



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Graphic Organizers for the *North Carolina World Language Essential Standards*

What is the purpose of this tool?

These visual representations assist the student in organizing abstract “big picture” information that is new, overwhelming or misunderstood. Research supports the utilization of graphic organizers as a contributing factor in improving student performance. The examples are to model varied organizers and their use in provoking student engagement, organization, and understanding, thus equipping the teacher with the knowledge to develop and use such tools effectively with the new standards. By providing these examples, DPI is creating a foundation for teachers to shift the focus from merely classroom instruction to also include student learning.

What is in the tool?

The instructional tool uses straightforward (clear) models/examples that can be used in the classroom in alignment with the new standards. The tool speaks directly to teachers and holds high expectations for teachers’ ability to understand the use of the tool as a mechanism for differentiating instruction.

How do I send feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Where are the new Common Core State and North Carolina Essential Standards?

All standards are located at <http://www.ncpublicschools.org/acre/standards/>.

Where are the supporting documents and resources that accompany the standards?

The *World Language Essential Standards* wiki at <http://wlnces.ncdpi.wikispaces.net/> includes links to standards, tools, resources and professional development materials specific to World Languages.

World Languages Overview of Novice Low Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Purpose: This graphic organizer and accompanying mini-lesson is designed to support and extend what students should know and be able to do with the target language they are learning at the Novice Low proficiency level.

Description: This graphic organizer is presented as a concept map focused on the theme of greetings. A series of questions are presented which ask students to provide responses that recycle learned vocabulary and structures in the target language, either orally or in writing as directed by the teacher. Students access programs from multiple entry points and may be in classes or programs that involve multiple grade levels. The proficiency-based organization of the *World Language Essential Standards* addresses this issue and focuses instruction and learning on building proficiency in all communication skills, with adjustments made in the mini-lesson for different age groups and/or developmental levels.

The example mini-lesson that accompanies this graphic organizer has been adapted to **Modern Language programs** at the elementary, middle school and high school level that are working towards **Novice Low proficiency**.

Technology: The *World Language Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills* (<http://p21.org/>) and include a number of skills that are focused on technology. Feedback from the field on drafts of the standards indicated that technology use should be embedded throughout the Clarifying Objectives and Assessment Prototypes of the *World Language Essential Standards*. Additional information about this is contained in Part V of the Crosswalk document.

The *Information and Technology Essential Standards* (ITES) are integrated into all North Carolina schools – in places where technology is prevalent as well as in schools with limited access. Media Coordinators, Technology Facilitators, ITES content experts, and other educators collaborate with teachers to plan, create, teach, and assess effective lessons that maximize the integration of technology and technology tools that are available locally.

Connection to the Standards: This graphic organizer and mini-lesson is focused on the first Essential Standard and four of its Clarifying Objectives from the Strands of Connections to Language & Literacy, Connections to Other Disciplines and Communities.

World Language Essential Standard #1 Use the language to engage in interpersonal communication. (Interpersonal Mode)

NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.

NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.

NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.

NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

21st Century Future-Ready Attributes

(See the Partnership for 21st Century Skills at <http://p21.org/> and the 21st Century Skills Map for World Languages at http://p21.org/documents/Skills%20Map/p21_worldlanguagesmap.pdf. The State Board of Education mission and goals for Future-Ready Students are online at <http://www.ncpublicschools.org/stateboard/about/goals>)

<input checked="" type="checkbox"/> Capable Technology User	<input type="checkbox"/> Financially Literate Citizen	<input checked="" type="checkbox"/> Relationship Builder
<input type="checkbox"/> Creative/Innovative Thinker	<input type="checkbox"/> Health-Focused Life-Long Learner	<input type="checkbox"/> Science Savvy
<input checked="" type="checkbox"/> Critical Thinker	<input checked="" type="checkbox"/> Knowledgeable Global Citizen	<input checked="" type="checkbox"/> Self-directed Responsible Worker
<input checked="" type="checkbox"/> Curious Researcher	<input type="checkbox"/> Literate Consumer of Media	<input type="checkbox"/> Skilled Mathematician
<input checked="" type="checkbox"/> Effective Communicator	<input checked="" type="checkbox"/> Multi-Lingual	<input type="checkbox"/> Strong Team Contributor
<input type="checkbox"/> Effective Problem Solver	<input type="checkbox"/> Proficient Reader	

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

World Languages Overview of Novice Low Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Resources:

Included

- Novice Low Graphic Organizer – two forms available
- Vocabulary/phrase list for target language
- Learning Trajectory information
- Assessment Example(s)
- Outline of 21st Century Future-Ready Attributes
- Mini-lesson with space for teacher notes and adaptations

Created by Teacher or Students

- Extended vocabulary/phrase list or flashcards
- Rubric aligned to selected or adapted AE with adjustments for specific student group
- LinguaFolio®-like activities

Other Optional Materials

- Textbook or other classroom materials used for unit theme
- Access to the Internet if using communication or webinar software to connect with people from the target culture or communities of learners outside of the school
- Links to relevant Internet sites
- LinguaFolio®

<p align="center"><u>Target Language Needed</u> (Learning Trajectory for Novice Low proficiency)</p>	<p align="center"><u>Vocabulary/Phrase List</u> (English examples – Final versions will be available in multiple languages)</p>
<ul style="list-style-type: none"> • Single words and simple memorized phrases • Simple exchanges • Memorized, content-related vocabulary <p>The entire Learning Trajectory for K-12 World Language Programs is located in the <i>World Language Essential Standards Crosswalk</i> document on page 32, which is posted on the ACRE Essential Standards Support Tools webpage at: http://www.ncpublicschools.org/docs/acre/standards/support-tools/crosswalks/world-lang/world.pdf.</p>	<p>Greeting and response terms: hello, goodbye, fine, great, bad, my, name</p> <p>Question & Response phrases: How are you doing? I'm fine, and you? I'm _(great, bad, okay, etc.)__. What's your name? My name is _____.</p> <p>Verbs: to be</p> <p>Phrases and other words: variations on hello and goodbye for different audiences and situations (see you soon, see you tomorrow, etc.)</p>

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

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World Languages Overview of Novice Low Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Assessment Examples (AEs) describing student product(s)		
FLES/Early Start for K-2 programs	FLES/Early Start for 3-5 programs or Middle School programs	High School Credit programs
<p>Students greet one another and demonstrate how to greet 1-2 others.</p> <p>Evaluate students' greetings based on how well:</p> <ul style="list-style-type: none"> • greetings are communicated and adapted for different audiences; and • gestures are used in a culturally appropriate way. 	<p>Students greet one another and demonstrate how to greet 3-4 others.</p> <p>Evaluate students' greetings based on how well:</p> <ul style="list-style-type: none"> • greetings are communicated and adapted for different audiences, orally or in writing; and • gestures and/or writing conventions like abbreviations and slang are used in a culturally appropriate way. 	<p>Students greet one another and demonstrate how to greet others, including someone outside of the school.</p> <p>Evaluate students' greetings based on how well:</p> <ul style="list-style-type: none"> • greetings are communicated and adapted for different audiences, orally or in writing; and • gestures and/or writing conventions like abbreviations and slang are used in a culturally appropriate way.

Procedures & Formative Assessment Activities:

1. To introduce this group learning task or project, students will use one of the graphic organizers to draft notes and/or written responses using target language vocabulary. (This will be in preparation for or following the teacher's introduction of videos, broadcasts and/or readings.)
2. Students will practice greetings with a partner and take turns playing different roles (family member, friend, senior citizen, etc.).
3. As students prepare to demonstrate their learning, either in the classroom or online with others, the teacher will circulate and provide descriptive feedback on the graphic organizers and students' greetings.
4. Students will use the graphic organizer and the feedback it contains to document their understanding of greetings and the range of greetings that can be used with different audiences.

Reminders & Reflections:

Space provided for teacher notes and needs.

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

Novice Low Proficiency Level in __ (fill in target language) __



World Languages Overview of Novice Mid Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Purpose: This graphic organizer and accompanying mini-lesson is designed to support and extend what students should know and be able to do with the target language they are learning at the Novice Mid proficiency level.

Description: This graphic organizer is presented as a concept map focused on the theme of technology. A series of questions are presented which ask students to provide responses that recycle learned vocabulary and structures in the target language, either orally or in writing as directed by the teacher. Students access programs from multiple entry points and may be in classes or programs that involve multiple grade levels. The proficiency-based organization of the *World Language Essential Standards* addresses this issue and focuses instruction and learning on building proficiency in all communication skills, with adjustments made in the mini-lesson for different age groups and/or developmental levels.

The example mini-lesson that accompanies this graphic organizer has been adapted to **Modern Language programs** at the elementary, middle school and high school level that are working towards **Novice Mid proficiency**.

Technology: The *World Language Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills* (<http://p21.org/>) and include a number of skills that are focused on technology. Feedback from the field on drafts of the standards indicated that technology use should be embedded throughout the Clarifying Objectives and Assessment Prototypes of the *World Language Essential Standards*. Additional information about this is contained in Part V of the Crosswalk document.

The *Information and Technology Essential Standards* (ITES) are integrated into all North Carolina schools – in places where technology is prevalent as well as in schools with limited access. Media Coordinators, Technology Facilitators, ITES content experts, and other educators collaborate with teachers to plan, create, teach, and assess effective lessons that maximize the integration of technology and technology tools that are available locally.

Connection to the Standards: This graphic organizer and mini-lesson is focused on the fourth Essential Standard and four of its Clarifying Objectives from the Strands of Connections to Language & Literacy, Connections to Other Disciplines and Communities.

World Language Essential Standard #4 Compare the students' culture and the target culture. (Culture)

NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.

NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.

NM.COD.4.2 Identify information about target culture perspectives and practices.

NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.

