

WORLD LANGUAGES: Curriculum Overview – Level IV

Course: Level IV Chinese, French, German, Spanish

Grades: 11 - 12

Annual Performance Target: Intermediate High

Proficiency Target: Intermediate Mid



Course Description:

Students communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. They begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and details in a variety of timeframes. Many different types of authentic text (short stories, poetry, excerpts from various periods of literature, and current events) are included. Finer points of grammar are studied to aid oral and written communication; however, grammar is not overemphasized at the expense of communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students have a greater understanding of the target culture’s perspectives and are able to interact with others in and out of the classroom setting using culturally appropriate behaviors. **PRE:** *Level III 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 and Intermediate High 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](#))

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 IV Global Can-Do Performance Benchmarks → Intermediate High				
Interpersonal Communication	Interpretive Listening	Interpretive Reading	Presentational Speaking	Presentational Writing
I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.	I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.
Students achieve these benchmarks when they... <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. 			<ul style="list-style-type: none"> 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. 	