
| Describe some aspects of major traditions and celebrations |  |  |  |
| Identify culture-specific products and their uses |  |  |  |
| Identify similarities and differences of common expressive products between learners’ culture and the target culture |  |  |  |
| Describe and situate geographic locations relative to each other on a map |  |  |  |
| Use basic math function in the target language |  |  |  |
| Compare and contrast, and discuss and retell aspects of authentic texts |  |  |  |
| Identify dates, figures, or events of historical importance |  |  |  |
| Identify measurement systems |  |  |  |
| Describe cultural products |  |  |  |
| Recognize and interact with simple authentic resources |  |  |  |
| Recognize cognates, word families, and language patterns |  |  |  |
| Demonstrate that languages have important sound distinctions |  |  |  |
| Analyze the writing system of the target language |  |  |  |
| Identify language patterns and grammatical functions |  |  |  |
| Identify cultural differences about traditions, celebrations and customs |  |  |  |
| Recognize various use of language register |  |  |  |

Language Themes- End of Year Reflection

Level 1 Novice-High (8th grade and beyond)

**Indicate the level of control your students had over each theme**

|  |  |  |  |
| --- | --- | --- | --- |
| **Theme** | **Partial Control** | **Full Control** | **No Control** |
| Exchange some personal information |  |  |  |
| Exchange information using texts, graphs, or pictures |  |  |  |
| Ask for and give simple directions |  |  |  |
| Make plans with others |  |  |  |
| Interact with others in everyday situations |  |  |  |
| Understand simple questions or statements on familiar topics |  |  |  |
| Understand simple information via pictures and graphs |  |  |  |
| Usually understand short simple messages on familiar topics  |  |  |  |
| Understand short simple descriptions |  |  |  |
| Understand the main idea of published materials |  |  |  |
| Present and write information using phrases and simple sentences about one’s life and familiar experiences or about a familiar person, place or thing |  |  |  |
| Write short notes about things learned and request information |  |  |  |
| Use appropriate gestures and social courtesies in a variety of structured, everyday situations |  |  |  |
| Investigate common social practices in relevant situations |  |  |  |
| Examine major traditions and celebrations and the practices associated with them |  |  |  |
| Examine how the contributions of people from the target culture(s) have impacted areas such as science, technology and the arts |  |  |  |
| Describe and identify geographic locations, terms, and features |  |  |  |
| Use basic math functions in target language |  |  |  |
| Compare, contrast and discuss or retell aspects of authentic texts |  |  |  |
| Identify dates, figures, or events of historical importance |  |  |  |
| Compare and contrast measurement systems |  |  |  |
| Describe cultural products |  |  |  |
| Recognize authentic resources |  |  |  |
| Interact with authentic resources |  |  |  |
| Recognize cognates, word families and language patterns |  |  |  |
| Analyze the writing system of the target language |  |  |  |
| Identify cultural differences about traditions, celebrations and customs  |  |  |  |
| Recognize various language registers and their uses |  |  |  |
| Identify settings where the target language can be used |  |  |  |
| Apply knowledge of language to personal, real world interests |  |  |  |
| Self-evaluate acquired skills |  |  |  |
| Reflect on acquired skills |  |  |  |

