

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 4: Advanced Studies in a World Language

Students who enter Advanced Studies in a World Language will experience and contribute to full immersion in the language and culture. The course will strengthen students' comprehension skills while they learn to communicate by speaking and writing more precisely. Students will express opinions, reactions to, and knowledge of historical and contemporary events through authentic sources such as newspapers, magazines, websites, literary passages, interactions with native speakers and more. Vocabulary will bring on new powers of communication as students are introduced to idioms, subtleties of meaning, intent, humor, and tone. 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:

- Science & Technology: *Future Technologies, Discoveries and Inventions*
- Global Challenges: *Human Rights, Peace and War*
- Beauty & Aesthetics: *Architecture, Literature*
- Personal & Public Identities: *Alienation and Assimilation*
- Families & Communities: *Citizenship*
- Contemporary Life: *Advertising and Marketing, Rights of Passage*

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:

- **4.1.A Presentational Speaking:** Present orally (using multiple media, the arts and technology) information in the target language, using improvised and original language in compound and complex sentences and paragraphs (*e.g. express opinions and use evidence to support them regarding a work of art, quote, or current/historical event; engage in a debate on a controversial topic; lead classroom routines entirely in the target language with few visuals or other types of scaffolds*).
- **4.1.B Interpersonal Speaking:** Participate in conversations in informal settings using improvisational, phonetically accurate original language that includes everyday speech and some slang appropriate for the context (*e.g. discuss college life in another country with a native speaker through class visits or Skype conversations; call a university abroad to learn about a study abroad or other program and conduct the phone conversation entirely in the target language; create improvisational skits or theatrical trailers that include student-generated dialog entirely in the target language without reliance on written scripts*).
- **4.1.C Presentational Writing:** Write to express ideas and opinions in multi-paragraph compositions using compound and complex sentences in compositions that have main ideas, supporting details, a wide breadth of vocabulary, and clear transitions to organize a message, (*e.g. create an “autobiography” in the role of a contemporary or historical person; write an article on a school or community event or issue for the school newspaper or other local media; write a letter or essay for an application for a scholarship or to another program abroad; use a rubric to guide peer and self-editing of a written product taken through the stages of prewriting, writing, revision, and proofreading*).
- **4.1.D Interpersonal Writing:** Respond to email, text messages or letters and respond to content and questions asked by another person, (*e.g. record thoughts and feelings in a personal reflection or dialog journal shared with peers or the teacher; write a message giving advice to a character from literature studied in class; participate in a twitter discussion on a topic of interest in the target language*).
- **4.1.E Listening Comprehension:** Demonstrate understanding of more complex, fluently spoken language on a variety of topics in interactive situations, (*e.g. participate in and contribute to academic classroom discussions; provide a summary of a group discussion; identify main ideas and supporting details in classroom presentations from peers, radio and television segments, podcasts, and songs*). Teacher prompt: “Please work in your group to decide on the five most important points in the radio documentary you have just heard.”
- **4.1.F Reading Comprehension:** Respond to more complex authentic texts in a variety of ways, (*e.g. explain the reasons for their interest in a specific author, genre, or theme; connect ideas in a text to their own knowledge, experience, and insights; distinguish between facts and opinions in an editorial; compare how two texts deal with the same theme; explore and respond to novels, idioms, comic strips, political cartoons, newspapers, magazines, websites, literary passages, and instructions presented on informational materials; identify various literary elements in authentic texts such as plot and*

theme).

- **4.1.G 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: <http://bit.ly/111YNVB>.

Essential Questions:

- How can we use the target language to precisely convey meaning?
- How can we change different elements of language to communicate with a variety of audiences and formats?
- How can self-reflection and peer review improve written use of the target language?
- What skills can you use to communicate ideas in the target language when you lack the precise vocabulary or command of grammar structure that you need?
- How do nuances in sentence structure, syntax, word choice, intent, humor and tone influence communication?

