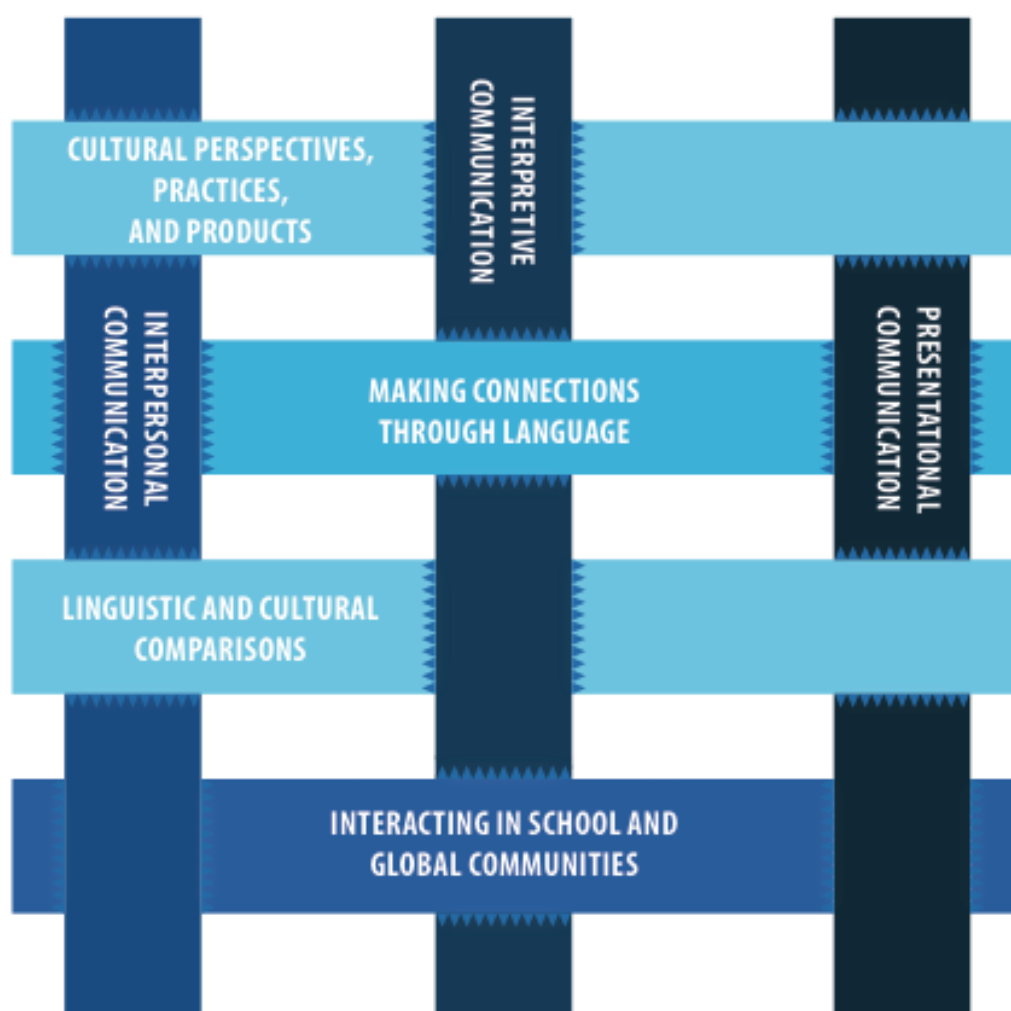

Implementing the Foreign Language Standards of Learning in Virginia Classrooms



A Guide for Teachers

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A Note to Administrators

This document, *Implementing the Foreign Language Standards of Learning in Virginia Classrooms: A Guide for Teachers* is intended to be used as a support document for teachers. It contains additional guidance and suggestions for implementing the *Foreign Language Standards of Learning* in classrooms. This document is not intended to be used for the evaluation of teachers, students, or student performance in Virginia's world language classrooms.

Included are specific strategies that serve solely as examples. None of these examples should be considered as an expectation at any particular point of the curriculum. Instead of replacing a division-developed curriculum, this document serves as guidance for aligning a school system's current curriculum to the *Foreign Language Standards of Learning* expectations.

Introduction

The technical assistance documents included are intended to assist teachers with implementing the *Foreign Language Standards of Learning for Virginia Public Schools* (revised 2014). The documents elaborate on the content strands that outline the knowledge, skills, and processes essential for language use and the standards of performance for each level of study in both modern world languages (Roman alphabet and non-Roman alphabet) and Latin. This elaboration includes relevant and useful resources, such as language-learning strategies and assessment strategies that are appropriate for each strand and level of study.

This elaboration also provides teachers with a target proficiency level, a series of progress indicators that illustrate what students should be able to do in each skill area, and a group of performance indicators that spell out the seven domains that outline the range of performance for the given mode of communication—interpersonal, interpretive, or presentational—for each standard at each level. The seven domains are functions, contexts/content, text type, language control, vocabulary, communication strategies, and cultural awareness. Since the essential goal of learning another language is to communicate, the information included in this series of documents focuses on the following:

- Interpersonal Communication: Speaking and Writing
- Interpretive Communication: Listening for Understanding
- Interpretive Communication: Reading for Understanding
- Presentational Communication: Speaking
- Presentational Communication: Writing
- Cultural Perspectives, Practices, and Products

Since culture is reflected in language itself, it is included here to reinforce the fact that learning about culture cannot be separated from learning a language. The five standards of performance are all measurable; culture, on the other hand, is not measurable (except for factual knowledge). However, cultural appropriateness is a key element in every communicative act and helps determine the acceptability of each. This aspect of culture can be evaluated through the use of “Can Do Statements.”