21st Century Future-Ready Attributes

(See the Partnership for 21st Century Skills at <http://p21.org/> and the 21st Century Skills Map for World Languages at http://p21.org/documents/Skills%20Map/p21_worldlanguagesmap.pdf.
The State Board of Education mission and goals for Future-Ready Students are online at <http://www.ncpublicschools.org/stateboard/about/goals>)

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Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

World Languages Overview of Novice Mid Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Resources:

Included

- Novice Mid Graphic Organizer – two forms available
- Vocabulary/phrase list for target language
- Learning Trajectory information
- Assessment Example (s)
- Outline of 21st Century Future-Ready Attributes
- Mini-lesson with space for teacher notes and adaptations

Created by Teacher or Students

- Extended vocabulary/phrase list or flashcards
- Rubric aligned to selected or adapted AE with adjustments for specific student group
- LinguaFolio®-like activities

Other Optional Materials

- Textbook or other classroom materials used for unit theme
- Access to the Internet if downloading materials or information to display about unit theme
- Links to relevant Internet sites
- Digital photos, clip art, Ellison dye machine, construction or poster paper, etc.
- Bulletin board materials (traditional or electronic) for class presentation
- LinguaFolio®

<p align="center"><u>Target Language Needed</u> (Learning Trajectory for Novice Mid proficiency)</p>	<p align="center"><u>Vocabulary/Phrase List</u> (English examples – Final versions will be available in multiple languages)</p>
<ul style="list-style-type: none"> • Memorized words and phrases • Familiar topics/vocabulary <p>The entire Learning Trajectory for K-12 World Language Programs is located in the <i>World Language Essential Standards Crosswalk</i> document on page 32, which is posted on the ACRE Essential Standards Support Tools webpage at: http://www.ncpublicschools.org/docs/acre/standards/support-tools/crosswalks/world-lang/world.pdf.</p>	<p>Technology terms: back, battery, blog, computer, cord, download, email, forward, hardware, homepage, hyperlink, Internet, keyboard, login, logout, mouse, password, social media (Facebook, MySpace), server, software, tablets, technology, telephone (cell, smart, wireless), television, video games, video game consoles, webpage, website, wiki, etc.</p> <p>Descriptions: at home, at school, at work, for communicating, for learning, for shopping, important, useful</p> <p>Verbs: to be, to charge, to dislike, to download, to enter, to find, to hate, to have, to like, to login, to logout, to love, to play, to refresh, to search, to send, to share, to type, to use, etc.</p> <p>Phrases and other words: question words, not, some, very, with, without</p>

Author(s) with school & district: NCDPI example to be adapted

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World Languages Overview of Novice Mid Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Assessment Examples (AEs) describing student product(s)

FLES/Early Start for K-2 programs	FLES/Early Start for 3-5 programs or Middle School programs	High School Credit programs
<p>Students present information to their school about how a specific technology is used in another country by adding to a media center or hallway bulletin board display or creating a multimedia presentation to be shared virtually on this topic.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> • information is communicated on technology use at home and at school in the other country, including the posting of terms used in the target language; • they convey the information clearly, concisely, and accurately in regards to content, spelling, word choice, and other parameters; and • the students can describe their work using the target language terms to share the information. 	<p>Students present information to their school about how a specific technology is used in another country by creating a media center or hallway bulletin board (traditional or multimedia) display on this topic.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> • information is communicated on technology use at home, at school and at work in the other country, including the posting of terms used in the target language and explanations about use; • their work conveys the information clearly, concisely, and accurately in regards to content, spelling, word choice, and other parameters; and • the students can describe their work using the target language terms to share the information and describe its cultural uses. 	<p>Students present information to their school about how a specific technology is used in another country or countries by creating a presentation for display (in the media center, hallway or online) about this topic.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> • information is communicated on technology use at home, at school and at work in the other country or countries, including the posting of terms used in the target language and explanations about personal and educational use; • their work conveys the information clearly, concisely, and accurately in regards to content, spelling, word choice, and other parameters; and • the students can describe their work using the target language terms to share the information and describe its cultural uses and applications.

Procedures & Formative Assessment Activities:

1. To introduce this group learning task or project, students will use one of the graphic organizers to draft notes and/or written responses listing target language vocabulary. (This will be in preparation for or following the teacher's introduction of the project and its rubric.)
2. Students will then work with a partner or join a small group to research the information they need about the use of that specific technology in the country or countries, accessing pictures with captions and other information available online.
3. As students begin drafting their ideas for the display or presentation, the teacher will circulate and provide descriptive feedback on the graphic organizers and students' plans to compile the information.
4. Students will use the graphic organizer and the feedback it contains to begin work on the display or presentation.

Reminders & Reflections:

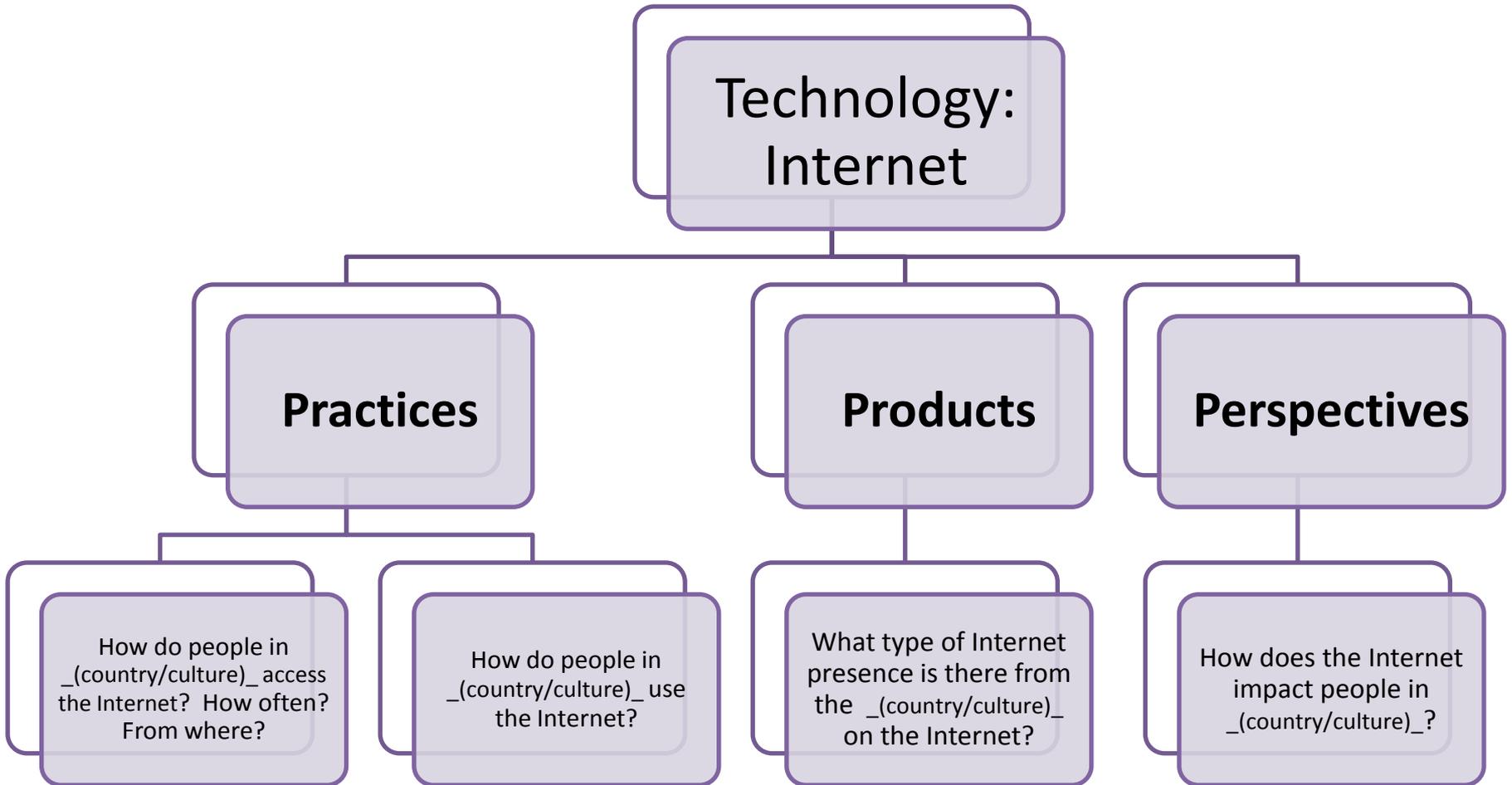
Space provided for teacher notes and needs.

