

Secondary World Languages Curriculum Guide

[Adapted from the American Council on the Teaching of Foreign Languages \(ACTFL\) Standards](#), [Virginia SOLs](#), the [AP framework](#), the [Ontario Curriculum for ESL](#) and [Albemarle County's Lifelong Learner Standards](#)

Sixth Grade Intermediate World Languages

The Sixth Grade Intermediate Language Course for Proficient Speakers continues students' study of a world language through participation in interactive activities using target vocabulary. Students learn with an interactive approach, beginning with listening comprehension and moving to speaking activities. As a result, students deepen their conversational skills and literacy around a variety of topics, including families, contemporary life, and art. This course should occur for three to five hours per week, prepares students for success in the Level 1B World Languages course and is designed to support students from a variety of intermediate proficiency levels, from intermediate-low to intermediate-high, using the American Council of Foreign Language Teacher (ACTFL) standards.

AP Themes Focused on in This Course:

- Families & Communities: Family Structures (*e.g. members of the family; basic greetings oral and written, places and services in the community*)
- Beauty & Aesthetics: Music, Literature, Performing Arts (*e.g. classical musical and dance strands such as salsa, flamenco, salsa, merengue, tango, compas, bossa nova and bachata, may include Latin pop, rock, jazz and reggaeton. Reading list for [Hispanic Heritage Month](#)*)
- Contemporary Life: Education, Leisure and Sports (*e.g. classroom objects, commands, class schedule, weekend and after school activities and sports; weather; favorite subjects etc.*)

Concept: Communication

ACPS Enduring Understandings & Essential Standards (Aligned to the Concept Above)

Enduring Understanding: Language empowers people to shape the world through the expression of information, opinions, and ideas.

Essential Standards:

- **6I.1A Presentational Speaking:** Present orally (using multiple media, the arts and technology) information in the target language that combines learned and original language in simple sentences and paragraphs (*e.g. perform skits, poems, plays, and/or songs; give a presentation on personal information; participate in a fishbowl discussion; present an opinion with supporting evidence; offer and respond to greetings, invitations, compliments, and apologies; tell a brief story about an imaginary or real event following a model provided by the teacher*).
- **6I.1B Interpersonal Speaking** Participate in brief conversations with peers or other sympathetic listeners (*e. g. discuss plans for a family gathering; talk about a new friend of boy/girlfriend*).
- **6I.1C Presentational Writing** Write with significant scaffolds (e.g. graphic organizers and visuals) to express ideas and opinions in multi-paragraph compositions that use main ideas and supporting details (*e.g. rewrite a story in your own words; critique a machine-generated translation; compose a personal letter, note, or journal response; write a short story using limited vocabulary and basic idiomatic expressions or memorized phrases; create a group language-experience story about a tour of the school; compose an autobiography with pictures and captions; complete a cloze passage using a word bank; write a poem or song using visual scaffolds, models, and/or sentence stems; create dialogues on familiar subjects; use photos and other student-captured data to create a multimedia product with writing such as an ibook, picture dictionary, or blog that categorizes facets of life in students' schools, neighborhoods, community, and/or country*).
- **6I.1D Interpersonal Writing** Respond to email, text message, letter or other content and questions from another person with simple, learned language (*e.g. write a letter of interest or email to a friend about one's favorite activities*).
- **6I.1E Listening Comprehension:** Demonstrate comprehension of information in directions, instructions, interactions, and classroom presentations on familiar and new topics, with contextual and visual support (*e.g. list key ideas from a public announcement; complete a graphic organizer with information from a classroom presentation; record relevant information from youtube videos and other audio data to complete a do-it-yourself project; interview a classmate in order to introduce him or her to the larger group*).
- **6I.1F Reading Comprehension:** Demonstrate an understanding of adapted and authentic texts in a variety of ways (*e.g.*

complete an outline of an article through a jigsaw reading group process, complete a graphic organizer showing the causes and effects of an event described in a literary or informational text; maintain a learning log while reading a text; write short book reports; discuss personal connections with specific passages or events in a story or book). Teacher prompts: “What strategies did you use (or what did you do) during the jigsaw reading activity to make sure that everyone in your home group understood the passage?” “What decisions did the main character in the story make?”

- **6I.1G ACTFL Proficiency Target** Demonstrate skills necessary to sustain extended oral and written exchanges in the target language (TL) at a proficiency level of [Intermediate Mid on the ACTFL proficiency guidelines](#).

