

World Languages Secondary Courses

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

Level 2: Academic Communication in a World Language

This course continues to build on skills learned in the first year of the language by engaging students in immersive classroom environments. Students focus extensively on building capacity and confidence to speak in the target language and build proficiency in listening, reading, writing, and culture. Students will participate in projects and field experiences that connect with cultures and communities that use the target language and explore themes of families and communities, global challenges, contemporary life, and science and technology. Students continue to build a strong foundation for multicultural and multilingual academic success.

AP Themes Focused on in This Course:

- Families & Communities: Customs and ceremonies, typical meals, friendship & love, formal and informal registers (*e.g. sweet sixteen; speaking to members of the family vs. people in the community; shaking hands vs. hugs or kisses*)
- Global Challenges: Geography and health issues (*e.g. Countries and regions where language is spoken; compare and contrast common diseases and health standards*).
- Contemporary Life: Holidays and Celebrations; Housing and shelter (*e.g. 4th of July, Thanksgiving; parts of the house, typical housing types*)
- Science & Technology: The new media, social impact of technology, transportation (*e.g. iphones, apps, social media; methods of transportation*)

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

- **2.1.A 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*).
- **2.1B 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*).
- **2.1C Presentational Writing:** Write to express ideas and opinions in multi-paragraph compositions that use main ideas and supporting details to organize a message (*e.g. write paragraphs about familiar information; create an autobiography or personal narrative; compose written responses to media; compose a short dialogue between two characters in a story; complete a written set of instructions to carry out a simple experiment; compose letters to friends and family members; write a poem modelled on a simple structure studied in class, such as a haiku or sonnet; write thoughts in a dialogue journal exchanged with the teacher or a classmate.*)
- **2.1D Interpersonal Writing:** Respond to an email, text message or letter and respond to content and questions asked by another person with clarity, originality, and a wide breadth of vocabulary (*e.g. Write a letter of interest to a sports camp or scholarship program*).
- **2.1E 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., follow oral directions to complete class assignments; obtain specific information over the telephone such as bus departure times, entertainment schedules, and business opening and closing hours; 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*).
- **2.1.F 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?”
- **2.1. G ACTFL Proficiency Target:** Demonstrate skills necessary to sustain extended oral and written exchanges in the TL at a proficiency level of **Novice High** on the ACTFL proficiency guidelines: <http://bit.ly/111YNVB>.

Essential Questions:

- What skills are necessary to sustain speech for a presentation?
- How is it different to carry on an impromptu versus a prepared conversation?
- 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?

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

- WII.1 The student will exchange spoken and written information and ideas in the target language.
1. Give and follow basic instructions.
 2. Ask and answer questions about self, others, and the immediate environment.
- WII.2 The student will initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future time frames.
 2. Use nonverbal communication and paraphrasing to convey and comprehend messages.
- WII.3 The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
1. Identify some details and key words when listening to and reading in the target language.
 2. Understand culturally authentic materials in familiar contexts.
 3. Understand and respond appropriately to simple instructions presented in informational materials.
- WII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language.e.
1. Differentiate among increasingly complex types of statements, questions, and exclamations.
 2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

World Languages Secondary Courses

Level 2

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:

- 2.2A Recognize, understand, and respect appropriate cultural interactions, (*e.g. give an oral presentation on important celebrations of other cultures, including why the U.S. celebrates Mardi Gras, St. Patrick's Day, and where our customs for celebrating holidays originated*).
- 2.2B Use the target language in nuanced ways that demonstrate an understanding of traditional practices in families and communities, (*e.g. participate in a dialogue that requires switching between formal and informal registers based on the social situation; practice traditional greetings appropriate for different social contexts; distinguish language by levels of formality by listening to examples and categorizing them on a graphic organizer; share a meal with classmates and use appropriate table-speech for formal and informal settings; write a simple love poem*).
- 2.2C Use the target language to express ideas and opinions in digital media forums that show an understanding of digital technology in the target language and culture, (*e.g. students may choose a topic of interest and search twitter using a hashtag that captures tweets in the target language then give an oral presentation on what they learned*;).
- 2.2D Explore and identify contributions to science and technology from communities that use the target language (*e.g. Design and present models that show typical styles of housing in cultures that use the target language; create a podcast or video that describes the [engineering feats of the Inca in building Andean bridges](#) with vocabulary in the target language*).
- 2.2E Explore health issues in countries that use the target language, (*e.g. use body-part, injury, and health care vocabulary to describe an imagined experience in another country's health system after researching health care abroad*).