Author(s) with school & district: NCDPI example to be adapted

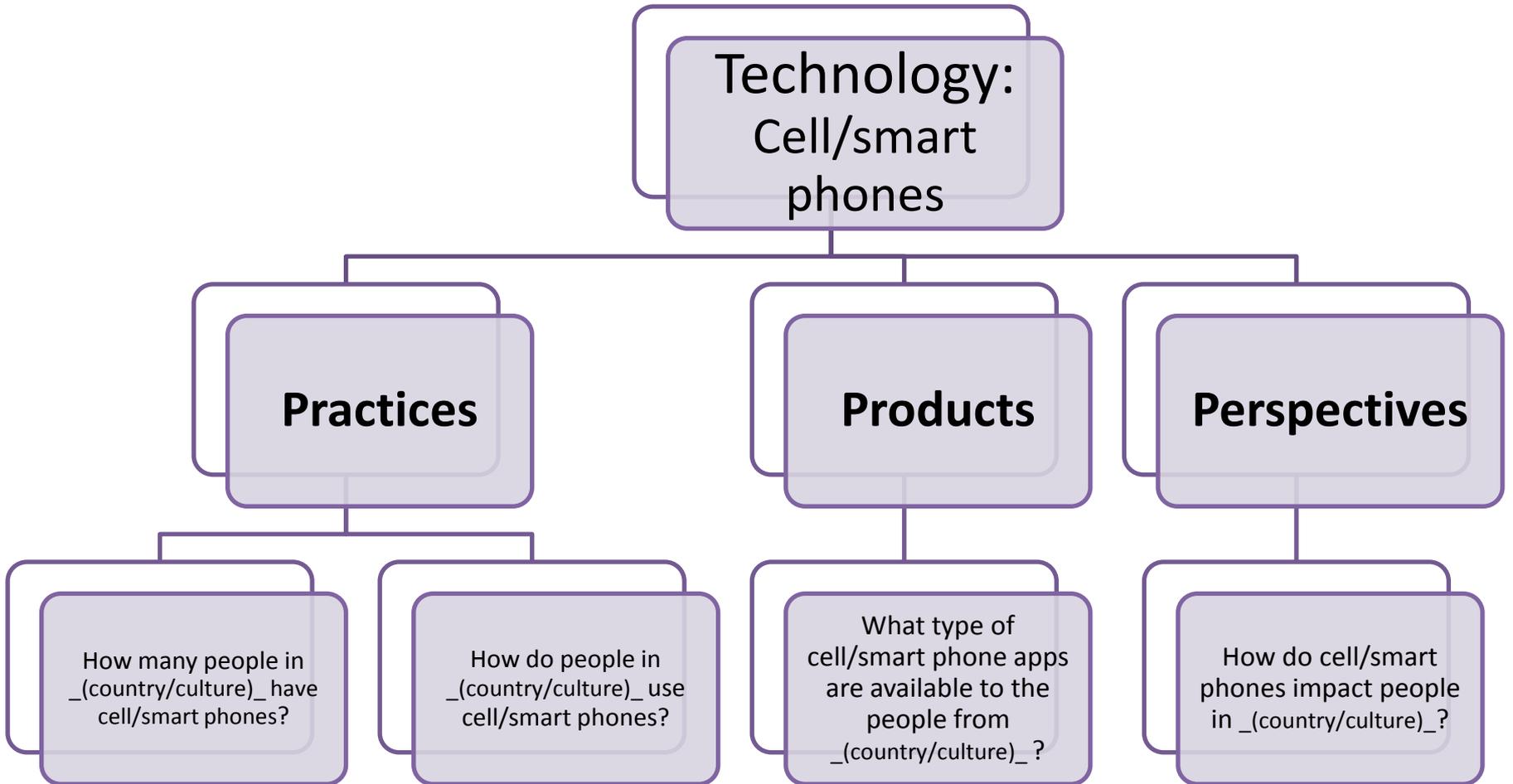
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Novice Mid Proficiency Level in (fill in target language)



Novice Mid Proficiency Level in (fill in target language)



World Languages Overview of Novice High Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Purpose: This graphic organizer and accompanying mini-lesson is designed to support and extend what students should know and be able to do with the target language they are learning at the Novice High proficiency level.

Description: This graphic organizer is presented as a concept map focused on the theme of family. A series of questions are presented which ask students to provide responses that recycle learned vocabulary and structures in the target language, either orally or in writing as directed by the teacher. Students access programs from multiple entry points and may be in classes or programs that involve multiple grade levels. The proficiency-based organization of the *World Language Essential Standards* addresses this issue and focuses instruction and learning on building proficiency in all communication skills, with adjustments made in the mini-lesson for different age groups and/or developmental levels.

The example mini-lesson that accompanies this graphic organizer has been adapted to **Modern Language programs** at the elementary, middle school and high school level that are working towards **Novice High proficiency**.

Technology: The *World Language Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills* (<http://p21.org/>) and include a number of skills that are focused on technology. Feedback from the field on drafts of the standards indicated that technology use should be embedded throughout the Clarifying Objectives and Assessment Prototypes of the *World Language Essential Standards*. Additional information about this is contained in Part V of the Crosswalk document.

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Connection to the Standards: This graphic organizer and mini-lesson is focused on the third Essential Standard and two of its Clarifying Objectives from the Strands of Connections to Language & Literacy and Connections to Other Disciplines.

World Language Essential Standard #3 Use the language to present information (Presentational Mode)

NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.

NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

21st Century Future-Ready Attributes

(See the Partnership for 21st Century Skills at <http://p21.org/> and the 21st Century Skills Map for World Languages at http://p21.org/documents/Skills%20Map/p21_worldlanguagesmap.pdf. The State Board of Education mission and goals for Future-Ready Students are online at <http://www.ncpublicschools.org/stateboard/about/goals>)

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Author(s) with school & district: NCDPI example to be adapted

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World Languages Overview of Novice High Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Resources:

Included

- Novice High Graphic Organizers – two forms available
- Vocabulary/phrase list for target language
- Learning Trajectory information
- Assessment Example(s)
- Outline of 21st Century Future-Ready Attributes
- Mini-lesson with space for teacher notes and adaptations

Created by Teacher or Students

- Extended vocabulary/phrase list or flashcards
- Rubric aligned to selected or adapted AE with adjustments for specific student group
- LinguaFolio®-like activities

Other Optional Materials

- Textbook or other classroom materials used for unit theme
- Access to computers if using multimedia presentation software
- Links to relevant Internet sites
- Digital photos or clip art
- Flipcams or other recording devices to capture student presentations
- LinguaFolio®

<p align="center"><u>Target Language Needed</u> (Learning Trajectory for Novice High proficiency)</p>	<p align="center"><u>Vocabulary/Phrase List</u> (English examples – Final versions will be available in multiple languages)</p>
<ul style="list-style-type: none"> • Simple phrases and short sentences • Familiar topics without visuals • Short interactions/messages • Simple texts/descriptions/questions <p>The entire Learning Trajectory for K-12 World Language Programs is located in the <i>World Language Essential Standards Crosswalk</i> document on page 32, which is posted on the ACRE Essential Standards Support Tools webpage at: http://www.ncpublicschools.org/docs/acre/standards/support-tools/crosswalks/world-lang/world.pdf.</p>	<p>Family members: aunt, brother, cousin, father, friend, grandfather, grandmother, mother, pets, sister, uncle</p> <p>Descriptions: athletic, bald, beard, blond, brunette, eye colors, fat, mustache, red-headed, short/small, tall/big, thin, white-haired</p> <p>Verbs: to be, to dislike, to enjoy, to hate, to have, to like, to love, etc.</p> <p>Phrases and other words: together, question words</p>

Author(s) with school & district: NCDPI example to be adapted

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World Languages Overview of Novice High Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Assessment Examples (AEs) describing student product(s)

FLES/Early Start for K-2 programs	FLES/Early Start for 3-5 programs or Middle School programs	High School Credit programs
<p>Students present information about their families to the class.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> • information is communicated orally about 2-4 family members, including kinship, physical description, likes and dislikes, favorite activities, etc.; • the presentation conveys the information clearly, concisely, and accurately in regards to content, pronunciation, word choice, grammar, and other parameters; and • the students ask and respond to 1-2 questions during or after their presentation. 	<p>Students present information about their families to the class through poster or multimedia presentation.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> • information (oral and written) is communicated about 3-6 family members, including kinship, physical description, likes and dislikes, favorite activities, etc.; • the presentation conveys the information clearly, concisely, and accurately in regards to content, pronunciation, word choice, grammar, and other parameters; and • the students ask and respond to questions during or after their presentation. 	<p>Students present information about their families through a poster or multimedia presentation.</p> <p>Evaluate students' presentations based on how well:</p> <ul style="list-style-type: none"> • information (oral and written) is communicated about 7-10 family members, including kinship, physical description, likes and dislikes, favorite activities, etc.; • the presentation conveys the information clearly, concisely, and accurately in regards to content, pronunciation, word choice, grammar, and other parameters; and • the students ask and respond to questions during the presentations.

Procedures & Formative Assessment Activities:

1. To introduce the culminating learning task or project, students will use one of the graphic organizer forms to draft notes and/or written responses in the target language. (This will be in preparation for or following the teacher's introduction of the project and its rubric.)
2. Students will then choose a partner or join a small group to share their drafted responses orally for peer feedback.
3. As students are working, the teacher will circulate and provide descriptive feedback on the graphic organizers on students' responses.
4. Students will use the graphic organizer and the feedback it contains to begin work on their project presentation.

Reminders & Reflections:

Space provided for teacher notes and needs.

