

## 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 3: Intermediate Studies in a World Language

This course is conducted almost entirely in the target language and refines speaking, listening, reading, and writing skills while emphasizing vocabulary growth. Students explore the linguistic and cultural heritage of peoples associated with the target language in regions throughout the world with themes that include personal and public identities, science and technology, beauty and aesthetics, as well as global challenges. Students achieve intermediate level proficiency in the target language through rigorous study in an immersive environment. 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.

#### AP Themes Focused on in This Course:

- Personal & Public Identities: Beliefs and systems of values, linguistic identity, regionalism and nationalism (*e.g. influence of religious practice and hospitality, effect of immigration and multiple languages, and geography and products of regions within target countries*)
- Global Challenges: The environment; issues of diversity (*e.g. steps taken to conserve and protect resources and nature within target countries; driving and rules of the road; valuing multiculturalism; understanding dress and cultural practices within target countries*)
- Science & Technology: New means of communication, intellectual property (*e.g. researching post-high school educational and career opportunities; writing letters; developing advertisements and public service announcements, reviewing appropriate research and citation within products*)
- Beauty & Aesthetics: The beautiful, patrimony, literary arts (*e.g. the role of fashion in target countries; monuments and treasures within target countries; sample poems, fables, theatre, prose, music, and video from target countries*)

**World Languages Secondary Courses**  
**Level 3**  
**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:**

- **3.1.A Presentational Speaking:** Engage in original and spontaneous oral communication that combines learned and original language in increasingly complex sentences and paragraphs (*e.g. Make oral presentations on familiar topics using appropriate elements of a classroom presentation format such as an introduction, question & answer exchange, and conclusion; participate in a job interview, explain the points of view of different characters in a novel using a graphic organizer as a guide; make a persuasive speech; participate in a debate; take turns speaking by using expressions such as “What do you think about that?”, “What’s your opinion?”, “It’s \_\_\_\_\_’s turn now”, “I’d like to add”, “I’d like to build on \_\_\_\_\_’s idea”;* contribute information in a jigsaw group discussion on current events in another country; share ideas in a literature circle; give feedback to a classmate in a peer-assessment activity).
- **3.1.B Presentational Writing:** Present and reflect on student-created and culturally authentic written work such as essays, research papers, stories, poems, and/or skits that use increasingly complex sentences and paragraph structures, (*e.g. compose a narrative about a personal journey; write a poem following a model; depict an imaginary conversation between two characters in a novel; write a song in the target language that uses key vocabulary and connects to cultural themes from the AP framework; use a rubric to evaluate and revise a piece of writing or a speech*).
- **3.1.C Listening & Reading Comprehension:** Comprehend spoken and written language based on new topics in familiar and unfamiliar contexts that are presented through a variety of media including more complex informational materials (*e.g. construct or draw a model of an item based on a partner’s oral instructions; identify main ideas from news broadcasts; summarize another student’s presentation on a specific academic topic; read a short text and complete a pie graph showing the ethnic makeup of a country associated with the target language or the relative contributions of different sectors to the country’s economy; complete a Venn diagram showing the similarities and differences between two folk tales from different cultures*).
- **3.1.D Demonstrate skills necessary to sustain extended oral and written exchanges in the target language (TL) at a proficiency level of **Intermediate Low** on the ACTFL proficiency guidelines:** <http://bit.ly/11IYNVB>.

**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?
- How do time, mood, register, and formality of language affect communication?
- How do the technology and media used to communicate a message influence its meaning?
- How do we change our presentation of language based on our audience?

- How are logic and argument similar and different across languages?