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

Interpersonal Communication

WIV.1 The student will engage in and discuss a variety of topics in both oral and written forms of communication.

1. Express and support opinions, and elicit those of others.
2. Exchange personal reactions to spoken and written information including contemporary and historical events and global issues.
3. Exchange information from a variety of authentic media sources.

WIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in the target language.

1. Use a wide range of vocabulary, structures, and major time frames.
2. Exchange ideas clearly, based on level-appropriate themes.
3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

Interpretive Communication: Listening and Reading for Understanding

WIV.3 The student will understand spoken and written target language found in a variety of authentic sources.

1. Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.
2. Understand and respond appropriately to increasingly complex instructions presented in informational materials.

Presentational Communication: Speaking and Writing

WIV.4 The student will relate information in the target language, combining learned and original language in oral and written

presentations of extended length and complexity.

1. Present well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.

2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.

WIV.5 The student will produce and present original essays, poetry, plays, podcasts, and stories in the target language.

1. Produce well-organized presentations that demonstrate a greater breadth of linguistic and cultural knowledge.

2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and technological support.

Click [here](#) for Key Vocabulary

World Languages Secondary Courses

Level 4

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:

- 4.2.A Analyze how cultural practices and products reflect changing values in communities that use the target language, with a focus on the cultural sub-themes explored in the Level 4 course (*e.g. conduct literature circles in which students read different modern novels in the target language and work in groups to identify common themes and literary elements; participate in a socratic seminar on issues of war and human rights in countries that use the target language; debate the merits of advancing digital technology weighed against a right to privacy; create a collage portraying a history of architecture in countries that use the target language and show how differences through history have related to changing perspectives*).
- 4.2.B Plan and conduct research in the target language with a focus on the cultural sub-themes explored in the Level 4 course (*e.g. write a research report on how one becomes a citizen in different nations that use the target language and show how this relates to differing concepts of citizenship; write a formal essay, blog, or video that analyzes advertising and marketing in the target language; conduct research that includes interviews with native speakers and articles in the target language on how colonization has affected the language of many pre-existing native cultures and the languages of these cultures has been incorporated into modern forms of the target language*).

Essential Questions:

- How are ethnicity, nationality, race, culture, and language connected to issues of war, peace, and human rights?

- How does increasing access to and penetration of digital technology impact cultural values and perspectives in countries that use the target language?
- What are the historic events that have most shaped contemporary values and perspectives in communities that use the target language?
- How does literature in the target language reflect the themes of alienation, conformity, human rights, and identity prevalent contemporary society?
- How do advertisers and businesses adapt their presentation of products to the cultural values of their audience?

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

Cultural Perspectives, Practices, and Products

WIV.6 The student will analyze how various perspectives reflect the practices and products of the cultures studied.

1. Discuss how topics such as global challenges, advancement of technology, and diversity issues illustrate the viewpoints, patterns of behavior, and products of the cultures studied.
2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

World Languages Secondary Courses Level 4

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:

- 4.4A Apply understanding of the changing relationships between the United States and countries that use the target language, (*e.g. examine the changing political and economic relationships between the United States and France/Venezuela/Germany/Japan, and use this to write a memo to the U.S. president recommending how to approach a potential trade deal with this country; research the public perception of the target culture in the United States and vice versa, and provide reasons for why these perceptions exist; use research of U.S. media that uses the target language or examples from the target culture to create an advertisement that portrays the target culture in an authentic manner*).
- 4.4B Demonstrate an understanding of the cultural diversity that exists from country to country and regionally within the various countries that speak the target language and compare these to sub-cultures within the U.S. (*e.g. study regional pride in Spain/France, such as Basque and Catalan, or Québec in Canada. This could connect to regional differences in the U.S. “Texas*

Pride”, et cetera).

