

WORLD LANGUAGES: Curriculum Overview – Level II

Level II World Languages

Course: Level II Chinese, French, German, Spanish

Grades: 9-12

Annual Performance Target: Intermediate Low

Proficiency Target: Novice High



Course Description:

Students continue developing their listening, speaking, reading, and writing skills. They communicate orally and in writing on familiar situations in the past and present as they combine learned elements of the language. They develop skills to narrate, describe, and compare familiar topics from the target culture. Focus is placed on understanding main ideas in simple, authentic texts. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Students can interact to satisfy basic survival needs with increasing cultural awareness. **PRE: Level I 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 Global Can-Do Benchmarks & Indicators that describe what students can do 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

CollegeBoard Pre-AP Corner: 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 II Global Can-Do Performance Benchmarks → Intermediate-Low				
Interpersonal Communication	Interpretive Listening	Interpretive Reading	Presentational Speaking	Presentational Writing
<p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>I can understand the main idea in short, simple messages and presentations on familiar topics.</p> <p>I can understand the main idea of simple conversations that I overhear.</p>	<p>I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>I can present information on most familiar topics using a series of simple sentences.</p>	<p>I can write briefly about most familiar topics and present information using a series of simple 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. 				