

# 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](#)

## Level 1: Introduction to a World Language

Students who take level one of a world language begin a journey of adding a new language and culture to their life experiences. The course fosters a love for world languages by immersing students in highly comprehensible and engaging lessons that use the target language as often as possible. Students gain novice proficiency across the domains of writing, speaking, listening, and reading in lessons that model real-world environments and follow students' interests. They use language to solve problems as well as to investigate personal interests and academic themes. Students learn social and academic vocabulary that lay a foundation for bilingualism and biliteracy. The course explores other cultures associated with the target language and connects students to communities that live and thrive in this language. Students use the language to advance their learning in English and gain a deeper understanding of the common threads that unite all languages. The course builds a foundation for success in advanced placement world language courses; thus it draws from themes common in the advanced placement curriculum framework including beauty, aesthetics, and family.

### 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.*)
- Personal & Public Identities: Multiculturalism (*e.g. Cultural celebrities and role models, physical descriptions and feelings, clothing, likes and dislikes*)

## 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:

- **1.1A Presentational Speaking:** Present orally (using multiple media, the arts and technology) information in the target language that combines mostly learned and some original language in simple sentences and paragraphs (*e.g. tell a simple story; begin a friendship, share opinions, ask for help, retell key events from a story read aloud; leave relevant messages for a teacher using google voice*).
- **1.1B Interpersonal Speaking** Participate in brief conversations with peers or other sympathetic listeners with supports such as visuals and routines (*e.g. respond to teacher questions;ask for help, ask and respond to simple questions, respond non-verbally to classroom directions and stories; play simple interactive games such as “Twenty Questions”; participate in paired and small-group exchanges on familiar topics; take part in a think-pair-share session; follow a series of TPRS commands to arrange objects or reenact a story; follow directions to order a group of pictures; arrange symbols on a map while following a short, visually supported teacher presentation*).
- **1.1C 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; write and sequence captions for a series of photographs of an activity; 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*).
- **1.1D 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*).
- **1.1E Listening & Reading Comprehension** Use comprehension strategies before, during, and after engaging with texts or spoken communication (*e.g. preview vocabulary; create key questions as a class before listening; brainstorm and relate prior knowledge and experiences to topics in texts; apply sight recognition and phonetic decoding to read words and sentences; use visual cues to predict meaning; reread or listen to key words to clarify meaning; record and categorize key vocabulary used in a student presentation; write down simple sentences dictated by the teacher or a native speaker; write key phrases connected to actions performed by another student or the teacher; follow a variety of TPRS commands with visual cues*).

- **1.1F Reading Comprehension** Use vocabulary acquisition strategies to build vocabulary (*e.g. make word lists of personally relevant vocabulary; compile thematic lists of key concept vocabulary for classroom study; use graphic organizers, use stories and leveled readers to infer meanings of words in the target language, use [Duolingo](#), [quizlet](#), [conjuguemos](#) or other online apps to practice comprehension*). Teacher Prompt: What strategies help you to learn and remember new words? How does the picture help you to understand or guess what the text is about?
- **1.1G ACTFL Proficiency Target** Demonstrate skills necessary to sustain extended oral and written exchanges in the target language (TL) at a proficiency level of [Novice Mid on the ACTFL proficiency guidelines](#).

**Essential Questions:**

- How does sentence syntax/structure affect meaning?
- What possible pitfalls arise from word connotations?
- What problems arise from using online translators?
- How do gestures and multimedia complement spoken language?
- 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**

- WI.1 The student will exchange simple spoken and written information in the target language.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask and answer questions about familiar topics such as family members, personal belongings, school and leisure activities, time, and weather.
- WI.2 The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on present time.
  2. Use proper formal and informal forms of address in familiar situations.
  3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.

**Interpretive Communication: Listening and Reading for Understanding**

- WI.3 The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.
1. Identify key words, cognates and some formulaic expressions when listening and reading.
  2. Comprehend simple, culturally authentic oral and written materials that use familiar vocabulary and formulaic expressions with contextual support.

3. Follow simple instructions.

WI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.

1. Differentiate among basic types of statements, questions, and exclamations.
2. Use basic, culturally appropriate gestures, body language, and intonation to clarify the message.

**Presentational Communication: Speaking and Writing**

WI.5 The student will present information orally and in writing in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.
2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.
3. Demonstrate increasing attention to accurate intonation and pronunciation.
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.
5. Write simple sentences on familiar topics in short paragraph style.

WI.6 The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, poetry, and songs.

1. Use appropriate verbal and nonverbal techniques.
2. Communicate coherent ideas using appropriate visual and technological support.