- 4.4C 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 advertising at the largest sporting events in the U.S. and countries that use the target language and make inferences about the cultural perspectives and values of each nation; compare business and social welfare programs addressing issues such as unemployment and labor rights in the U.S. and countries that use the target language and present the pros and cons of each system; compare city life and urban planning in the U.S. and countries that use the target language and engage in a discussion that highlights what each system could learn from the other*).
- 4.4D Continue to develop understanding of both the English language and the target language through a study and comparison of increasingly complex linguistic elements of the two, (*e.g. examine the use and placement of pronouns in target language and the student’s native language; consider differing formats for professional documents such as curricula vitae and business proposals*).

Essential Questions:

- How do cultural perceptions affect international relations?
- How do different nations address cultural diversity within their country, and how do these differences affect their relationships with other countries?
- How does professional communication differ between countries that use the target language and the United States?
- How does comparing social practices in the U.S. and other countries help the global community find new solutions to problems affecting all humanity?

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

Linguistic and Cultural Comparisons

WIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language.

1. Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in countries or regions where the target language is spoken and in the United States.
2. Compare linguistic elements of the target language and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these relationships.

WIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community.

1. Discuss the role of culture in the development of relationships between the United States and countries and regions where the target language is spoken.
2. Explain how members of the culture(s) studied perceive the United States.
3. Examine local, regional, and national differences in the cultures of countries and regions where the target language is spoken

and the culture(s) of the United States.

World Languages Secondary Courses

Level 4

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:

- 4.3.A Use the target language to make connections between the target culture and material in other courses (e.g. *conduct a research project on the societal factors that have driven discovery in science and technology in a particular country; watch videos from www.math2me.com and apply to mathematical word problems in the target language; read the constitution of another country in the target language and discuss how it is different and similar to the constitutional principles founding the United States*).
- 4.3B Use the target language to perform skills related to a variety of jobs and leisure activities, (e.g. *build or create a product and produce a do-it-yourself video on youtube with all of the directions and communication in the target language; participate in a mock job interview in the target language; play or discuss soccer or another sport with a group of native speakers, create a game plan outlining strategies based on the strengths and weaknesses of two teams and communicate all commands and planning in the target language*).

Essential Questions:

- How can we apply our understanding of the target language to solve problems in other fields from sports to mathematics?
- How does the target culture's approach to course content, work, and leisure activities compare to the student's home culture's approach?
- How does the language course complement the student's previous, current and future study in other courses?
- How does the language course complement the student's interests in job opportunities and leisure activities?

Virginia Standards of Learning

Making Connections through Language

WIV.7 The student will demonstrate increased understanding of the connections between content studied in the target-language class and content studied in other subject areas.

1. Discuss and evaluate examples of the language and culture(s) found in other subject areas, such as contemporary and historical

themes, world literature, and science and technology.

2. Compare and contrast topics studied in other subject areas and those studied in the target-language class such as authors and artists or political and historical events that involve countries or regions where the target language is spoken.
3. Use target-language resources to continue expanding knowledge related to other subject areas.

World Languages Secondary Courses

Level 4

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:

The student will be able to:

- 4.5.A Apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes. (*e.g. participate in a “pick-up” soccer game among internationals in the community, have students volunteer in the community with international students; visit families or communities that use the target language and interact exclusively in the target language; invite a guest speaker using resources such as the [IRC](#)*).
- 4.5.B Demonstrate an understanding of and respect for diversity in a global community, (*e.g. participate in an external conversation group in the target language; maintain monthly communication with a pen pal in a different country; analyze the work of local organizations in multilingual communities such as the [Charlottesville City’s Office of Human Rights](#) or the [Legal Aid Justice Center](#)*).

Essential Questions:

- How can we apply understanding of the target language and culture in the local, regional and global communities?
- What role does the target language and culture play in the local, regional and global communities?
- How do individuals use their language and cultural skills and knowledge to contribute to the well-being of diverse communities?

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

Interacting in School and Global Communities

WIV.10 The student will apply more extensively target-language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Analyze information obtained through media, entertainment, and technology.
2. Use target-language resources, such as individuals and organizations in the community or technology, to increase cultural understanding.