Level 3 World Languages, Spanish, French, German, Chinese Curriculum Map

Proficiency level: Intermediate-low

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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 understand the main idea in short, simple messages and presentations on familiar topics.****I can understand the main idea of simple conversations that I overhear.** | I can understand the basic purpose of a message. | I can determine if I am hearing an announcement or an advertisement.I can understand what a radio advertisement is selling.I can understand when and where an event will take place.I can understand a voice mail response accepting or rejecting an invitation. | 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 messages related to my basic needs. | I can understand a clear and repeated announcement about a flight’s departure time and/or gate.I can understand teacher announcements about when an assignment is due.I can understand the date and time of when a voicemail message was recorded. |  |  |
|  |  | I can understand questions and simple statements on everyday topics when I am part of the conversation. | I can understand questions about my work or class schedule.I can understand questions about my likes and dislikes.I can understand simple compliments related to what I am wearing or what I am doing. |  |  |
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| **Interpretive Reading** | **I can understand the main idea of short and simple texts when the topic is familiar.** | I can understand messages in which the writer tells or asks me about topics of personal interest. | I can understand what an e-pal writes about interests and daily routines. I can understand a simple posting on a friend’s social media page.I can understand a text from a friend about our plans.I can understand if a friend accepts or rejects an invitation |  |  |
|  |  | I can identify some simple information needed on forms. | I can understand what information is asked for on a customs form.I can understand what information is asked for on a hotel registration form.I can understand what information is asked for on a student ID card. |  |  |
|  |  | I can identify some information from news media. | I can understand personal information about sports stars from photo captions.I can understand some information on job postings.I can understand basic information on weather forecasts. |  |  |
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| **Interpersonal Communication** | **I can participate in conversations on a number of familiar topics using simple sentences.****I can handle short social interactions in everyday situations by asking and answering simple questions.** | I can have a simple conversation on a limited number of everyday topics. | I can talk with someone about family or household tasks.I can talk with someone about hobbies and interests.I can talk with someone about school or work. |  |  |
|  |  | I can ask and answer questions of factual information that is familiar to me. | I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature. |  |  |
|  |  | I can use the language to meet my basic needs in familiar situations. | I can ask for help at school, work, or in the community.I can make an appointment or reservation by phone.I can arrange for transportation, such as train, bus, taxi, or ride with friends. |  |  |
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| **Presentational Speaking** | **I can present information on most familiar topics using a series of simple sentences.** | I can talk about people, activities, events, and experiences. | I can describe the physical appearance of a friend or family member.I can describe another person’s personality.I can describe a school or workplace.I can describe a famous place.I can describe a place I have visited or want to visit.I can present my ideas about something I have learned. |  |  |
|  |  | I can express my needs and wants. | I can describe what I need for school or work.I can tell what I want to do each day. |  |  |
|  |  | I can present information on plans, instructions, and directions. | I can explain the rules of a game.I can give multi-step instructions for preparing a recipe.I can describe what my plans are for the weekend.I can describe what my summer plans are.I can describe holiday or vacation plans.I can describe what is needed for a holiday or a celebration.I can describe what I plan to do next in my life. |  |  |
|  |  | I can present songs, short skits, or dramatic readings. | I can retell a children’s story.I can present a proverb, poem, or nursery rhyme.I can participate in a performance of a skit or a scene from a play. |  |  |
|  |  | I can express my preferences on topics of interest. | I can give a presentation about a movie or song that I like.I can give a presentation about a famous athlete, celebrity, or historical figure.I can express my thoughts about a current event I have learned about or researched. |  |  |
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| **Presentational Writing** | **I can write briefly about most familiar topics and provide information using a series of simple sentences** | I can write about people, activities, events, and experiences. | I can describe the physical appearance and personality of a friend or family member.I can write about a school, workplace, famous place, or place I have visited.I can write about a holiday, vacation, or a typical celebration.I can write about something I have learned.I can write about what I plan to do next in my life. |  |  |
|  |  | I can prepare materials for a presentation | I can write out a draft of a presentation that I plan to present orally.I can write an outline of a project or presentation.I can write notes for a speech. |  |  |
|  |  | I can write simply about topics of interest. | I can write about a movie or song that I like.I can write about a famous athlete, celebrity, or historical figure.I can write a brief explanation of a proverb or nursery rhyme.I can write a simple poem. |  |  |
|  |  | I can write basic instructions on how to make or do something. | I can write the rules of a game.I can write about how to prepare something simple to eat.I can write about a simple routine, like getting lunch in the cafeteria.I can write simple directions to a nearby location or to an online resource. |  |  |
|  |  | I can write questions to obtain information. | I can post a question for discussion or reflection. I can develop a simple questionnaire or survey. |  |  |
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| **Intermediate Intercultural Competencies** |
| **Products and Practices** | **I can identify common patterns in the products and practices of a culture.** | I can explore and reference current and past examples of authentic cultural products and practices. | I can understand the main idea and characters of short stories, folk tales, or graphic novels.I can recognize and reference famous artists and their works.I can understand the main idea of a movie clip or documentary.I can talk about a historical figure.I can have a simple conversation about a festival.I can summarize the contributions of a culture in a blog or multimedia presentation. |  |  |
|  |  | I can compare and contrast some common products of other cultures and my own. | I can describe similarities and differences in artwork. I can have a simple conversation about educational systems.I can provide basic information about countries’ governments.I can identify similarities among folk tales. |  |  |
|  |  | I can compare and contrast some behaviors or practices of other cultures and my own. | I can compare and contrast eating habits.I can compare and contrast how people buy and sell.I can compare and contrast how families interact.I can compare and contrast how people celebrate.I can compare and contrast how my peers socialize. |  |  |
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| **Cultural Perspectives** | **I can compare familiar cultural beliefs and values.** | I can describe some basic cultural viewpoints. | I can talk about the individual role of family members and the importance of birth order.I can give examples that show the importance of academics vs. sports.I can describe the importance of time vs. money.I can make simple comparisons about the roles of men and women in society.I can describe the importance of religion.I can describe how other cultures view major historical events differently. |  |  |
|  |  | I can make some generalizations about a culture. | I can sometimes identify cultural stereotypes or exaggerated views of a culture.I can compare some religious beliefs.I can classify the political beliefs of a nation in simple terms.I can determine which TV shows and films are popular in a given culture. |  |  |
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| **Cultural Interaction** | **I can interact at a functional level in familiar cultural contexts.** | I can handle short interactions with peers and colleagues in familiar situations at school, work, or play. | I can usually accept and refuse invitations in a culturally appropriate way.I can usually offer and receive gifts in a culturally appropriate way.I can usually request assistance in a culturally appropriate way.I can respond in a culturally appropriate way when someone sneezes, toasts, or pays me a compliment, etc.I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, agreeing, etc., when talking with others. |  |  |
|  |  | I can recognize and refer to elements of traditional and pop culture. | I can refer to a historical event.I can describe the outcome in a recent election.I can talk about the popularity of a hit songI can mention the significance of a work of art in conversation.I can describe the difference between a traditional costume and a fashion trend. |  |  |
|  |  | I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it. | I can identify the appropriateness of topics and usually participate in conversations about them when attending a social or family event.I can sometimes recognize when I have acted or spoken too informally and try to correct it.I can sometimes recognize when my attempt at humor is misguided. |  |  |