Level 1 World Languages, Spanish, French, German, Chinese Curriculum Map

Proficiency level: Novice-mid

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| **Performance**  **Competencies** | **Learning Benchmark** | **Expected Student Outcome**  **(Learning indicator)** | **Sample Learning Targets** | **Assessments**  **(Formative & Summative)** | **Instructional Learning Activities** |
| **Interpretive listening** | **I can recognize some familiar words and phrases when I hear them spoken.** | I can understand a few courtesy phrases. | I can understand greetings.  I can understand when people express thanks.  I can understand when people introduce themselves.  I can understand when someone asks for a name. | Teachers should formatively assess students regularly. The listening and speaking AAPPL test will be given at the end of the course. | Teachers are encouraged to design their instructional learning activities according to their own particular style of teaching. |
|  |  | I can recognize and sometimes understand basic information in words and phrases that I have memorized. | I can identify days of the week and the time.  I can recognize a date.  I can recognize some common weather expressions. |  |  |
|  |  | I can recognize and sometimes understand words and phrases that I have learned for specific purposes. | I can recognize the names of the planets in science class.  I can recognize the names of some parts of the body in a health class. |  |  |
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| **Interpretive Reading** | **I can recognize some letters or characters.**  **I can understand some learned or memorized words and phrases when I read.** | I can recognize words and phrases and characters with the help of visuals. | I can recognize entrance and exit signs.  I can identify family member words on a family tree.  I can identify the healthy nutritional categories.  I can identify the simple labels on a science-related graph. |  |  |
|  |  | I can recognize words, phrases, and characters when I associate them with things I already know. | I can check off words or phrases on a to-do list, grocery list,or scavenger hunt list.  I can identify labeled aisles in a supermarket.  I can choose a restaurant from an online list of local eateries.  I can identify scores from sports teams because I recognize team names and logos.  I can identify artists, titles and music genres from iTunes.  I can identify the names of classes and instructors in a school schedule. |  |  |
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| **Interpersonal Communication** | **I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.** | I can greet and leave people in a polite way. | I can say hello and goodbye to someone my age or younger.  I can say hello and goodbye to my teacher, professor, or supervisor.  I can say hello to an adult. |  |  |
|  |  | I can introduce myself and others. | I can introduce myself and provide basic personal information.  I can introduce someone else.  I can respond to an introduction. |  |  |
|  |  | I can answer a variety of simple questions. | I can answer questions about what I like and dislike.  I can answer questions about what I am doing and what I did.  I can answer questions about where I’m going or where I went.  I can answer questions about something I have learned. |  |  |
|  |  | I can make some simple statements in a conversation. | I can tell someone what I am doing.  I can say where I went.  I can say whom I am going to see.  I can express a positive reaction, such as “Great!” |  |  |
|  |  | I can ask some simple questions. | I can ask *who, what, when, and where* questions. |  |  |
|  |  |  | I can ask questions about something that I am learning. |  |  |
|  |  | I can communicate basic information about myself and people I know. | I can say my name and ask someone’s name.  I can say or write something about the members of my family and ask about someone’s family.  I can say or write something about friends and classmates or co-workers. |  |  |
|  |  | I can communicate some basic information about my everyday life. | I can give times, dates, and weather information.  I can tell about what I eat, learn, and do.  I can tell about places I know.  I can ask and understand how much something costs.  I can tell someone the time and location of a community event. |  |  |
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| **Presentational Speaking** | **I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.** | I can present information about myself and others using words and phrases. | I can say what I look like.  I can say what I am like.  I can say what someone looks like.  I can say what someone is like. | A very simple SLO can be found in Mastery Connect to give Level 1 students a baseline of proficiency.  This should be given the first week of school before much instruction is done.  The listening and speaking AAPPL test will be given at the end of this course. |  |
|  |  | I can express likes and dislikes using words, phrases, and memorized expressions. | I can say which sports I like and don’t like  I can list my favorite free-time activities and those I don’t like.  I can state my favorite foods and drinks and those I don’t like. |  |  |
|  |  | I can present information about familiar items in my immediate environment. | I can tell about my house.  I can tell about my school or where I work.  I can tell about my room or office, and what is in it.  I can present basic information about my community, town/city, state, or country. |  |  |