**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.

### Suggested Vocabulary for Intermediate World Language Study

Please go here: [https://docs.google.com/a/k12albemarle.org/document/d/15oOaXzi6NNfgTuV3xbFCk7b\\_hlLEau65zLvGLgxCpKU/edit](https://docs.google.com/a/k12albemarle.org/document/d/15oOaXzi6NNfgTuV3xbFCk7b_hlLEau65zLvGLgxCpKU/edit)

## World Languages Secondary Courses Level 3 Concept: Culture

### ACPS Enduring Understandings & Essential Standards Aligned to the Concept Above

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

**Essential Standards:**

- 3.2A Examine in the target language how the perspectives, practices, and values of cultures are evident in artistic expressions of beauty, (*e.g. view a series of fashion shows or collages of traditional dress and analyze how these connect to the values and practices of the culture; view a play or film in the target language and participate in a paideia discussion connecting artistic decisions about beauty to cultural perspectives in the society; read a series of fables or folktales in the target language and write an essay on how they are informed by an underlying conception of beauty embraced by the culture*).
- 3.2B Evaluate and analyze perspectives on global challenges in regions predetermined by school/county vertical PLC (*e.g. conduct mock debates on issues of regional identity from Spain-Madrid as a center of government vs. Barcelona and the Catalan initiative for self-governance, the Basque language and province, or Northern Germany as differentiated from Southern Germany/Austria; engage in a role play on the [development of Bolivian rainforest](#) from the perspectives of an indigenous person living in the forest, an urban investor, and a poor rural resident wishing to expand her farm; view a political debate in the target language and analyze opposing perspectives on global challenges*).
- 3.2C Explore histories of ethnic diversity and confronting discrimination in the target countries (*e.g. discuss the influence of diverse groups on outcomes of WWII, dictatorship, oppression of indigenous groups in different countries, the political censorship of artists/writers for their beliefs, viewpoints and exposés; conduct research on immigration patterns, politics, and colonial relationships and compare to the U.S. experience*).
- 3.2D Use digital and social media to conduct research and develop new understandings about the target language and cultures that use it, (*e.g. explore websites and online media related to post-secondary institutions in countries that use the target language, choose the university most aligned with a particular field or interest, then create an advertisement in the target language for this institution; identify a global challenge addressed in a country that uses the target language by scanning digital media, then create*

*a public service announcement in the target language that addresses this challenge in a culturally sensitive manner; engage in a debate on freedom of religion in the target country using authentic cultural resources).*

**Essential Questions:**

- What are the relationships among ethnicity, nationality, race, class, culture, and language?
- How have oppressed groups organized to achieve liberation in countries that use the target language?
- How do the arts challenge and reflect cultural perspectives?
- How do post-secondary institutions operate in countries that use the target language, and how does this reflect cultural perspectives?
- What issues arise from the use of technology and scientific developments in countries that use the target language?
- How can we learn to collaborate across cultures to respond to environmental and other global challenges?

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

**Cultural Perspectives, Practices, and Products**

- WIII.6 The student will examine in the target language the interrelationships among the perspectives, practices, and products of the cultures studied.
1. Examine how and why products such as natural and manufactured items, forms of recreation, pastimes, language, and symbols reflect practices and perspectives of francophone cultures.
  2. Compare and contrast the viewpoints of people who speak the target language and the ways these perspectives are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
  3. Investigate the interrelationship of geography and history of the cultures studied.

**World Languages Secondary Courses**  
**Level 3**  
**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 to understand ourselves.

**Essential Standards:**

- 3.3.A Compare the education systems and vocational opportunities in the United States and countries that use the target language, *(e.g. create a flowchart showing the parts of the education system in a country that uses the target language and produce media that evaluates the pros and cons of the system relative to the United States; research educational data from UNICEF or another organization, compare this data to that of the U.S. and make a recommendation to both countries' departments of education based on the analysis; research economic sectors in a country that uses the target country and compare these to the United States as part of a recommendation on where to invest abroad or where to look for jobs aligned with a certain sector).*
- 3.3.B Compare how communities respond to global challenges in the U.S. and other countries. *(e.g. participate in a jigsaw discussion that evaluates approaches to environmental degradation and resource use across countries).*
- 3.3.C Express a new understanding of personal identity in written and/or spoken presentations that explore a student's autobiography through the concept of multilingualism and multiculturalism. *(e.g. examine awareness of differences in family life, artistic tastes, educational opportunities, wealth, and opportunities associated with national, cultural, and linguistic identities).*
- 3.3D Use a deeper understanding of metalinguistic structures to interpret meaning in written and spoken communication. *(e.g. use knowledge of prefixes, suffixes, and roots to create working definitions for previously unfamiliar words; use word order or sentence structure to determine meanings in previously unfamiliar passages with new vocabulary).*

