Level 4 World Languages, Spanish, French, German, Chinese Curriculum Map

Proficiency level: Intermediate-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 understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.**  **I can understand the main idea in conversations that I overhear.** | I can understand basic information in ads, announcements, and other simple recordings. | I can understand when, where, and who is playing in a concert from a radio advertisement.  I can understand the main message of an e-card greeting.  I can understand what service is offered in a TV ad.  I can identify the type of film from a movie preview. | | 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 the main idea of what I listen to for personal enjoyment. | I can understand basic personal questions that are asked on a video conference.  I can understand what a You Tube clip is about.  I can understand peers’ recorded descriptions about themselves or their avatars. | |  |  |
|  |  | I can understand messages related to my everyday life. | I can understand a voice message about the time and place of a meeting.  I can understand a box-office recording about the times of the performances of events.  I can understand that an event is being postponed or cancelled. | |  |  |
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| **Interpretive Reading** | **I can understand the main idea of texts related to everyday life and personal interests or studies.** | I can understand simple personal questions. | I can understand the questions asked on a career preference survey.  I can understand what is asked on a simple, popular magazine questionnaire.  I can understand the personal questions to complete a profile on a social media site. | |  |  |
|  |  | I can understand basic information in ads, announcements, and other simple texts. | I can understand the information in birth and wedding announcements.  I can understand the information in sales ads.  I can understand the main ideas in travel brochures.  I can understand the main ideas on food labels. | |  |  |
|  |  | I can understand the main idea of what I read for personal enjoyment. | I can understand updates in entertainment magazines and blogs.  I can understand postings in blogs on familiar topics.  I can understand postcards from friends. | |  |  |
|  |  | I can read simple written exchanges between other people. | I can understand the main idea of personal messages exchanged in chat rooms.  I can understand the main idea of a magazine biographical interview with a celebrity. | |  |  |
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| **Interpersonal Communication** | **I can participate in conversations on familiar topics using sentences and series of sentences.**  **I can handle short social interactions in everyday situations by asking and answering a variety of questions.**  **I can usually say what I want to say about myself and my everyday life.** | I can start, maintain, and end a conversation on a variety of familiar topics. | I can start a conversation.  I can ask for information, details, and explanations during a conversation.  I can bring a conversation to a close.  I can interview someone for a project or a publication. | |  |  |
|  |  | I can talk about my daily activities and personal preferences. | I can talk about my daily routine.  I can talk about my interests and hobbies.  I can give reasons for my preferences.  I can give some information about activities I did.  I can give some information about something I plan to do.  I can talk about my favorite music, movies, and sports. | |  |  |
|  |  | I can use my language to handle tasks related to my personal needs. | I can request services, such as phone computer, or car.  I can schedule an appointment.  I can make reservations. | |  |  |
|  |  | I can exchange information about subjects of special interest to me. | I can talk about artists from other countries.  I can talk about historical events.  I can talk about a mathematics, technology, or science project. | |  |  |
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| **Presentational Speaking** | **I can make presentations on a wide variety of familiar topics using connected sentences.** | I can make a presentation about my personal and social experiences. | I can describe a childhood or past experience.  I can report on a social event that I attended.  I can make a presentation on something new I learned.  I can make a presentation about my plans for the future. | |  |  |
|  |  | I can make a presentation on something I have learned or researched. | I can give a short presentation on a current event.  I can present about a topic from an academic subject, such as science, math, art, etc.  I can describe how to plan and carry out an event, such as a party or family reunion.  I can give a short presentation on a famous person, landmark, or cultural event. | |  |  |
|  |  | I can make a presentation about common interests and issues and state my viewpoint. | I can give a presentation about a favorite movie or song and tell why I like it.  I can give a presentation about a famous person or historical figure and tell why he/she is important.  I can share my reactions about a current event and explain why the event is in the news. | |  |  |
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| **Presentational Writing** | **I can write on a wide variety of familiar topics using connected sentences.** | I can write messages and announcements. | I can write a message to explain or clarify something.  I can write about common events and daily routines.  I can write an autobiographical statement for a contest, study abroad or other special program, or job application.  I can write an invitation or flyer about an event I am planning. | |  |  |
|  |  | I can write short reports about something I have learned or researched. | I can write a short article on a current event.  I can write about an academic subject, such as science, math, art, etc.  I can write the minutes or a summary from a club or other meeting. | |  |  |
|  |  | I can compose communications for public distribution. | I can create a flyer for an upcoming event at my school or at work.  I can write a review of a movie, book, play, exhibit, etc.  I can post an entry to a blog or a discussion forum.  I can compose a simple letter, response, or article for a publication.  I can contribute to a school or work publication. | |  |  |
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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 an 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. | |  |  |
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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. |  |  |
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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 acceptable way.  I can usually offer and receive gifts in a culturally acceptable way.  I can usually request assistance in a culturally acceptable way.  I can respond in a culturally accepted 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. |  |  |