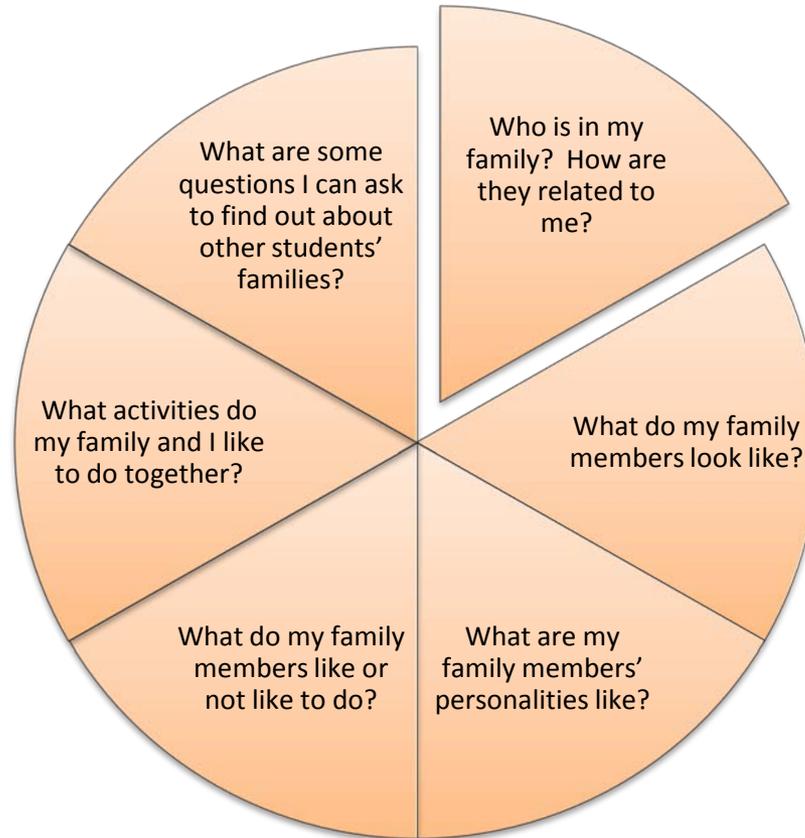
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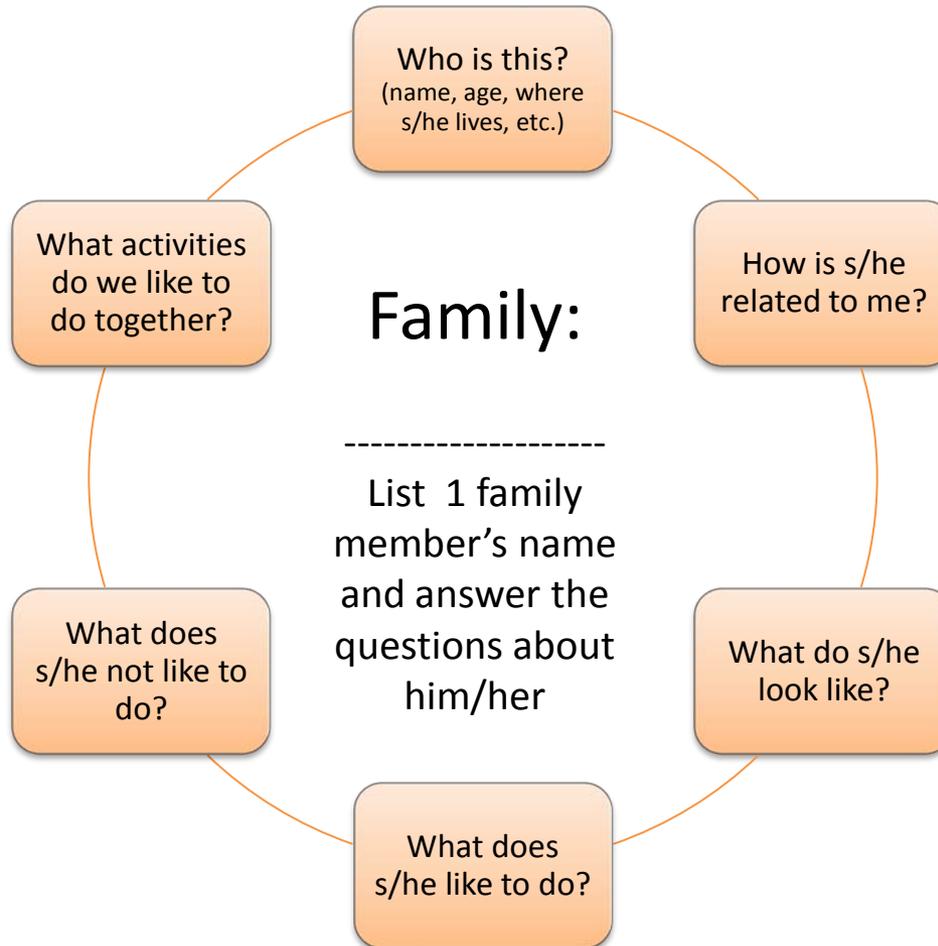
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Novice High Proficiency Level in __ (fill in target language) __

Family



Novice High Proficiency Level in __ (fill in target language) __



World Languages Overview of Intermediate Low Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Purpose: This graphic organizer and accompanying mini-lesson is designed to support and extend what students should know and be able to do with the target language they are learning at the Intermediate Low proficiency level.

Description: This graphic organizer is presented as a concept map focused on the theme of travel. A series of questions are presented which ask students to provide responses that recycle learned vocabulary and structures in the target language, either orally or in writing as directed by the teacher. Students access programs from multiple entry points and may be in classes or programs that involve multiple grade levels. The proficiency-based organization of the *World Language Essential Standards* addresses this issue and focuses instruction and learning on building proficiency in all communication skills, with adjustments made in the mini-lesson for different age groups and/or developmental levels.

The example mini-lesson that accompanies this graphic organizer has been adapted to **Dual & Heritage Language programs** at the elementary, middle school and high school level that are working towards **Intermediate Low proficiency**.

Technology: The *World Language Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills* (<http://p21.org/>) and include a number of skills that are focused on technology. Feedback from the field on drafts of the standards indicated that technology use should be embedded throughout the Clarifying Objectives and Assessment Prototypes of the *World Language Essential Standards*. Additional information about this is contained in Part V of the Crosswalk document.

The *Information and Technology Essential Standards* (ITES) are integrated into all North Carolina schools – in places where technology is prevalent as well as in schools with limited access. Media Coordinators, Technology Facilitators, ITES content experts, and other educators collaborate with teachers to plan, create, teach, and assess effective lessons that maximize the integration of technology and technology tools that are available locally.

Connection to the Standards: This graphic organizer and mini-lesson is focused on the third and fourth Essential Standards and seven of their Clarifying Objectives from the Strands of Connections to Language & Literacy, Connections to Other Disciplines and Communities.

World Language Essential Standard #3 Use the language to present information to an audience. (Presentational Mode)

IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.

World Language Essential Standard #4 Compare the students' culture and the target culture. (Culture)

IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.

IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.

IL.CMT.4.2 Create resources in the target language for use in the community.

21st Century Future-Ready Attributes

(See the Partnership for 21st Century Skills at <http://p21.org/> and the 21st Century Skills Map for World Languages at http://p21.org/documents/Skills%20Map/p21_worldlanguagesmap.pdf. The State Board of Education mission and goals for Future-Ready Students are online at <http://www.ncpublicschools.org/stateboard/about/goals>)

- Capable Technology User
- Creative/Innovative Thinker
- Critical Thinker
- Curious Researcher
- Effective Communicator
- Effective Problem Solver

- Financially Literate Citizen
- Health-Focused Life-Long Learner
- Knowledgeable Global Citizen
- Literate Consumer of Media
- Multi-Lingual
- Proficient Reader

- Relationship Builder
- Science Savvy
- Self-directed Responsible Worker
- Skilled Mathematician
- Strong Team Contributor

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

World Languages Overview of Intermediate Low Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Resources:

Included

- Intermediate Low Graphic Organizer
- Vocabulary/phrase list for target language
- Learning Trajectory information
- Assessment Example(s)
- Outline of 21st Century Future-Ready Attributes
- Mini-lesson with space for teacher notes and adaptations

Created by Teacher or Students

- Extended vocabulary/phrase list or flashcards
- Rubric aligned to selected or adapted AE with adjustments for specific student group
- Wiki pages with layouts for itineraries, blogging and posting of photographs

Other Optional Materials

- Textbook or other classroom materials used for unit theme
- Access to the Internet for research and to connect with people from the community
- Links to relevant Internet sites
- LinguaFolio® (Biography) – Intercultural Experiences and/or Intercultural Encounters reflection pieces

<p align="center"><u>Target Language Needed</u> (Learning Trajectory for Intermediate Low proficiency)</p>	<p align="center"><u>Vocabulary/Cultural Information List</u> (English examples – Final versions will be available in multiple languages)</p>
<ul style="list-style-type: none"> • Series of phases and sentences • Unrehearsed situations • Limited discourse • Familiar situations with some details • Familiar topics and experiences • Questions • Short conversations • Main ideas and a few details <p>The entire Learning Trajectory for K-12 World Language Programs is located in the <i>World Language Essential Standards Crosswalk</i> document on page 32, which is posted on the ACRE Essential Standards Support Tools webpage at: http://www.ncpublicschools.org/docs/acre/standards/support-tools/crosswalks/world-lang/world.pdf.</p>	<p>Travel and transportation terms: bus, car, climate, currency, exchange, group, home, homestay, host or extended family, hotel, hostel, passenger, passport, plane, schedule, taxi, ticket, tip, train, travel, trip, visa, visit, visitor, weather</p> <p>Question words: how, how many/much, what, when, where, who, why</p> <p>Verbs: to arrive, to ask, to board, to find, to go, to interact, to leave, to link, to locate, to look for, to meet, to pack, to post, to reserve, to respect, to share, to study, to travel, to understand, to visit, etc.</p> <p>Cultural information related to daily life with families, Internet sharing (privacy and publicity), tourism, travel, transportation, and so on</p>

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

World Languages Overview of Intermediate Low Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Assessment Examples (APs) describing student product(s)		
Dual Language/Immersion for K-5 programs	Dual Language/Immersion for 6-12 programs	Heritage Language High School Credit programs
<p>Students plan their class exchange trip to visit their exchange partners, which includes a homestay. The itinerary, travel experience, visits and interactions will be shared on a wiki so that the community can share in the adventure.</p> <p>Evaluate students' wiki posts based on:</p> <ul style="list-style-type: none"> • descriptions of their experiences, which should include details; • evidence of reflection on what they have learned about interculturality and the perspectives and practices of another culture as compared to their own; • inclusion of photos, links, videos, etc. to support and enhance their descriptions; and • language used to express themselves to their community audience that is clear, concise, and accurate in regards to choices made about words, phrases, and tenses. 	<p>Students plan their class study trip to visit their partner school, which includes a family homestay, hostel booking or dormitory living. The itinerary, travel experience, visits and interactions will be shared on a wiki so that the community can share in the adventure.</p> <p>Evaluate students' wiki posts based on:</p> <ul style="list-style-type: none"> • descriptions of their personal and academic experiences, which should include details; • evidence of reflection on what they have learned about interculturality and the perspectives and practices of another culture as compared to their own; • inclusion of photos, links, videos, etc. to support and enhance their descriptions; and • language used to express themselves to their community audience that is clear, concise, and accurate in regards to choices made about words, phrases, and tenses. 	<p>Students plan their families' visit to a home or heritage country, which includes staying with extended family or renting quarters in the community. The itinerary, travel experience, visits and interactions will be shared on a wiki so that the community can share in the adventure.</p> <p>Evaluate students' wiki posts based on:</p> <ul style="list-style-type: none"> • descriptions of their personal experiences, which should include details; • evidence of reflection on what they have learned about interculturality and the perspectives and practices of their home or heritage culture as compared to their own; • inclusion of photos, links, videos, etc. to support and enhance their descriptions; and • language used to express themselves to their community audience that is clear, concise, and accurate in regards to choices made about words, phrases, and tenses.

Procedures & Formative Assessment Activities:

1. To begin planning for the class or family trip described in the selected AE, groups of students will choose one of the circles on the graphic organizer to brainstorm ideas and draft notes about activities related to each idea using the target language. (This will follow the teacher's introduction of the travel activity by addressing the questions in the top circle, either as a presentation or as a class sharing session: Where will we visit? Why are those destinations important? What can we learn about the culture from them?)
2. Students will research their ideas and activities using the Internet, past experiences, and information available to them through other classroom and community resources.
3. As students outline their plans, the teacher will provide descriptive feedback on the proposed itineraries and activities.
4. Students will use the graphic organizer and the feedback it contains to begin finalizing itineraries and planning their wiki page layouts.