**Essential Questions:**

- What elements of culture abroad differ from our own? Why do these differences exist?
- How does exposure to other cultures shape our values?
- How does comparing another language with our own help us to improve our overall linguistic understanding?
- Why are some challenges more severe in certain parts of the world? How should we respond?
- How should we use our technological and scientific resources to connect with and enrich our own community and needy communities abroad?

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

## Linguistic and Cultural Comparisons

WIII.8 The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the target language.

1. Demonstrate that language and meaning do not transfer directly from one language to another.
2. Demonstrate that vocabulary, linguistic structures, and tense usage in English may differ from those of the target language.

WIII.9 The student will investigate and discuss why similarities and differences exist within and among cultures.

1. Discuss the influences of historical and contemporary events and issues on countries or regions where the target language is spoken.
2. Compare and contrast aspects of the cultures studied, with those of other cultures.

## World Languages Secondary Courses

### Level 3

#### Concept: Connections

#### ACPS Enduring Understanding & Essential Standards Aligned to the Concept Above

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

**Essential Standards:**

- 3.4A Understand the concept of culture by comparing other cultures with those of the U.S. (*e.g. use a graphic organizer to compare and contrast biological, native, and tribal influences in expressions of art in cultures that use the target language and the United States; perform operatic music and/or other traditional canonic theatre, literature, and art and note the underlying commonalities; view clips of a documentary on soccer or other sports culture in another country and compare/contrast to sports culture in the U.S. using the target language*).
- 3.4B Analyze and produce logical reasoning in the target language, with a focus on using evidence to support inferences, (*e.g. view a televised presidential or other type of debate in the target language and use a graphic organizer to chart theses and supporting evidence*).

**Essential Questions:**

- How does learning a language help us understand other subjects and vice versa?
- Why do some music, performing arts, and visual arts created abroad have universal appeal?

- What makes artistic expressions in the target language and culture(s) unique?
- How does logic operate across languages?

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

**Making Connections through Language**

WIII.7 The student will use the target language to reinforce and broaden understanding of connections between the target language and other subject areas.

1. Discuss aspects of the language and culture(s) found in other subject areas.
2. Make connections between topics studied in other subject areas and those studied in the target language class.
3. Use authentic target-language resources to expand knowledge acquired in other subject areas.

**World Languages Secondary Courses  
Level 3  
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:**

- 3.5.A Connect to students who speak the target language and are members of the target culture (*e.g. take part in exchange program, pen pal letter exchange, Skype interviews*).
- 3.5.B Develop awareness of current events and realize opportunities to respond to needs in communities of target cultures (*e.g. volunteer with a local immigrant organization; organize a classroom or school-wide response to weather or political related disaster requiring global assistance; engage in mutually beneficial tutoring exchanges with immigrant adolescents who speak the target language and reflect on cultural and linguistic learning from the experience in a video, essay, blog or other shared media product; take part in a twitter discussion on an issue of contemporary importance in the target language*)

**Essential Questions:**

- What environmental, political, and social issues pose challenges to societies throughout the world?
- What are the origins of those issues?
- What are the possible solutions to those challenges?



- How do individuals contribute to the well-being of communities?
- How can we use social media in the target language to participate in and advance understanding of the target language and cultures?
- How does digital technology connect us to native speakers of the target language?

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

**Interacting in School and Global Communities**

- WIII.10 The student will apply target-language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand target-language skills and cultural competence through the use of media, entertainment, and technology.
  2. Use target-language resources, such as individuals and organizations in the community or technology, to reinforce cultural knowledge.