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 song  I 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. |  |  |