Reminders & Reflections:

Space provided for teacher notes and needs.

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

Intermediate Low Proficiency Level in __ (fill in target language) __



World Languages Overview of Intermediate Mid Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Purpose: This graphic organizer and accompanying mini-lesson is designed to support and extend what students should know and be able to do with the target language they are learning at the Intermediate Mid proficiency level.

Description: This graphic organizer is presented as a concept map focused on the theme of literature, which is a common theme of study at this proficiency level and is also a component of programs such as Advanced Placement (AP) from the College Board and the International Baccalaureate (IB) Programme. A series of questions are presented which ask students to provide responses that recycle learned vocabulary and structures in the target language, either orally or in writing as directed by the teacher. Students access programs from multiple entry points and may be in classes or programs that involve multiple grade levels. The proficiency-based organization of the *World Language Essential Standards* addresses this issue and focuses instruction and learning on building proficiency in all communication skills, with adjustments made in the mini-lesson for different age groups and/or developmental levels.

The example mini-lesson that accompanies this graphic organizer has been adapted to **Classical Language** and **Modern Language programs** at the middle school and high school level that are working towards **Intermediate Mid proficiency**.

Technology: The *World Language Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills* (<http://p21.org/>) and include a number of skills that are focused on technology. Feedback from the field on drafts of the standards indicated that technology use should be embedded throughout the Clarifying Objectives and Assessment Prototypes of the *World Language Essential Standards*. Additional information about this is contained in Part V of the Crosswalk document.

The *Information and Technology Essential Standards* (ITES) are integrated into all North Carolina schools – in places where technology is prevalent as well as in schools with limited access. Media Coordinators, Technology Facilitators, ITES content experts, and other educators collaborate with teachers to plan, create, teach, and assess effective lessons that maximize the integration of technology and technology tools that are available locally.

Connection to the Standards: This graphic organizer and mini-lesson is focused on the second Essential Standard and five of its Clarifying Objectives from the Strands of Connections to Language & Literacy, Connections to Other Disciplines and Communities.

World Language Essential Standard #2 Understand words and concepts presented in the language. (Interpretive Mode)

IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.

IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.

IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.

21st Century Future-Ready Attributes

(See the Partnership for 21st Century Skills at <http://p21.org/> and the 21st Century Skills Map for World Languages at http://p21.org/documents/Skills%20Map/p21_worldlanguagesmap.pdf. The State Board of Education mission and goals for Future-Ready Students are online at <http://www.ncpublicschools.org/stateboard/about/goals>)

<input checked="" type="checkbox"/> Capable Technology User <input type="checkbox"/> Creative/Innovative Thinker <input checked="" type="checkbox"/> Critical Thinker <input checked="" type="checkbox"/> Curious Researcher <input checked="" type="checkbox"/> Effective Communicator <input checked="" type="checkbox"/> Effective Problem Solver	<input type="checkbox"/> Financially Literate Citizen <input type="checkbox"/> Health-Focused Life-Long Learner <input checked="" type="checkbox"/> Knowledgeable Global Citizen <input checked="" type="checkbox"/> Literate Consumer of Media <input checked="" type="checkbox"/> Multi-Lingual <input checked="" type="checkbox"/> Proficient Reader	<input type="checkbox"/> Relationship Builder <input type="checkbox"/> Science Savvy <input checked="" type="checkbox"/> Self-directed Responsible Worker <input type="checkbox"/> Skilled Mathematician <input checked="" type="checkbox"/> Strong Team Contributor
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Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

World Languages Overview of Intermediate Mid Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Resources:

Included

- Intermediate Mid Graphic Organizer
- Vocabulary/structure list for target language
- Learning Trajectory information
- Assessment Example(s)
- Outline of 21st Century Future-Ready Attributes
- Mini-lesson with space for teacher notes and adaptations

Created by Teacher or Students

- Extended vocabulary/structure list associated with selected authentic text
- Rubric aligned to selected or adapted AE with adjustments for specific student groups or programs (such as AP or IB)

Other Optional Materials

- Textbook or other classroom materials used to support literary analysis
- Access to the Internet for researching information needed for literary analysis in general and this text, author, etc. in particular
- Links to relevant Internet sites

<p align="center"><u>Target Language Needed</u> (Learning Trajectory for Intermediate Mid proficiency)</p>	<p align="center"><u>Vocabulary/Structure List</u> (English examples – Final versions will be available in multiple languages)</p>
<ul style="list-style-type: none"> • Variety of familiar topics with many details • Unfamiliar topics with some details • Personal opinions • Uncomplicated settings where communication is straightforward • Series of connected sentences • Simple factual presentations • Unfamiliar academic vocabulary • Spontaneous conversations <p>The entire Learning Trajectory for K-12 World Language Programs is located in the <i>World Language Essential Standards Crosswalk</i> document on page 32, which is posted on the ACRE Essential Standards Support Tools webpage at: http://www.ncpublicschools.org/docs/acre/standards/support-tools/crosswalks/world-lang/world.pdf.</p>	<p>Literature terms: analogy, analysis, antagonist, author, background, canon, character, contribution, era, explication, foil, genre, impact, influence, literature, novel, philosophy, plot, poetry, problem, protagonist, realism, resolution, role, simile, surrealism, symbolism, and so on as needed for selected authentic text (fiction or non-fiction)</p> <p>Structures: past tenses, including literary tenses; present tenses; future tenses; selected specific tenses or moods (indicative, imperative, subjunctive, etc.) as needed by students for analysis of selected authentic text</p>

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

World Languages Overview of Intermediate Mid Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Assessment Examples (AEs) describing student product(s)

Classical Language Program	Modern Language Program
<p>Students read an authentic text from a classical author, summarizing their comprehension of the text in individual activities and class discussion. In small groups, students will create an excerpt to share with peers in a class working towards Novice High proficiency.</p> <p>Evaluate the group’s excerpt and sharing plans based on how well:</p> <ul style="list-style-type: none"> • the selected/adapted passage(s) represent the author’s perspective and place in the classical literary canon; and • the context, vocabulary, language structures, etc. provides peer with enough background and scaffolding to comprehend the excerpt. 	<p>Students read an authentic text from an author who wrote in the target language, summarizing their comprehension of the text in individual activities and class discussion. In small groups, students will create an excerpt to share with peers in a class working towards Novice High proficiency.</p> <p>Evaluate the group’s excerpt and sharing plans based on how well:</p> <ul style="list-style-type: none"> • the selected/adapted passage(s) represent the author’s perspective and place in the literary canon of the target language; and • the context, vocabulary, language structures, etc. provide peers with enough background and scaffolding to comprehend the excerpt.

Procedures & Formative Assessment Activities:

1. To launch this literary analysis and begin working towards the sharing project described in the AE, students will use the graphic organizer to document their understanding of the text through notes from research and class discussions, question responses, and informal writing summaries.
2. After completing the literary analysis unit, students will join small groups to select or adapt an excerpt from the authentic text.
3. A sharing plan will be drafted, which can include a modified graphic organizer, to present the information needed by peers who are at a lower proficiency level to comprehend the excerpt.
4. Students will read and review each group’s excerpt and sharing plan to provide descriptive feedback for revisions.

Reminders & Reflections:

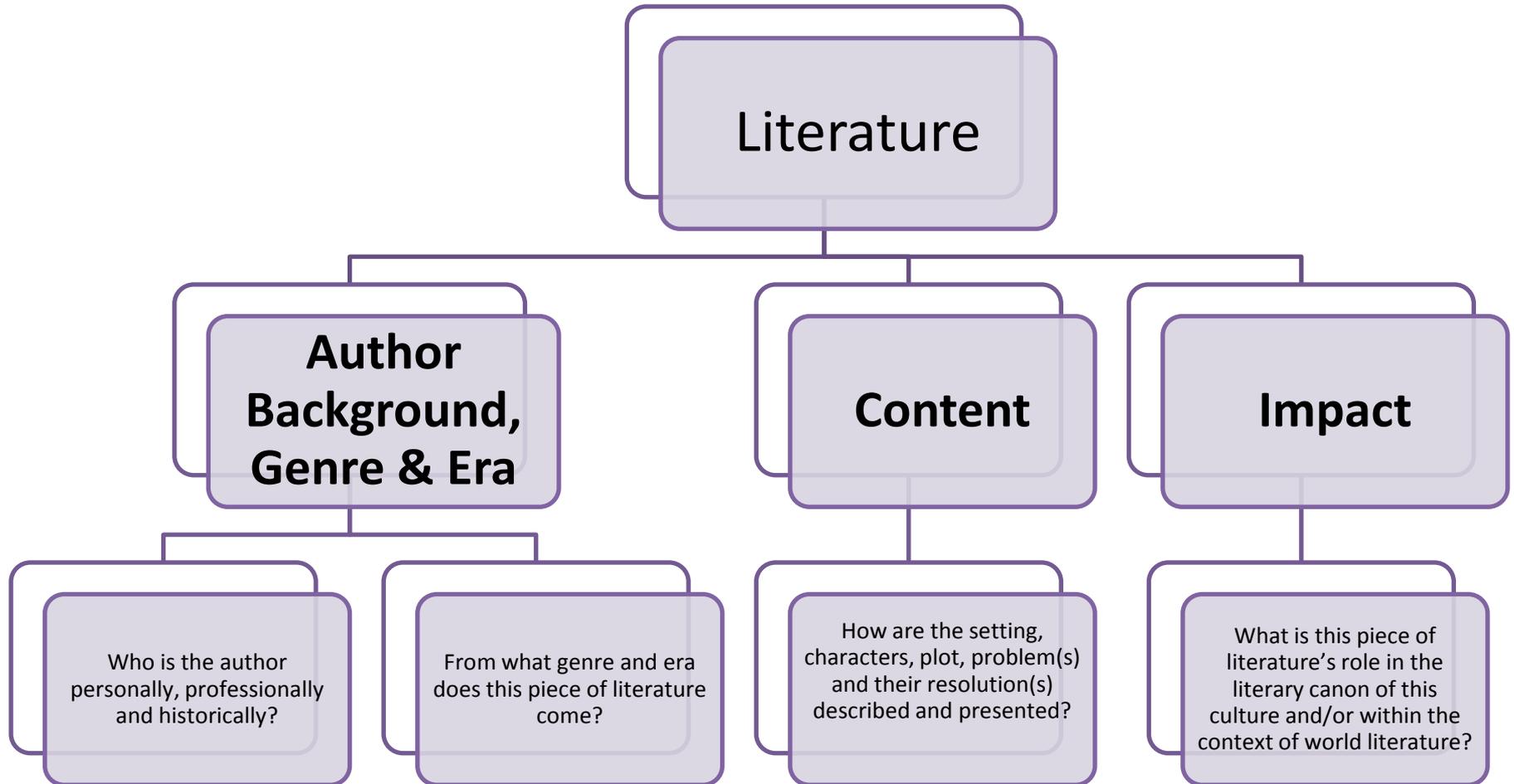
Space provided for teacher notes and needs.

