

WORLD LANGUAGES: Curriculum Overview – Level III

Level III World Languages

Course: Level III Chinese, French, German, Spanish

Grades: 10-12

Annual Performance Target: Intermediate Mid

Annual Proficiency Target: Intermediate Low



Course Description:

In level III, students expand their listening, speaking, reading, and writing skills as they create with the language and access a variety of authentic materials on generally familiar topics. Students communicate ideas orally and in writing using past, present, and future timeframes. They identify main idea(s) and some details. They initiate and engage in higher levels of discourse as they narrate, describe, compare and summarize using groups of related sentences and short cohesive passages. Students recognize significant differences in behaviors exist among cultures and interact with others using language and behaviors appropriate to the target culture(s). Students apply their knowledge and skills inside and outside of the classroom setting. **PRE: Level II of same language**

CCPS teachers assess and evaluate their students on what they can do with what they have learned and to what degree. To support instructional planning for language performance towards proficiency, teachers use the ACTFL Intermediate Mid Performance Global Can-Do Benchmarks & Indicators that describe what students can do by the end of the academic year of instruction.

ACTFL 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

MD World-Readiness Standards for Learning Languages ([available in Blackboard](#))

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

Level III Global Can-Do Performance Benchmarks → Intermediate-Mid				
Interpersonal Communication	Interpretive Listening	Interpretive Reading	Presentational Speaking	Presentational Writing
<p>I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>I can usually say what I want to say about myself and my everyday life.</p>	<p>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can understand the main idea in conversations that I overhear.</p>	<p>I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p>I can write on a variety of familiar topics using connected sentences.</p>
<p>Students achieve these benchmarks when they...</p> <ul style="list-style-type: none"> • Connect content from other disciplines to the target language • Compare English to the target language • Compare their culture to the target culture. • Experience the target language/ target culture in their community and within the classroom. • Discover how they can use the target language for personal enjoyment and lifelong learning. 				