

West Linn-Wilsonville School District Middle School (Grades 6 – 8) World Languages Curriculum

Grade 6			
Content/Context On the following topics:	Function Students should be able to:	Text Type using . . .	Accuracy demonstrated by. . .
<ul style="list-style-type: none"> • Self: Name Address Age Nationality • Classroom • Calendar/Time • Family • Friends • Pets • Leisure/Activities • Food 	<ul style="list-style-type: none"> • Make and respond to greetings and introductions • Respond to a few basic commands and classroom cues • Use a few basic everyday words and expressions • Express quantity • Identify and list • Give address and telephone number • State likes/dislikes • Provide simple descriptions of physical and character traits 	<ul style="list-style-type: none"> • Learned, isolated words and phrases 	<ul style="list-style-type: none"> • Responding after no more than two repetitions for comprehension • Showing some conformity to the rules of the pronunciation system of the target language • Conveying a message which is generally comprehensible to a sympathetic listener (although there may be hesitations and/or pauses which interfere with comprehension)

The objective of the West Linn-Wilsonville Middle School World Languages Program is demonstrated **Oregon Benchmark 2 proficiency** (OR revised Second Language Standards 2006-2007) for all students by the end of grade 8. Benchmark 2 approximates the **Novice-Low** nationally recognized standards for oral and written language established by the American Council on the Teaching of Foreign Languages (ACTFL). Depending upon past experience, aptitude, and individual interest, some students may develop and demonstrate Benchmark 3 (Novice-Mid) skills by the end of middle school.

The order of topics may differ within and between grades (French vs. Spanish). Demonstrated skill level is the same for either target language at a given benchmark level. Accomplishment at a specified benchmark level is within a supported, structured academic environment. At this level, students demonstrate little independent application.

Upon the completion of the Middle School World Languages Program, students will move to the high school World Languages Level I or Level II course depending upon evaluation and demonstration of acquired skills (teacher recommendation, student/parent concurrence).

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Grade 7

Grade 7			
Content/context On the following topics:	Function Students should be able to:	Text Type using . . .	Accuracy demonstrated by. . .
<ul style="list-style-type: none"> Seasons Weather Colors Food Friends Leisure/Activities Home Places City 	<ul style="list-style-type: none"> State likes/dislikes Express ability Express location Express frequency of actions and/or events Use simple descriptive and evaluative phrases (it's cold, it's boring, etc.) Use numbers in time, dates, currency, phone numbers and addresses Ask memorized questions in daily and predictable settings 	<ul style="list-style-type: none"> Memorized or rehearsed words, phrases, simple questions, commands, statements 	<ul style="list-style-type: none"> Communicating message based on memorized words and phrases Expressing simple elementary needs and courtesies Demonstrating inaccuracies in pronunciation and interference from native language Being understood primarily by those who are very accustomed to interacting with language learners

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Grade 8			
Content/context On the following topics:	Function Students should be able to:	Text Type using . . .	Accuracy demonstrated by . . .
<ul style="list-style-type: none"> • Daily Routine/Schedule • Stores/Shopping • Travel/Vacations • Transportation • Health • Occupations • School • Classes • Places • Celebrations 	<ul style="list-style-type: none"> • State likes and dislikes • Express location • Use simple evaluative phrases • Express wants and intention • Use numbers, prices, times in common situations • Extend, accept, reject invitation • Ask/yes no questions • Describe in simple manner • Make suggestions • Ask information questions • Relate events in present times • Give obtain information • Perform basic (predictable) transactions • Narrate events in present and future 	<ul style="list-style-type: none"> • Phrases • Short sentences 	<ul style="list-style-type: none"> • Utterances of memorized phrases • Well-rehearsed materials from familiar topics • Interference from native language • Unexpected pauses • Understood mainly by sympathetic listeners (language instructors) • Ask some questions

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