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

Intermediate Mid Proficiency Level in ___(fill in target language)___



World Languages Overview of Intermediate High Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Purpose: This graphic organizer and accompanying mini-lesson is designed to support and extend what students should know and be able to do with the target language they are learning at the Intermediate High proficiency level.

Description: This graphic organizer is presented as a concept map focused on the theme of family. A series of questions are presented which ask students to provide responses that recycle learned vocabulary and structures in the target language, either orally or in writing as directed by the teacher. Students access programs from multiple entry points and may be in classes or programs that involve multiple grade levels. The proficiency-based organization of the *World Language Essential Standards* addresses this issue and focuses instruction and learning on building proficiency in all communication skills, with adjustments made in the mini-lesson for different age groups and/or developmental levels.

The example mini-lesson that accompanies this graphic organizer has been adapted to **Modern Language programs** at the high school level that are working towards **Intermediate High proficiency**.

Technology: The *World Language Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills* (<http://p21.org/>) and include a number of skills that are focused on technology. Feedback from the field on drafts of the standards indicated that technology use should be embedded throughout the Clarifying Objectives and Assessment Prototypes of the *World Language Essential Standards*. Additional information about this is contained in Part V of the Crosswalk document.

The *Information and Technology Essential Standards* (ITES) are integrated into all North Carolina schools – in places where technology is prevalent as well as in schools with limited access. Media Coordinators, Technology Facilitators, ITES content experts, and other educators collaborate with teachers to plan, create, teach, and assess effective lessons that maximize the integration of technology and technology tools that are available locally.

Connection to the Standards: This graphic organizer and mini-lesson is focused on the third Essential Standard and three of its Clarifying Objectives from the Strands of Connections to Language & Literacy and Connections to Other Disciplines.

World Language Essential Standard #3 Use the language to present information (Presentational Mode)

IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.

IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.

IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

21st Century Future-Ready Attributes

(See the Partnership for 21st Century Skills at <http://p21.org/> and the 21st Century Skills Map for World Languages at http://p21.org/documents/Skills%20Map/p21_worldlanguagesmap.pdf. The State Board of Education mission and goals for Future-Ready Students are online at <http://www.ncpublicschools.org/stateboard/about/goals>)

<input checked="" type="checkbox"/> Capable Technology User <input type="checkbox"/> Creative/Innovative Thinker <input checked="" type="checkbox"/> Critical Thinker <input type="checkbox"/> Curious Researcher <input checked="" type="checkbox"/> Effective Communicator <input checked="" type="checkbox"/> Effective Problem Solver	<input type="checkbox"/> Financially Literate Citizen <input type="checkbox"/> Health-Focused Life-Long Learner <input type="checkbox"/> Knowledgeable Global Citizen <input checked="" type="checkbox"/> Literate Consumer of Media <input checked="" type="checkbox"/> Multi-Lingual <input checked="" type="checkbox"/> Proficient Reader	<input type="checkbox"/> Relationship Builder <input type="checkbox"/> Science Savvy <input checked="" type="checkbox"/> Self-directed Responsible Worker <input type="checkbox"/> Skilled Mathematician <input checked="" type="checkbox"/> Strong Team Contributor
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Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

World Languages Overview of Intermediate High Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Resources:

Included

- Intermediate High Graphic Organizer
- Vocabulary/structure list for target language
- Learning Trajectory information
- Assessment Example(s)
- Outline of 21st Century Future-Ready Attributes
- Mini-lesson with space for teacher notes and adaptations

Created by Teacher or Students

- Extended vocabulary/structure list
- Rubric aligned to selected or adapted AE with adjustments for specific student group

Other Optional Materials

- Textbook or other classroom materials used for unit theme
- Access to computers when using desktop publishing or video broadcasting presentation software
- Links to relevant Internet sites
- Digital photos, clip art, videos, etc.
- Flipcams or other recording devices

<p align="center"><u>Target Language Needed</u> (Learning Trajectory for Intermediate High proficiency)</p>	<p align="center"><u>Vocabulary/Structure List</u> (English examples – Final versions will be available in multiple languages)</p>
<ul style="list-style-type: none"> • Personal views (state and support) • Variety of familiar and some unfamiliar (new) topics • Familiar topics in complicated settings, where communication is more demanding because of competition or lack of directness • Detailed, factual information/narratives/descriptions • Many different types of texts that contain unfamiliar vocabulary • Extended conversations/speech • Take an active part in discussions • Clear and detailed descriptions • Academic pursuits and career interests <p>The entire Learning Trajectory for K-12 World Language Programs is located in the <i>World Language Essential Standards Crosswalk</i> document on page 32, which is posted on the ACRE Essential Standards Support Tools webpage at: http://www.ncpublicschools.org/docs/acre/standards/support-tools/crosswalks/world-lang/world.pdf.</p>	<p>Family terms: correct phrasing of family members' activities related to school, work and home; kinship vocabulary; lifestyle; origins; values/beliefs</p> <p>Structures: past, present and future tenses in various moods as needed by students for descriptions, explanations and justifications</p>

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

World Languages Overview of Intermediate High Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Assessment Examples (AEs) describing student product(s)	
Modern Language Programs – Alphabetic & Logographic Languages	Modern Language Programs – Visual Language
<p>Students present detailed information about their families using desktop publishing software to create an electronic journal, newsletter or similar publication.</p> <p>Evaluate students' publications based on how well:</p> <ul style="list-style-type: none"> • information is presented in writing that addresses the questions and topics required (activities, future plans, lifestyle, history, value system); and • the publication uses visuals (photos, clipart, avatars, etc.) to support the presentation of the information clearly, concisely, and accurately in regards to content, lexical choice, grammar, and other parameters. 	<p>Students present detailed information about their families using multimedia broadcasting software to create a video journal, series of screencasts/podcasts or similar broadcast(s).</p> <p>Evaluate students' broadcasts based on how well:</p> <ul style="list-style-type: none"> • information is presented visually that addresses the questions and topics required (activities, future plans, lifestyle, history, value system); and • the broadcast uses additional or embedded visuals (photos, clipart, avatars, etc.) to support the presentation of the information clearly, concisely, and accurately in regards to content, lexical choice, grammar, and other parameters.

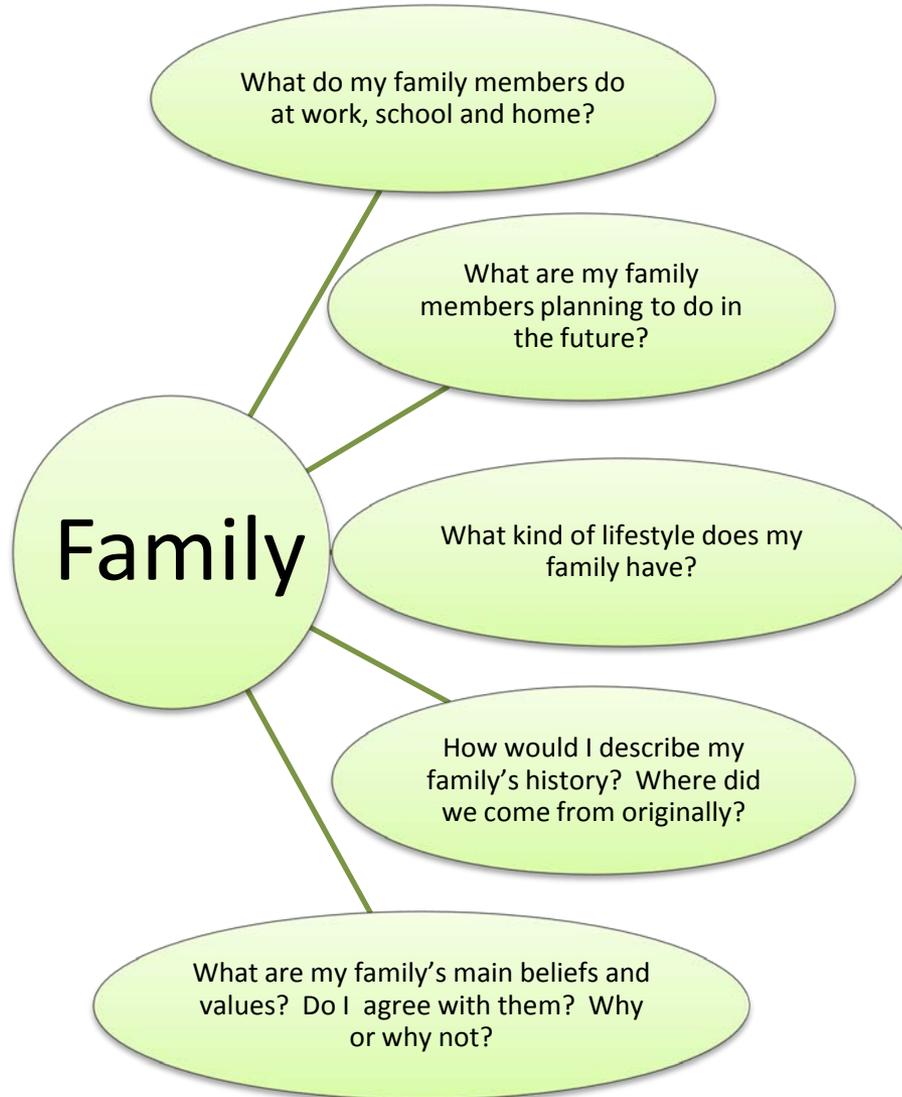
<p>Procedures & Formative Assessment Activities:</p> <ol style="list-style-type: none"> 1. To structure this autobiographical, independent project for the quarter (9 weeks), students will use the graphic organizer each week to engage in a Think-Pair-Share activity where they respond to one question individually, share their answers with a partner for feedback and suggestions, and then draft their responses in the form of an article or script to use in the presentation. 2. As students progress through the first five weeks of this project as described above, the teacher will use a Writer's Workshop approach to provide descriptive feedback on drafts and presentation ideas. 3. In weeks 6 and 7, students will finalize the drafts of their presentations and extend the graphic organizer into a formal outline for their project. 4. In week 8, students will share their projects virtually with their classmates by posting them on a private/internal wiki or website and then evaluate two others' presentations using the project rubric. 5. In week 9, students will revise their presentations using the teacher and peer feedback that they have received and then submit their project for grading.
<p>Reminders & Reflections: <i>Space provided for teacher notes and needs.</i></p>

Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

Intermediate High Proficiency Level in __ (target language) __



World Languages Overview of Advanced Low Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Purpose: This graphic organizer and accompanying mini-lesson is designed to support and extend what students should know and be able to do with the target language they are learning at the Advanced Low proficiency level.

Description: This graphic organizer is presented as a concept map focused on the theme of current events in the media. A series of questions are presented which ask students to provide responses that recycle learned vocabulary and structures in the target language, either orally or in writing as directed by the teacher. Students access programs from multiple entry points and may be in classes or programs that involve multiple grade levels. The proficiency-based organization of the *World Language Essential Standards* addresses this issue and focuses instruction and learning on building proficiency in all communication skills, with adjustments made in the mini-lesson for different age groups and/or developmental levels.

The example mini-lesson that accompanies this graphic organizer has been adapted to **Modern Language programs** at the high school level that are working towards **Advanced Low proficiency**.

Technology: The *World Language Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills* (<http://p21.org/>) and include a number of skills that are focused on technology. Feedback from the field on drafts of the standards indicated that technology use should be embedded throughout the Clarifying Objectives and Assessment Prototypes of the *World Language Essential Standards*. Additional information about this is contained in Part V of the Crosswalk document.

The *Information and Technology Essential Standards* (ITES) are integrated into all North Carolina schools – in places where technology is prevalent as well as in schools with limited access. Media Coordinators, Technology Facilitators, ITES content experts, and other educators collaborate with teachers to plan, create, teach, and assess effective lessons that maximize the integration of technology and technology tools that are available locally.

Connection to the Standards: This graphic organizer and mini-lesson is focused on the second and fourth Essential Standards and six of their Clarifying Objectives from the Strands of Connections to Language & Literacy and Communities.

World Language Essential Standard #2 Understand words and concepts presented in the language. (Interpretive Mode)

AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.

AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.

AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.

World Language Essential Standard #4 Compare the students' culture and the target culture. (Culture)

AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.

21st Century Future-Ready Attributes

(See the Partnership for 21st Century Skills at <http://p21.org/> and the 21st Century Skills Map for World Languages at http://p21.org/documents/Skills%20Map/p21_worldlanguagesmap.pdf. The State Board of Education mission and goals for Future-Ready Students are online at <http://www.ncpublicschools.org/stateboard/about/goals>)

<input checked="" type="checkbox"/> Capable Technology User <input checked="" type="checkbox"/> Creative/Innovative Thinker <input checked="" type="checkbox"/> Critical Thinker <input checked="" type="checkbox"/> Curious Researcher <input checked="" type="checkbox"/> Effective Communicator <input checked="" type="checkbox"/> Effective Problem Solver	<input type="checkbox"/> Financially Literate Citizen <input type="checkbox"/> Health-Focused Life-Long Learner <input checked="" type="checkbox"/> Knowledgeable Global Citizen <input checked="" type="checkbox"/> Literate Consumer of Media <input checked="" type="checkbox"/> Multi-Lingual <input checked="" type="checkbox"/> Proficient Reader	<input type="checkbox"/> Relationship Builder <input type="checkbox"/> Science Savvy <input checked="" type="checkbox"/> Self-directed Responsible Worker <input type="checkbox"/> Skilled Mathematician <input checked="" type="checkbox"/> Strong Team Contributor
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Author(s) with school & district: NCDPI example to be adapted

Adapted documents would identify those who customized the graphic organizer and mini-lesson for a specific program and/or language type.

Please see the World Language Essential Standards wiki page for Graphic Organizers at <http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers>

World Languages Overview of Advanced Low Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Resources:

Included

- Advanced Low Graphic Organizer
- Vocabulary/structure list for target language
- Learning Trajectory information
- Assessment Example
- Outline of 21st Century Future-Ready Attributes
- Mini-lesson with space for teacher notes and adaptations

Created by Teacher or Students

- Extended vocabulary/structure list
- Rubric aligned to selected or adapted AE with adjustments for specific student group
- Reflection on media using the Intercultural pieces in the LinguaFolio® Biography

Other Optional Materials

- Textbook or other classroom materials used for unit theme
- Access to computers when researching current events and preparing the electronic archive file
- Links to relevant Internet sites
- Digital photos, clip art, videos, etc.
- Flipcams or other recording devices

<p align="center"><u>Target Language Needed</u> (Learning Trajectory for Advanced Low proficiency)</p>	<p align="center"><u>Vocabulary/Structure List</u> (English examples – Final versions will be available in multiple languages)</p>
<ul style="list-style-type: none"> • Variety of familiar and unfamiliar topics • Lengthy conversations/discussions • Texts on unfamiliar topics • Clear, organized texts • Discipline-specific ideas with unfamiliar academic topics • Modify for some specific audiences • Subtleties of text on familiar topics and information from texts on unfamiliar topics <p>The entire Learning Trajectory for K-12 World Language Programs is located in the <i>World Language Essential Standards Crosswalk</i> document on page 32, which is posted on the ACRE Essential Standards Support Tools webpage at: http://www.ncpublicschools.org/docs/acre/standards/support-tools/crosswalks/world-lang/world.pdf.</p>	<p>Current events and media terms: broadcast, ethics, fourth estate, journalist, media outlets (Internet, newspaper, radio, social media, television), network, news, objectivity, perspective, political analysis, reporter, subjectivity, talk shows, wire services, etc.</p> <p>Structures: past, present and future tenses in various moods as needed by students for understanding reports, discipline-specific ideas and terminology, and consequences related to a current event</p>

Author(s) with school & district: NCDPI example to be adapted

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World Languages Overview of Advanced Low Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Assessment Example (AE) describing student product(s)

Modern Language Programs

In small groups, students create an electronic archive file documenting a current event and its impact locally, regionally, nationally and internationally.

Evaluate groups' electronic archive files based on how well:

- information and opinions from various media sources are selected, excerpted or modified for inclusion;
- products from, practices on, and perspectives about the current event represent a diversity of cultures using the target language; and
- contents are ordered or compiled for presentation.

Procedures & Formative Assessment Activities:

1. To launch this month-long research project, students will first use the graphic organizer as a class brainstorming tool to do an example by deciding on a current event and then recording their thoughts on the topic, its historical context, its media coverage, various groups' perspectives, and its potential future impact.
2. Next, the instructor will present the rubric for the electronic archive file and answer any questions about its execution and deadlines.
3. Then, students will break into small groups and choose a current event to research, repeating the brainstorming process from the example using their selected topic and assigning specific components (historical context, coverage, etc.) for individual members to research.
4. Throughout the month, 2-3 days per week will be dedicated to project research, group meetings/peer feedback, and debriefing reports (with the teacher).
5. During the last week, students will finalize their contributions to their group's electronic archive file and post them for summative evaluation using the technology tool(s) chosen (wiki, blog, etc.).

Reminders & Reflections:

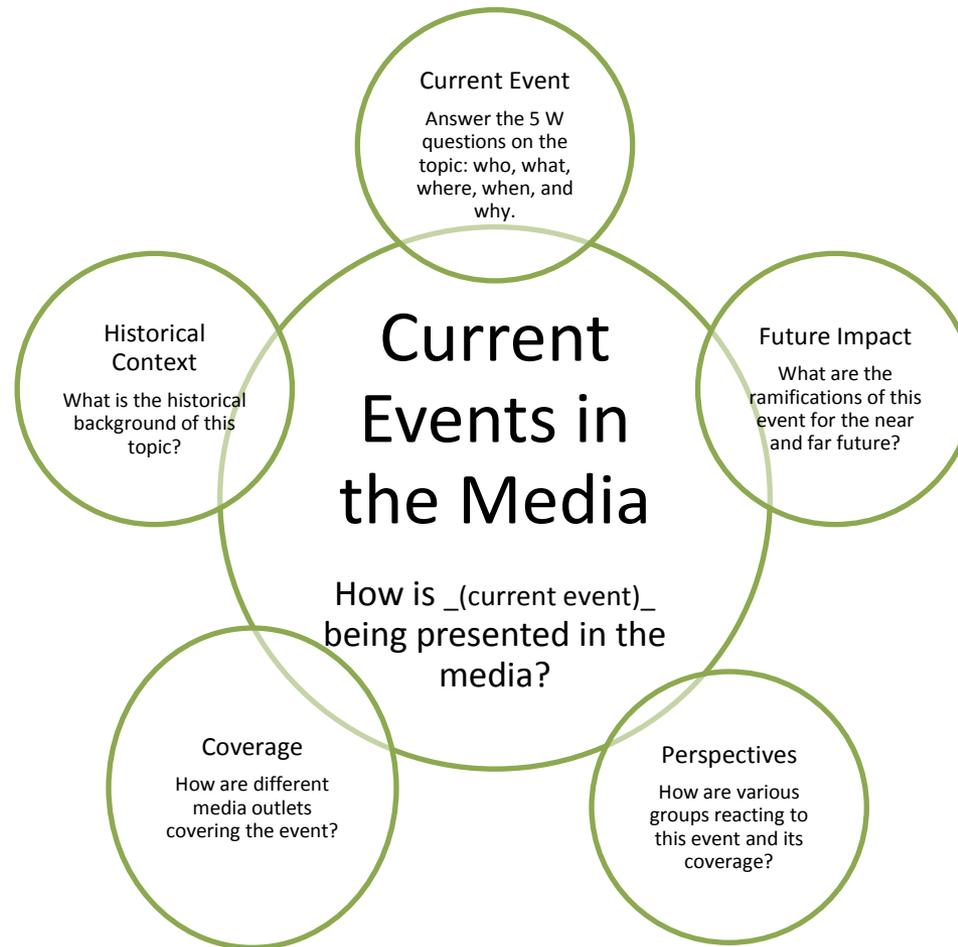
Space provided for teacher notes and needs.

