

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: World Languages – Level 2**  
**Grades 7-12**

**The student is expected to know content and apply skills from Level 1.**

**Standard 1: Acquisition and use of language.**

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Listening</b>	<ul style="list-style-type: none"> <li>• 7-12.WL2.1.1.1 Comprehend expanding vocabulary in isolation and in context.</li> <li>• 7-12.WL2.1.1.2 Follow general classroom instruction in the target language.</li> <li>• 7-12.WL2.1.1.3 Distinguish if an action described is taking place in the past, present, or future.</li> <li>• 7-12.WL2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery).</li> </ul>	<p>Teacher reads to students, then asks questions about the passage.</p> <p>TPR-Teacher commands students to open their textbooks or workbooks in the target language.</p>		
<b>Goal 1.2: Speaking</b>	<ul style="list-style-type: none"> <li>• 7-12.WL2.1.2.1 Engage in an extended conversation about rehearsed topics.</li> <li>• 7-12.WL2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources).</li> </ul>	<p>After teacher finishes telling a story, students retell the same story.</p> <p>This time teacher projects pictures to help students.</p>		

	<ul style="list-style-type: none"> <li>• 7-12.WL2.1.2.3 Read texts aloud.</li> <li>• 7-12.WL2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language.</li> </ul>	Students make a phone call to the teacher at home and practice a small conversation.		
<b>Goal 1.3: Reading</b>	<ul style="list-style-type: none"> <li>• 7-12.WL2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary.</li> <li>• 7-12.WL2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary.</li> <li>• 7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates.</li> <li>• 7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary.</li> </ul>	<p>Students get in groups of two and read to each other a passage from the textbook. When students are finished, the teacher asks questions to check student comprehension.</p> <p>Students use grocery ads to ask each other the price of food items.</p> <p>Students read children's stories in Spanish.</p>		
<b>Goal 1.4: Writing</b>	<ul style="list-style-type: none"> <li>• 7-12.WL2.1.4.1 Write in a variety of forms and a minimum of two tenses using acquired vocabulary structures.</li> <li>• 7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics.</li> </ul>	Students write a script using preterit and imperfect.		

## Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (past, present, future, etc.) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Analysis of Language Elements and Products</b>	<ul style="list-style-type: none"> <li>● 7-12.WL2.2.1.1 Recognize appropriate verb endings in all tenses learned.</li> <li>● 7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).</li> <li>● 7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.</li> </ul>	<p>Students practice verb drills using blocks or colored balls with subjects written on them.</p> <p>Students answer questions after listening to CD or video of native speaker.</p> <p>Students underline cognates.</p>		
<b>Goal 2.2: Modification and Manipulation of Language Elements and Products</b>	<ul style="list-style-type: none"> <li>● 7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.</li> <li>● 7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., “I like hamburgers,” “I prefer hamburgers to hotdogs”).</li> <li>● 7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).</li> </ul>	<p>Teacher uses overhead to teach comparative and superlative.</p> <p>Teacher uses student’s possessions to teach language-specific structures.</p>		

**Standard 3: History, Geography, and Culture**

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Historical Context</b>	<ul style="list-style-type: none"> <li>7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.</li> </ul>	Teacher uses the end of the chapter culture and historical materials to enrich student learning.		
<b>Goal 3.2: Geographical Context</b>	<ul style="list-style-type: none"> <li>7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity.)</li> </ul>	Students present a TV style cooking show to their classmates.		
<b>Goal 3.3: Cultural Context</b>	<ul style="list-style-type: none"> <li>7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations.)</li> </ul>	Students make piñatas for Christmas.		