|  |  | I can tell about my daily activities using words, phrases, and memorized expressions. | I can list my classes and tell what time they start and end.  I can name activities and their times in my schedule.  I can tell what I do on the weekends. |  |  |
|  |  | I can present simple information about something I learned using words, phrases, and memorized expressions. | I can talk about holiday celebrations based on pictures or photos.  I can name the main cities on a map.  I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos. |  |  |
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| **Presentational Writing** | **I can write lists and memorized phrases on familiar topics.** | I can fill out a simple form with some basic personal information. | I can fill out a form with my name, address, phone number, birth date, and nationality.  I can complete a simple online form.  I can fill out a simple schedule. |  |  |
|  |  | I can write about myself using learned phrases and memorized expressions. | I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.  I can list my family members, their ages, their relationship to me and what they like to do.  I can list my classes and tell what time they start and end.  I can write simple statements about where I live. |  |  |
|  |  | I can list my daily activities and write lists that help me in my day-to-day life. | I can label activities and their times in my daily schedule.  I can write about what I do on the weekends.  I can write a to-do list.  I can write a shopping list. |  |  |
|  |  | I can write notes about something I have learned using lists, phrases, and memorized expressions. | I can list the main cities of a specific country.  I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.  I can create a list of topics and categories using vocabulary I have learned.  I can write something I hear, or have heard, such as simple information in a phone message or a classroom activity. |  |  |
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| **Novice Intercultural Competencies** | | | | | |
| **Products and Practices** | **I can identify some products and practices of cultures.** | I can identify some common products related to home and community life of other cultures and my own. | I can identify some geographical features of other countries.  I can identify familiar landmarks.  I can recognize some traditional and popular songs.  I can recognize some similarities and differences between the designs of houses, buildings, or towns.  I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.  I can recognize some similarities and differences between my daily schedule and that of a peer in another culture. |  |  |
|  |  | I can identify some common practices related to home and community life of other cultures and my own. | I can identify some common eating habits in other cultures.  I can identify what people wear for certain occasions.  I can express the time and date as locals do.  I can use appropriate greetings for some holidays. |  |  |
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| **Cultural Perspectives** | **I can identify some basic cultural beliefs and values** | I can identify some beliefs and values related to age, gender, social class and ethnicity. | I can sometimes tell the way people address each other differently based on age and social standing.  I can sometimes recognize that appropriate dress is determined by cultural traditions.  I can recognize that gender and age can determine one’s role in a family, school, and the workplace. |  |  |
|  |  | I can identify some characteristics of national identity. | I can identify some elements of geography that define a nation.  I can identify symbols that represent a nation.  I can identify the importance of some historical events through their celebration on national holidays and monuments.  I can identify major religions of a nation. |  |  |
|  |  | I can identify ways in which cultures are globalized. | I can identify some similar leisure activities across cultures.  I can identify some similar forms of dress across cultures.  I can identify common fast food restaurants across cultures.  I can identify examples of common technology used across cultures. |  |  |
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| **Cultural Interaction** | **I can function at a survival level in an authentic cultural context.** | I can imitate some simple patterns of behavior in familiar settings across cultures. | I can imitate appropriate greetings.  I can recognize and imitate table manners.  I can identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year’s, a wedding, etc.  I can recognize and imitate culturally appropriate behavior in a restaurant or other public place. |  |  |
|  |  | I can use memorized language and very basic cultural knowledge to interact with others. | I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.  I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.  I can play a simple board or card game with friends. |  |  |
|  |  | I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks. | I can use a city map, GPS, or other signs to help me find my way.  I can recognize and imitate how people count and use money in order to make a purchase.  I can follow a team’s win-loss record from a website. |  |  |