**Secondary World Languages Curriculum Guide**  
**Level 1**  
**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:**

- 1.2A Research perspectives of beauty and aesthetics (including music and art) in a variety of countries that use the target language. These countries and regions will be chosen by school-based professional learning communities (PLCs) to ensure vertical integration across levels, (*e.g. identify characteristics of music indigenous to different regions and countries; respond in simple language to a variety of art from various regions*).
- 1.2B Research 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, (*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*).
- 1.3C Demonstrate understanding and use vocabulary to discuss contemporary life in countries that use the target language, including themes of leisure and sports, (*e.g. France - cycling; Quebec - hockey; Caribbean - baseball; research and present dialogues on the basic educational structures of countries that use the target language*).
- 1.2D Identify countries (and their capitals) and other items of geographical significance in countries where the target language is spoken.
- 1.2E Compare and discuss the regional variations of the target language with regard to lexicon and pronunciation.

**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?
- How does culture influence educational systems in countries that use the target language?
- How is beauty perceived 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 important historical and contemporary individuals and groups associated with significant events from the cultures.
4. 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.
2. Identify major cities, regions, and geographical features in countries where the target language is spoken and the reasons they are significant in the cultures of those countries.

## Secondary World Languages Curriculum Guide

### Level 1

#### 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:**

- 1.3A 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*).
- 1.3B 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*).
- 1.3C 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*).
- 1.3D 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

### Level 1

#### 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):**

- 1.4A 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*).
- 1.4B 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*).
- 1.4C 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  
Level 1**

**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:**

- 1.5.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*).
- 1.5B Make decisions about how to use the target language based on social context.



- 1.5C 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)**

**Interacting in School and Global Communities**

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.

## Key Vocabulary for Level 1

The following vocabulary is presented as a guide for tlevel 1. They represent words useful for TPRS and the most high-frequency words across languages. Teachers may add to this vocabulary as they see fit.

