

# WORLD LANGUAGES: Curriculum Overview – Level I

## Level I World Languages

Course: Level I Chinese, French, German, Spanish

Grades: 8-12

Annual Performance Target: Novice High

Proficiency Target: Novice Mid



### Course Description:

This course is an introduction to the study of the target language and its culture. Emphasis is placed on communication through the development of the four skills of listening, speaking, reading, and writing within a given context. The content focuses on the students' lives and experiences, and includes an exposure to everyday cultural customs and lifestyles. Students acquire some insight into how languages and cultures work by making comparisons to their own. Student identify the culture’s products and practices to better understand different perspectives and learn to interact with cultural awareness in everyday, familiar contexts.

CCPS teachers assess and evaluate their students on what they can do with what they have learned and to what degree. To support the planning and assessment of language performance towards proficiency, teachers use the ACTFL Global Can-Do Benchmarks that indicate what students are expected to demonstrate by the end of the academic year of instruction.

### World Readiness Standards for Learning Languages

<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

NCSSFL-ACTFL Can-Do Statements [http://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements\\_2015.pdf](http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf)

CollegeBoard Pre-AP Corner: [http://apcentral.collegeboard.com/apc/public/preap/teachers\\_corner/34799.html](http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/34799.html)

### What can students do and how well are they expected to perform at the end of the year?

Level I Global Can-Do Benchmarks → Novice High				
Interpersonal Communication	Interpretive Listening	Interpretive Reading	Presentational Speaking	Presentational Writing
<p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized languages.</p> <p>I can handle short social interaction in everyday situations by asking and answering simple questions.</p>	<p>I can often understand words, phrases, and simple sentences related to everyday life.</p> <p>I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>I can understand 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.</p>	<p>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p>I can write short messages and notes on familiar topics related to everyday life.</p>
<p><b>Students achieve these benchmarks when they...</b></p> <ul style="list-style-type: none"> <li>• Connect content from other disciplines to the target language</li> <li>• Compare English to the target language</li> <li>• Compare their culture to the target culture.</li> <li>• Experience the target language/ target culture in their community and within the classroom.</li> <li>• Discover how they can use the target language for personal enjoyment and lifelong learning.</li> </ul>				