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Advanced Low Proficiency Level in __ (fill in target language) __



World Languages Overview of Advanced Mid Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Purpose: This graphic organizer and accompanying mini-lesson is designed to support and extend what students should know and be able to do with the target language they are learning at the Advanced Mid proficiency level.

Description: This graphic organizer is presented as a concept map focused on the theme of family. A series of questions are presented which ask students to provide responses that recycle learned vocabulary and structures in the target language, either orally or in writing as directed by the teacher. Students access programs from multiple entry points and may be in classes or programs that involve multiple grade levels. The proficiency-based organization of the *World Language Essential Standards* addresses this issue and focuses instruction and learning on building proficiency in all communication skills, with adjustments made in the mini-lesson for different age groups and/or developmental levels.

The example mini-lesson that accompanies this graphic organizer has been adapted to **Modern Language programs** at the high school level that are working towards **Advanced Mid proficiency**.

Technology: The *World Language Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills* (<http://p21.org/>) and include a number of skills that are focused on technology. Feedback from the field on drafts of the standards indicated that technology use should be embedded throughout the Clarifying Objectives and Assessment Prototypes of the *World Language Essential Standards*. Additional information about this is contained in Part V of the Crosswalk document.

The *Information and Technology Essential Standards* (ITES) are integrated into all North Carolina schools – in places where technology is prevalent as well as in schools with limited access. Media Coordinators, Technology Facilitators, ITES content experts, and other educators collaborate with teachers to plan, create, teach, and assess effective lessons that maximize the integration of technology and technology tools that are available locally.

Connection to the Standards: This graphic organizer and mini-lesson is focused on the third Essential Standard and four of its Clarifying Objectives from the Strands of Connections to Language & Literacy and Communities.

World Language Essential Standard #3 Use the language to present information (Presentational Mode)

AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.

AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.

AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

AM.CMT.3.2 Use specialized and precise language in school and community events.

21st Century Future-Ready Attributes

(See the Partnership for 21st Century Skills at <http://p21.org/> and the 21st Century Skills Map for World Languages at http://p21.org/documents/Skills%20Map/p21_worldlanguagesmap.pdf. The State Board of Education mission and goals for Future-Ready Students are online at <http://www.ncpublicschools.org/stateboard/about/goals>)

<input type="checkbox"/> Capable Technology User	<input type="checkbox"/> Financially Literate Citizen	<input checked="" type="checkbox"/> Relationship Builder
<input checked="" type="checkbox"/> Creative/Innovative Thinker	<input type="checkbox"/> Health-Focused Life-Long Learner	<input type="checkbox"/> Science Savvy
<input checked="" type="checkbox"/> Critical Thinker	<input checked="" type="checkbox"/> Knowledgeable Global Citizen	<input checked="" type="checkbox"/> Self-directed Responsible Worker
<input checked="" type="checkbox"/> Curious Researcher	<input checked="" type="checkbox"/> Literate Consumer of Media	<input type="checkbox"/> Skilled Mathematician
<input checked="" type="checkbox"/> Effective Communicator	<input checked="" type="checkbox"/> Multi-Lingual	<input type="checkbox"/> Strong Team Contributor
<input checked="" type="checkbox"/> Effective Problem Solver	<input checked="" type="checkbox"/> Proficient Reader	

Author(s) with school & district: NCDPI example to be adapted

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World Languages Overview of Advanced Mid Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Resources:

Included

- Advanced Mid Graphic Organizer
- Vocabulary/structure list for target language
- Learning Trajectory information
- Assessment Example
- Outline of 21st Century Future-Ready Attributes
- Mini-lesson with space for teacher notes and adaptations

Created by Teacher or Students

- Extended vocabulary/structure list
- Rubric aligned to selected or adapted AE with adjustments for specific student group

Other Optional Materials

- Textbook or other classroom materials used for unit theme
- Access to computers and the Internet for research on public policies involving family issues
- Links to relevant Internet sites
- LinguaFolio® Dossier to review past work samples relevant to issue selected

<p align="center"><u>Target Language Needed</u> (Learning Trajectory for Advanced Mid proficiency)</p>	<p align="center"><u>Vocabulary/Structure List</u> (English examples – Final versions will be available in multiple languages)</p>
<ul style="list-style-type: none"> • Concrete, social and professional topics • With fluency and flexibility • Extended, complex speeches/lectures • Long, complex texts • Personal, academic, and professional topics • Multiple viewpoints and opinions • Specialized and precise language • Clearly articulated presentations • Clear, well-organized texts • Variety of audiences <p>The entire Learning Trajectory for K-12 World Language Programs is located in the <i>World Language Essential Standards Crosswalk</i> document on page 32, which is posted on the ACRE Essential Standards Support Tools webpage at: http://www.ncpublicschools.org/docs/acre/standards/support-tools/crosswalks/world-lang/world.pdf.</p>	<p>Family terms: childcare, daycare, childrearing, elder care, gender roles, generational characteristics, generations (and terms associated with them such as baby boomers, Generation X, echo boomers, millennials, and so on), health care, inheritance, marital rolesm, marriage, marriage laws, parenting styles, responsibilities, etc.)</p> <p>Political issue vocabulary used in public debates; beliefs, experience, issues, lifestyle, values, etc.</p> <p>Structures: past, present and future tenses in various moods as needed by students for researching and presenting public policies and their impact on family issues-globally and personally</p>

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World Languages Overview of Advanced Mid Graphic Organizer with Mini-Lesson

Adapted from SIOP, TWIOP, and previously submitted lesson plans

Assessment Example (AE) describing student product(s)

Modern Language Programs

Students participate as political candidates in a debate focused on family issues.

Evaluate students' participation based on how well:

- information, opinions and rationales are presented orally that address the debate topics and questions asked;
- various perspectives are incorporated to support expressed family values relevant to public policies locally and within the target culture(s);
- responses are formulated in a fluent manner and draw on data, research, personal experience, and emotions;
- language used is clear, concise, accurate and appropriate in regards to audience, lexical choice, grammar, and other parameters.

Procedures & Formative Assessment Activities:

1. To prepare for the debate, students will use the graphic organizer to research a public policy from the target culture(s) and their own culture on a family issue that is important to them. (1 week utilizing some class time as well as homework time)
2. Students will draft and practice debate presentation pieces to show their perspective on the issue, including an opening statement (3 minutes), possible rebuttal questions (2 minutes) and a closing statement (1 minute).
3. A series of class debates will be held with peers acting as a different audience from the community (parents, social service workers, business people, local elected officials, and so on) for each debate. Alternatively, a live debate could be scheduled as part of a community forum depending on the linguistic demographics of the community.
4. Students will complete a self-assessment using the project rubric following their participation in a debate and submit it, along with revised debate presentation pieces, for grading.

Reminders & Reflections:

Space provided for teacher notes and needs.

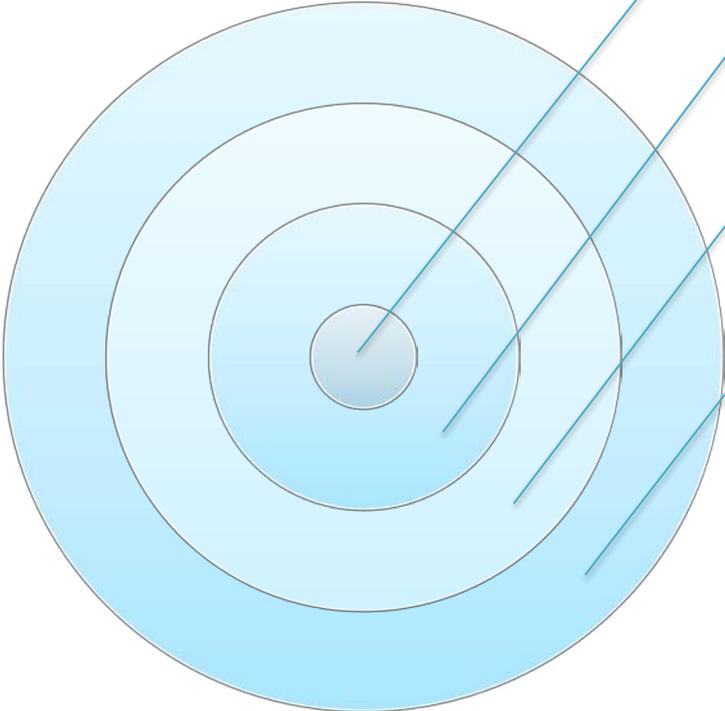
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Advanced Mid Proficiency Level in __ (fill in target language) __

Family



What family issues are important locally and within the culture(s) that I'm studying? (ex. childcare/daycare, childrearing, elder care, gender roles, generational characteristics, health care, inheritance, marital roles and responsibilities, marriage laws, parenting styles, etc.)

Which family issues do I have experience with either personally or through the people who are important in my life?

What is the best way to describe that experience? What other information (data, research, etc.) is needed to debate the values that are part of this family issue?

How does this experience and information link to family values expressed as public policy?