Essential Questions:

- What are the defining customs and ceremonies in communities that use the target language?
- How do people change their form of speech to address different people in their families and communities?
- How does digital and social media in the target language enhance our understanding of the target culture?
- What are some significant contributions to the technology of transportation by the target culture?
- What are the defining health concerns faced by countries and regions that use the target language?

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

WII.7 The student will demonstrate understanding of the perspectives, practices, and products of the cultures studied and the ways these cultural aspects are interrelated.

1. Participate in authentic or simulated cultural activities.
2. Identify and discuss patterns of behavior typically associated with the target cultures.
3. Explore the influence of the geography and history of the countries studied.

World Languages Secondary Courses Level 2

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:

- 2.3A 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. use vocabulary for different types of homes and living situations and compare across parts of the United States and communities abroad that use the target language; classical/modern music; novels/graphic novels/comic books; daily greetings and communications - texting, web apps, texting abbreviations, slang; Facebook and equivalent social media sites; formal and informal address*).
- 2.3B Develop a deeper understanding of the English language through the study of the target language. (*e.g. Latin and Greek roots, prefixes, suffixes, cognates; word order - noun/adjective, adverbs, questions; use or non-use of auxiliary verbs; how English is taught in other countries/professional opportunities for bilingual students or teachers*).

Essential Questions:

- What are some of the similarities and differences between American and the target culture in the following areas: customs and ceremonies, food, relationships, health care, holidays and celebrations, housing and shelter, and technology and media?
- How does learning another language help us to better understand our own?
- In what ways do our lifestyles differ from those of other cultures?
- How can we benefit from some of the cultural values and perspectives of communities that use the target language?

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

- WII.9 The student will develop a deeper understanding of English and other languages through study of the target language.
1. Recognize critical sound distinctions and intonation patterns in the target language and in English and their effects on the communication of meaning.
 2. Compare the diverse and unique aspects of vocabulary and structural patterns of the target language and English.

The student will demonstrate understanding of similarities and differences between the cultures studied and those of the United States.

1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.
3. Compare the use of idiomatic expressions in the target language and English.

World Languages Secondary Courses

Level 2

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:

- 2.4A Use or create dynamic maps that show the political and cultural origins and development of the target language.
- 2.4B Use multiple technology platforms to address communication, culture, comparisons, and communities objectives. (*e.g. record and edit speaking using Garage Band; use culturally relevant apps to communicate with penpals, learn vocabulary and practice grammar or geography; create films of skits using a recording device and editing with imovie.*)
- 2.4C Demonstrate an understanding of how transportation in the target culture and the United States reflects aspects of the economy and geography. (*e.g. Compare use and ownership of cars; what are the practices and perceptions around public transportation?*)
- 2.4D Examine similarities and differences of the best practices in formal and informal writing and speaking between the target culture and American English. (*e.g. Compare a well-written essay in English and in the target language; compare levels of formality when writing an email in different situations and in different cultures.*)

Essential Questions:

- How does learning a language help us understand other academic and vocational subjects?
- How can technology be used to facilitate or vary learning experiences?
- Why are there differences in the transportation types used across cultures?
- What are the necessary elements of proper writing and speaking for a variety of purposes?

- What do differences in writing styles across languages tell us about the relative formality of a culture?

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

WII.8 The student will use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

1. Give examples of the influence of the target language and culture(s) on other subject areas.
2. Compare information acquired in other subject areas to topics discussed in the target-language class.

**World Languages Secondary Courses
Level 2
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:

- 2.5A Explore and participate in communities of native speakers of the target language to investigate how language and culture are applied beyond the classroom for recreational, educational, and occupational purposes (*e.g. take field trips to visit 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*).
- 2.5B Demonstrate understanding of global interdependence through real-world experiences with native speakers.
- 2.5C Demonstrate ethical behavior and respect for diversity through daily actions and decision making.

Essential Questions:

- What roles do the target language and culture play in Albemarle County and U.S. society?
- What is contemporary life like in communities that use the target language?
- How does the target language assist in becoming a well-informed citizen?

- How can we use social media in the target language?

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

SOLS:

WII.11 The student will apply target-language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Explain aspects of the target culture discovered through interaction with target language speakers, and authentic media or technology.
2. Use target-language resources, such as individuals and organizations in the community or technology, to reinforce cultural knowledge.