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 landmarksI 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. |  |  |