Language Themes- End of Year Reflection

Level 2 Intermediate-Low

**Indicate the level of control your students had over each theme**

|  |  |  |  |
| --- | --- | --- | --- |
| **Theme** | **Partial Control** | **Full Control** | **No Control** |
| Hold a simple conversation on a number of everyday topics |  |  |  |
| Use the language to meet basic needs in familiar situations |  |  |  |
| Ask and answer questions on factual information that is familiar |  |  |  |
| Understand the basic purpose of a message and messages related to basic needs |  |  |  |
| Understand questions and simple statements on everyday topics  |  |  |  |
| Identify some simple information on forms |  |  |  |
| Identify some information from news media |  |  |  |
| Talk and write about people, activities, and experiences in the present and past tense |  |  |  |
| Talk and write about needs and wants |  |  |  |
| Exchange information about plans |  |  |  |
| Present songs, short skits, or dramatic readings |  |  |  |
| Talk and write about topics of interest  |  |  |  |
| Give basic instructions |  |  |  |
| Prepare materials for a presentation |  |  |  |
| Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations |  |  |  |
| Compare daily practices of people in the target culture(s) with those of the learner |  |  |  |
| Interpret and explain the cultural relevance of historical context of traditions and celebrations |  |  |  |
| Analyze and assess factors that impact cultural products |  |  |  |
| Discuss how geographic locations affect practices, perspectives, and products |  |  |  |
| Analyze and evaluate aspects of authentic texts with some details |  |  |  |
| Analyze historic contributions of the target culture |  |  |  |
| Recognize authentic resources |  |  |  |
| Interact with authentic resources |  |  |  |
| Analyze, examine, and evaluate cultural products |  |  |  |
| Interpret perspectives unique to the target culture(s) |  |  |  |
| Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts |  |  |  |
| Employ language patterns and grammatical functions |  |  |  |
| Analyze cultural differences in traditions, celebrations, and customs |  |  |  |
| Describe examples of cultural diversity and the contributions of the target culture that exists in the learners’ community |  |  |  |
| Identify settings where the language can be used |  |  |  |
| Demonstrate the ability to find resources that relate to use and understanding of the language |  |  |  |
| Demonstrate the ability to find resources that relate to the target culture(s) |  |  |  |
| Communicate and reflect on interactions with members of the target culture(s) |  |  |  |
| Apply knowledge of language to personal, real world interest |  |  |  |
| Self-evaluate acquired skills |  |  |  |
| Reflect on acquired skills |  |  |  |

Language Themes- End of Year Reflection

Level 3 Intermediate-Mid

**Indicate the level of control your students had over each theme**

|  |  |  |  |
| --- | --- | --- | --- |
| **Theme** | **Partial Control** | **Full Control** | **No Control** |
| Start, maintain, and end a conversation on a variety of familiar topics |  |  |  |
| Talk about daily activities and personal preferences |  |  |  |
| Use language to handle tasks related to personal needs |  |  |  |
| Exchange information about topics of personal interest to the learners |  |  |  |
| Understand basic information in ads and recordings |  |  |  |
| Understand messages related to everyday life |  |  |  |
| Understand simple written exchanges between other people |  |  |  |
| Present and write about personal and social experiences |  |  |  |
| Present and write about something learned or researched |  |  |  |
| Present and write about common interests and issues  |  |  |  |
| Take a critical stance on a topic of interest |  |  |  |
| Write messages, announcements, and communications for distribution |  |  |  |
| Analyze social interactions typical of the culture(s) studied |  |  |  |
| Analyze behavior patterns in the target culture(s) |  |  |  |
| Connect and relate the cultural relevance and historical context of traditions and celebrations to current events |  |  |  |
| Investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of a culture |  |  |  |
| Discuss how geographic locations affect practices, perspectives and products |  |  |  |
| Analyze and evaluate aspects of authentic texts with some details |  |  |  |
| Analyze historic contributions and controversies |  |  |  |
| Recognize authentic resources |  |  |  |
| Interact with authentic resources |  |  |  |
| Analyze, examine, and evaluate cultural products |  |  |  |
| Interpret perspectives unique to the target culture(s) |  |  |  |
| Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts |  |  |  |
| Employ language patterns and grammatical functions |  |  |  |
| Analyze cultural differences in traditions, celebrations, and customs |  |  |  |
| Describe examples of cultural diversity and the contributions of the target culture(s) that exist in the learner’s community |  |  |  |
| Identify settings where the language can be used |  |  |  |
| Demonstrate the ability to find resources that relate to use and understanding of the language |  |  |  |
| Demonstrate the ability to find resources that relate to the target culture(s) |  |  |  |
| Communicate and reflect on interactions with members of the target culture(s) |  |  |  |
| Apply knowledge of language to personal, real world interests |  |  |  |
| Self-evaluate acquired skills |  |  |  |
| Reflect on acquired skills |  |  |  |