Essential Questions:

- How do we build a classroom that operates completely in the target language?
- What are some strategies we can use to deepen our understanding of authentic communication in the target language?
- Why are structure and grammar important when writing a persuasive idea or argument?
- What are the necessary elements when writing to a variety of people across different cultures?
- What role does reading play in developing language skills?
- What strategies can we use to improve reading and listening comprehension?

**Virginia Standards of Learning
(Aligned to the ACPS Essential Standards Above)**

Interpersonal Communication

WIII.1 The student will engage in original and spontaneous oral and written communications in the target language.

1. Express opinions, preferences, and desires, and elicit those of others.
2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of authentic language sources.

WIII.2 The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

1. Participate in sustained exchanges that reflect major time frames.
2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.
3. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate language.

Interpretive Communication: Listening and Reading for Understanding

WIII.3 Students will understand spoken and written target language presented through a variety of media and based on new topics

in familiar contexts.

1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, podcasts, videos, reports, and literary selections.
2. Understand culturally authentic, level-appropriate materials that present new information in familiar contexts.
3. Understand and respond appropriately to instructions presented in more complex informational materials, such as instruction for understanding public transportation or using technology.

Presentational Communication: Speaking and Writing

WIII.4 The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.

1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
2. Use major time frames, word order, and other level-appropriate language structures with increasing accuracy.

WIII.5 The student will present in the target language student-created and culturally authentic stories, poems, and skits.

1. Produce well-organized spoken and written presentations to suit the type of audience and the purpose of the presentation.
2. Use various verbal and nonverbal presentational techniques, such as voice inflection, visual aids and technological support.

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6th Grade for Proficient Speakers

Concept: Culture

ACPS Enduring Understandings & Essential Standards Aligned to the Concept Above

Enduring Understanding: Language shapes culture and culture shapes language through a variety of practices and products.

Essential Standards:

- 6I.1A Explore and research perspectives of beauty and aesthetics (including music and art) in a variety of countries that use the target language. This exploration, research and presentation of findings should be conducted in the target language with scaffolding as needed. The countries and regions of focus will be chosen by school-based professional learning communities (PLCs) to ensure vertical integration across levels, *(e.g. research a musical genre important to a particular region or country and present findings in the target language along with examples of music from that genre; describe and make comparisons of art from various regions, in the target language).*
- 6I.2B Explore perspectives on families and communities in a variety of countries that use the target language chosen by school-based professional learning communities (PLCs) to ensure vertical integration across levels. This would include an exploration of nuclear and extended family structures, roles of family members, typical family interactions, typical mealtime customs, and special family gatherings and celebrations. Any exploration, research or presentation of findings should be conducted in the target language with scaffolding as needed. *(e.g. present in the target language common family and friendship structures in different regions and compare these to the student’s own experiences; recreate and participate in special events for cultural holidays, family gatherings, traditions, and celebrations. Such activities should be conducted in the target language with scaffolding as needed).*

Essential Questions:

- How do the arts both challenge and reflect cultural perspectives?
- What constitutes a family in different societies?
- How do roles of families and communities differ in cultures that use the target language?

**Virginia Standards of Learning
(Aligned to the ACPS Essential Standards Above)**

Cultural Perspectives, Practices, and Products

- WI.7 The student will develop an awareness of common perspectives, practices, and products of the cultures in which the target language is spoken.
1. Identify main viewpoints of the cultures, such as those relating to time, education, transportation, and the roles of family members.
 2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some products of the cultures which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, language, and symbols.
- WI.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

1. Recognize that the viewpoints, customs and traditions, and products of speakers of the target language shape their cultures.

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6th Grade for Proficient Speakers

Concept: Comparisons

ACPS Enduring Understanding & Essential Standards Aligned to the Concept Above

Enduring Understanding: Understanding the patterns and practices of other languages and cultures helps us understand ourselves.

Essential Standards:

- 6I.1A Compare cultural processes and products in the regions studied with those of the U.S. connected to the AP themes focused on in this level (*e.g. Compare and contrast examples of paintings, films, theater, sculpture, and television shows using pre-taught vocabulary and graphic organizers*).
- 6I.2B Develop a deeper understanding of the English language through the study of the target language (*e.g. use examples from the target language and English to discuss metalinguistic topics such as suffixes, prefixes, and the effect of word order on meaning*).
- 6I.3C Compare how an active lifestyle impacts health in the target cultures and the U.S. (*e.g. compare team sports in U.S. schools and schools in countries that use the target language; compare types of sports practiced; examine schools for younger athletes supported by professional teams*).
- 6I.4D Demonstrate ethical behavior and respect for diversity, multiculturalism, and multilingualism through daily actions and decision making (*e.g. create and present a web collage that identifies value in the perspectives and practices of a culture that uses the target language*).

