Level 2 World Languages, Spanish, French, German, Chinese Curriculum Map

Proficiency level: Novice-high

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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 often understand words, phrases, and simple sentences related to everyday life.  I can recognize pieces of information and sometimes understand the main topic of what is being said. | I can sometimes understand simple questions or statements on familiar topics. | I can recognize the difference between a question and a statement.  I can sometimes understand questions about hold old I am, where I live, what I do in my free time, etc.  I can sometimes understand questions or statements about my family.  I can sometimes understand questions or statements about my friends and classmates or workmates. | 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 understand simple information when presented with pictures and graphs. | I can understand some facts about the weather when weather symbols are used.  I can understand when someone describes physical descriptions from a photo or an art work.  I can follow simple arithmetic problems when I can see the figures. |  |  |
|  |  | I can sometimes understand the main idea of conversations that I overhear | I can sometimes understand if people are referring to me in their conversation.  I can sometimes understand if people are talking about their homes or asking for directions.  I can sometimes understand a simple transaction between a customer and sales clerk. |  |  |
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| **Interpretive Reading** | I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.  I can sometimes understand the main idea of what I have read. | I can usually understand short simple messages on familiar topics. | I can understand basic familiar information from an ad.  I can sometimes identify the purpose of a brochure.  I can identify information from a movie description or poster.  I can understand simple information in a text message from a friend. |  |  |
|  |  | I can sometimes understand short, simple descriptions with the help of pictures or graphs. | I can understand simple captions under photos.  I can understand very basic information from a real estate ad.  I can understand website descriptions of clothing items to make an appropriate purchase.  I can identify the categories on a graph. |  |  |
|  |  | I can sometimes understand the main idea of published materials | I can distinguish a birthday card from a note expressing thanks.  I can identify destinations and major attractions on a travel brochure.  I can locate places on city maps. |  |  |
|  |  | I can understand simple everyday notices in public places on topics that are familiar to me. | I can understand a simple public transportation schedule.  I can locate notices on where to park.  I can understand notices that tell of street or metro closings.  I can understand a store’s hours of operation.  I can read the labels on a recycling bin. |  |  |
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| **Interpersonal Communication** | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.  I can usually handle short social interactions in everyday situations by asking and answering simple questions. | I can exchange some personal information. | I can ask and say a home address and email address.  I can ask and say someone’s nationality.  I can ask and tell about family members and their characteristics.  I can ask and tell about friends, classmates, teachers and co-workers. |  |  |
|  |  | I can exchange information using texts, graphs or pictures. | I can ask about and identify familiar things in a picture from a story.  I can ask about and identify important information about the weather using a map.  I can ask and respond to simple questions about dates, times, places, and events on schedules, posters and tickets.  I can respond to simple questions based on graphs and visuals that provide information containing numbers of statistics. |  |  |
|  |  | I can ask for and give simple directions. | I can ask for directions to a place.  I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.  I can tell someone where something is located, such as next to, across from, or in the middle of. |  |  |
|  |  | I can make plans with others. | I can accept or reject an invitation to do something or go somewhere.  I can invite and make plans with someone to do something or go somewhere.  I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet. |  |  |
|  |  | I can interact with others in everyday situations. | I can order a meal.  I can make a purchase.  I can buy a ticket. |  |  |
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| **Presentational Speaking** | I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. | I can present information about my life using phrases and simple sentences. | I can describe my family and friends.  I can describe my school.  I can describe where I work and what I do. | The listening and speaking AAPPL test will be given at the end of this course. |  |
|  |  | I can present a familiar experience or event in simple terms using phrases and simple sentences. | I can tell what I do in class or at work.  I can tell what I do during the weekend.  I can tell what happens after school or work. |  |  |
|  |  | I can present information about a familiar person, place, or thing using phrases and simple sentences. | I can describe a useful website.  I can talk about my favorite musical group, actor, or author.  I can describe a landmark, vacation, location, or a place I visit.  I can talk about a famous person from history. |  |  |
|  |  | I can present information about others using phrases and simple sentences. | I can talk about others’ likes and dislikes.  I can talk about others’ free-time activities.  I can give basic biographical information about others. |  |  |
|  |  | I can give basic instructions on how to make or do something using phrases and simple sentences. | I can tell how to prepare something simple to eat.  I can describe a simple routine, like getting lunch in the cafeteria.  I can give simple directions to a nearby location or to an online resource. |  |  |
|  |  | I can present basic information about things I have learned using phrases and simple sentences. | I can describe a simple process like a science experiment.  I can present information about a topic from a lesson based on pictures or photos.  I can present information about something I learned in a class or at work.  I can present information about something I learned in the community. |  |  |
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| **Presentational Writing** | I can write short messages and notes on familiar topics related to everyday life. | I can write information about my daily life in a letter, blog, discussion board, or email message. | I can introduce myself.  I can describe my family and friends.  I can describe my school.  I can describe where I work and what I do. |  |  |
|  |  | I can write short notes using phrases and simple sentences. | I can write a postcard message.  I can write a special occasion message such as a birthday or congratulatory note.  I can write a short announcement, invitation, or thank-you note. |  |  |
|  |  | I can write about a familiar experience or event using practiced material. | I can write what I do in class or at work.  I can write what happens after school or during the weekend.  I can write about a website, a field trip, or activity that I participated in. |  |  |
|  |  | I can write basic information about things I have learned. | I can write up a simple process like a science experiment.  I can write about a topic from a lesson using pictures or photos.  I can write about something I learned online, in a class, at work, or in the community. |  |  |
|  |  | I can ask for information in writing. | I can request resources like brochures, posted information.  I can request an appointment with a classmate, teacher, or colleague.  I can request an application for a job, membership in a club, or admission to a school or program. |  |  |
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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 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 use 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 sometimes 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 county and use money in order to make a purchase.  I can follow a team’s win-loss record from a website. |  |  |