<p>Verbs should include the following (to be taught in present tense and informal command)</p> <ol style="list-style-type: none"> <li>Sit</li> <li>Stand</li> <li>Speak/talk</li> <li>Touch</li> <li>Need</li> <li>Have</li> <li>Want</li> <li>Eat</li> <li>Go to</li> <li>Run</li> <li>Walk</li> <li>Am/is/are</li> <li>There is/are</li> <li>Say</li> <li>Tell</li> <li>Look at/watch</li> <li>Open</li> <li>Close</li> <li>Look for</li> <li>See</li> <li>Cook</li> <li>Drink</li> <li>Call/is called</li> <li>Play</li> </ol> <p>Negatives</p> <ol style="list-style-type: none"> <li>No</li> <li>Not</li> <li>Neither/nor</li> </ol>	<ol style="list-style-type: none"> <li>Read</li> <li>Hear</li> <li>Listen to</li> <li>Sleep</li> <li>Sing</li> <li>Give</li> <li>Do/make</li> <li>Work</li> <li>Swim</li> <li>Dance</li> <li>Draw</li> <li>Take</li> <li>Come</li> <li>Write</li> <li>Find</li> <li>Put</li> <li>Point at</li> <li>Pass me</li> <li>Show me</li> <li>Like</li> <li>Can/May</li> <li>Arrive</li> <li>Carry</li> </ol> <p>Adverbs/Adjectives</p> <ol style="list-style-type: none"> <li>Very</li> <li>Each/every</li> <li>Quickly</li> <li>Slowly</li> <li>Now</li> <li>A little</li> <li>Always</li> <li>Sometimes</li> <li>Everyday</li> <li>Never</li> </ol>	<ol style="list-style-type: none"> <li>Enter</li> <li>Study</li> <li>Win</li> <li>Prepare</li> <li>Learn</li> <li>Change</li> <li>Begin</li> <li>Teach</li> <li>Understand</li> <li>Applaud</li> <li>Erase</li> <li>Help</li> </ol> <p>Interrogatives</p> <ol style="list-style-type: none"> <li>Who?</li> <li>How?</li> <li>When?</li> <li>Where?</li> <li>To where?</li> <li>From where?</li> <li>Why?</li> <li>What?</li> <li>Which?</li> <li>How many?</li> <li>How much?</li> </ol> <p>Pleasantries</p> <ol style="list-style-type: none"> <li>Hello</li> <li>Goodbye</li> <li>Good morning</li> <li>Good afternoon</li> <li>Good night</li> <li>Mr./Mrs./Miss</li> <li>Please</li> </ol>	<p>Prepositions</p> <ol style="list-style-type: none"> <li>At</li> <li>To</li> <li>Of</li> <li>In</li> <li>On</li> <li>From</li> <li>For</li> <li>With</li> <li>Without</li> <li>Until</li> <li>After</li> <li>On top of</li> <li>Under</li> <li>Above</li> <li>Between</li> <li>In front of</li> <li>Behind</li> <li>Inside</li> <li>Outside</li> <li>Left</li> <li>Right</li> <li>Near to</li> <li>Far from</li> <li>Here</li> <li>There</li> </ol> <p>Family vocab. should include</p> <ol style="list-style-type: none"> <li>Father</li> <li>Mother</li> <li>Grandfather</li> </ol>	<p>Articles</p> <ol style="list-style-type: none"> <li>The</li> <li>A/an</li> <li>Some</li> </ol> <p>Conjunctions</p> <ol style="list-style-type: none"> <li>And</li> <li>But</li> <li>Because</li> <li>If</li> <li>Then</li> <li>Later</li> <li>After</li> <li>Before</li> </ol> <p>Time words</p> <ol style="list-style-type: none"> <li>What time is it?</li> <li>Hour</li> <li>Today</li> <li>Tomorrow</li> <li>Day</li> </ol> <p>Possessive adjectives</p> <ol style="list-style-type: none"> <li>My</li> <li>Your</li> <li>Our</li> <li>His</li> <li>Her</li> <li>Their</li> </ol>
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<p>4. Nothing</p> <p>Subject nouns and pronouns</p> <ol style="list-style-type: none"> <li>1. I</li> <li>2. You</li> <li>3. He</li> <li>4. She</li> <li>5. It</li> <li>6. We</li> <li>7. You (plural)</li> <li>8. They</li> <li>9. Everything</li> <li>10. Everyone</li> <li>11. Man</li> <li>12. Woman</li> <li>13. Boy</li> <li>14. Girl</li> <li>15. Friend</li> <li>16. Teacher</li> <li>17. Name</li> </ol> <p>Adjectives/adverbs should include</p> <ol style="list-style-type: none"> <li>1. Fine</li> <li>2. More</li> <li>3. A lot/much</li> </ol>	<ol style="list-style-type: none"> <li>11. Almost</li> <li>12. Also</li> <li>13. First</li> <li>14. Big</li> <li>15. Small</li> <li>16. Good</li> <li>17. Bad</li> <li>18. Old</li> <li>19. Young</li> <li>20. Patient</li> <li>21. Important</li> <li>22. Difficult</li> <li>23. Easy</li> <li>24. Crazy</li> <li>25. Serious</li> <li>30. Sick</li> </ol> <p>Colors should include</p> <ol style="list-style-type: none"> <li>1. Color</li> <li>2. Black</li> <li>3. White</li> <li>4. Blue</li> <li>5. Red</li> <li>6. Green</li> <li>7. Yellow</li> <li>8. Orange</li> <li>9. Brown</li> </ol>	<ol style="list-style-type: none"> <li>8. Thank you</li> <li>9. You're welcome</li> <li>10. Bless you (when someone sneezes)</li> <li>11. Nice to meet you</li> <li>12. Pardon me</li> <li>13. Yes</li> <li>14. My name is</li> <li>15. I am ... years old.</li> <li>16. I am from</li> </ol> <p>Body parts to include</p> <ol style="list-style-type: none"> <li>1. Arm</li> <li>2. Head</li> <li>3. Face</li> <li>4. Heart</li> <li>5. Body</li> <li>6. Finger</li> <li>7. Hand</li> <li>8. Shoulder</li> <li>9. Back</li> <li>10. Lips/mouth</li> <li>11. Hand</li> <li>12. Hair</li> <li>13. Leg</li> </ol>	<ol style="list-style-type: none"> <li>4. Grandmother</li> <li>5. Son</li> <li>6. Daughter</li> <li>7. Brother</li> <li>8. Sister</li> <li>9. Aunt/Uncle</li> </ol> <p>Classroom and other vocab.</p> <ol style="list-style-type: none"> <li>1. Book</li> <li>2. Box</li> <li>3. Calendar</li> <li>4. Marker</li> <li>5. Whiteboard</li> <li>7. Clock</li> <li>8. Date</li> <li>11. Homework</li> <li>12. Light</li> <li>13. Notebook</li> <li>14. Page</li> <li>15. Paper</li> <li>16. Pen</li> <li>17. Pencil</li> <li>20. Student desk</li> <li>21. Word</li> <li>22. Door</li> <li>23. Money</li> <li>24. House</li> </ol>	
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