Essential Questions:

- What are some of the similarities and differences between American and the target culture in the following areas: families, art, music, dance, education, and sports?
- How does the exposure to other cultures shape our values?
- What does it mean for a person to become multicultural?
- How does learning another language help us to better understand our own?

Virginia Standards of Learning
(Aligned to the ACPS Essential Standards Above)

Linguistic and Cultural Comparisons

- WI.10 The student will compare basic elements of the target language to those of English and other languages.
1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.
 2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.
- WI.11 The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.
1. Compare patterns of behavior and interaction found in the United States with those found in the cultures studied.
 2. Recognize differences in social practices and personal interactions among cultures.
 3. Recognize differences in unique elements of the student's own culture.

World Languages Secondary Courses 6th Grade for Proficient Speakers Concept: Connections

ACPS Enduring Understandings & Essential Standards Aligned to the Concept Above

Enduring Understanding: Language helps us learn new concepts in other academic disciplines and vocational fields.

Essential Standards (Based on AP course themes):

- 6I.4A Find value in and analyze characteristics of music, dance, and art in cultures that use the target language, (*e.g. create art or sculpture that emulates regional aesthetic styles; use TPRS actions with vocabulary in the target language to explore dance and/or other performing arts*).
- 6I.4B Demonstrate an understanding of the geography of countries and regions where the target language is spoken (*e.g. learn countries, major cities, and major geographical features*).
- 6I.4C Demonstrate understanding of contemporary life in cultures that use the target language by describing daily activities and schedules (*e.g. Participate in a [Skype interview exchange](#) with a student in another country that leads to an understanding of typical school schedules and other aspects of everyday life; read an account of the educational structures in another country and use these to scaffold discussion about post-secondary options in the United States; compose a short email or blog entry that describes an aspect of everyday life in another culture*).

Essential Questions:

- How does learning a language help us understand other subjects?

- What new information can we gain through using the target language?
- How do other subjects help us learn a language?
- How can knowledge of another language and culture benefit a student's future?

**Virginia Standards of Learning
(Aligned to the ACPS Essential Standards Above)**

Making Connections through Language

- WI.9 The student will connect information about the target language and culture(s) with concepts studied in other subject areas.
1. Identify the use of target language and culture in other subject areas.
 2. Relate content from other subject areas to topics discussed in the target-language class.

**World Languages Secondary Courses
6th Grade for Proficient Speakers
Concept: Communities**

ACPS Enduring Understandings & Essential Standards Aligned to the Concept Above

Enduring Understanding: Languages influence life in communities all over the world, including our own.

Essential Standards:

- 6I.5.A Explore and participate in communities of native speakers of the target language to investigate how language and culture, especially within the domains of beauty & aesthetics and families, are applied beyond the classroom for recreational, educational, and occupational purposes (*e.g. Take field trips to sites or areas that represent the cultural influence of the target language; create a [Skype](#) or Google Hangout language exchange with students in another country; invite guest speakers to discuss the diverse civic, economic, cultural, and social aspects of regions that use the target language; visit native speakers at the University of Virginia; participate in clubs, internships, or work studies that bridge school and the use of the target language in Charlottesville and Albemarle County or elsewhere; visit local restaurants associated with the target language; read local or regional newspapers in the target language*).
- 6I.5B Make decisions about how to use the target language based on social context.
- 6I.5C Use the target language in real-world experiences with native speakers (*e.g. Use digital resources to locate pen pals or overseas education personnel interested in linguistic and cultural exchange*).

Essential Questions:

- What groups in Albemarle County use the target language?
- How do authentic material and experiences shape our understanding of the target language?

- How do individuals contribute to the well-being of communities?
- How does digital technology allow us to connect with native speakers?

Virginia Standards of Learning
(Aligned to the ACPS Essential Standards Above)

WI.12 The student will explore situations in which to use target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

1. Find and present examples of the target language and the cultures studied gathered from interaction with target language speakers, and authentic media or technology.
2. Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.