The proficiency targets given for each of the standards are based on data gathered from other states and have proved to be consistent among those states. These targets reflect the skill levels at which students can arrive when the target language is used to the maximum extent possible. The American Council on the Teaching of Foreign Languages (ACTFL) recommends that language educators and their students use the target language as exclusively as possible (90 percent plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaningful communication ([http:// www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0](http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0)). This does not mean simply talking in the target language 90 percent of the time, but also providing appropriate comprehensible input for meaningful communication.

The examples provided here must be recognized as *samples* of appropriate activities and resources and not as items that *must* be included in instruction in all classrooms in Virginia public schools. They are provided as models to inspire teachers to create similar age- and level-appropriate activities and assessments for students. Similarly, the suggested proficiency targets are given to provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

This document is not static—it is adaptable so that it can reflect current trends in world language education. Any portion of this document can be modified as needed. In fact, the entire document is more like

a package that includes multiple parts that can be used separately as needs and language specialties dictate. For this package to be helpful and effective, however, teachers must be very familiar with the explanation of the basic principles of proficiency. The contents of this package include:

- I. *Implementing the Foreign Language Standards of Learning in Virginia Classrooms: A Guide for Teachers*
- II. Progression Grids for Languages Taught in Virginia Public Schools
 - A. Modern World Languages: Roman Alphabet Languages
 1. Level I
 2. Level II
 3. Level III
 4. Level IV
 - B. Modern World Languages: Non-Roman Alphabet Languages
 1. Level I
 2. Level II
 3. Level III
 4. Level IV
 5. Level V
 - C. Latin
 1. Level I
 2. Level II
 3. Level III
 4. Level IV
- III. Additional Resources
- IV. Glossary of Terms

Note: The Progression Grids for Languages Taught in Virginia Public Schools are closely linked to the *Foreign Language Standards of Learning* and contain the following information:

1. Strand—a particular strand of the *Foreign Language Standards of Learning*
2. Standard—the particular standard(s) of the *Foreign Language Standards of Learning* relevant to a strand
3. Target Proficiency Level—the specific level appropriate for performance at a level of study
4. Performance Descriptions—descriptions of the expected performance of a student at an appropriate proficiency range, including the domains relevant to that range:
 - a. Functions
 - b. Contexts/Content
 - c. Text Type
 - d. Language Control
 - e. Vocabulary
 - f. Communication Strategies
 - g. Cultural Awareness
5. Resources relevant for each strand at a level of study
6. Sample Instructional and Assessment Strategies—examples of types of activities appropriate for a particular strand and the standard(s) relevant to that strand at a level of study

Sample assessment items will be submitted electronically by Virginia world language teachers, vetted by experts in the field of world language pedagogy, and made available online in an item bank. The sample assessment items will reference the applicable standard of learning for the level of study for which the item was designed. The item bank can be easily updated, as can any additional resources that individual teachers

would like to share with their world language colleagues.

The Integration of Proficiency into Levels of Study

A number of Virginia public schools now offer a variety of world language programs in addition to traditional levels: Foreign Languages in Elementary Schools (FLES); immersion programs; and long-term continued, articulated K-12 programs. In order for the current *Foreign Language Standards of Learning* to be applicable to this breadth of language programs, the scope of the standards of learning must be broadened. Additionally, students are beginning their study of world languages at different ages and/or grade levels (i.e., pre-kindergarten, elementary school, middle school, high school), and the current standards of learning do not address the expectations and goals of language performance for students of varying ages and grade levels. The smooth transition from level to level and from school to school by students who enroll in world language programs at various ages and grade levels can be ensured by considering the age appropriateness of content and performance, as well as the psychological development of the language learners.

A recognized solution that addresses such concerns is achieved through the integration of proficiency targets of performance into the *Virginia Foreign Language Standards of Learning*. To help explain the rationale for such integration, an explanation of the terminology and components of proficiency is offered below.

Performance vs. Proficiency

According to the *ACTFL Performance Descriptors for Language Learners*, *performance* is the ability to use language that has been learned and practiced in an instructional setting (i.e., language ability that has been practiced and that is within familiar contexts and content areas). *Proficiency* is the ability to use language in real-world situations in a spontaneous interaction and nonrehearsed context and in a manner acceptable and appropriate to native speakers of the language. Assessment of language learners' *performance* is based on the description of the standards of the level of study within the contexts and content areas that have been learned and practiced. Assessment of language learners' *proficiency*, on the other hand, is based on language users providing sufficient evidence of all of the assessment criteria of a particular level of performance according to the *ACTFL Proficiency Guidelines*. See Table 1.

Table 1. Assessing Performance vs. Assessing Proficiency: How Are These Assessments Different?

Assessing Performance	Assessing Proficiency
-----------------------	-----------------------

<ul style="list-style-type: none"> • Based on instruction: Describes what the language learner can demonstrate based on what was learned 	<ul style="list-style-type: none"> • Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when, or how the language was acquired
<ul style="list-style-type: none"> • Practiced: Derived from the language functions and vocabulary that the learner has practiced or rehearsed but which are applied to other tasks within familiar contexts 	<ul style="list-style-type: none"> • Spontaneous: Derived from nonrehearsed situations
<ul style="list-style-type: none"> • Familiar content and context: Based on content that was learned, practiced, or rehearsed; all within a context similar but not identical to how learned 	<ul style="list-style-type: none"> • Broad content and context: Based on content context that are appropriate for a given level
<ul style="list-style-type: none"> • Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced 	<ul style="list-style-type: none"> • Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

Source: ACTFL Performance Descriptors for Language Learners, 2012, p. 5

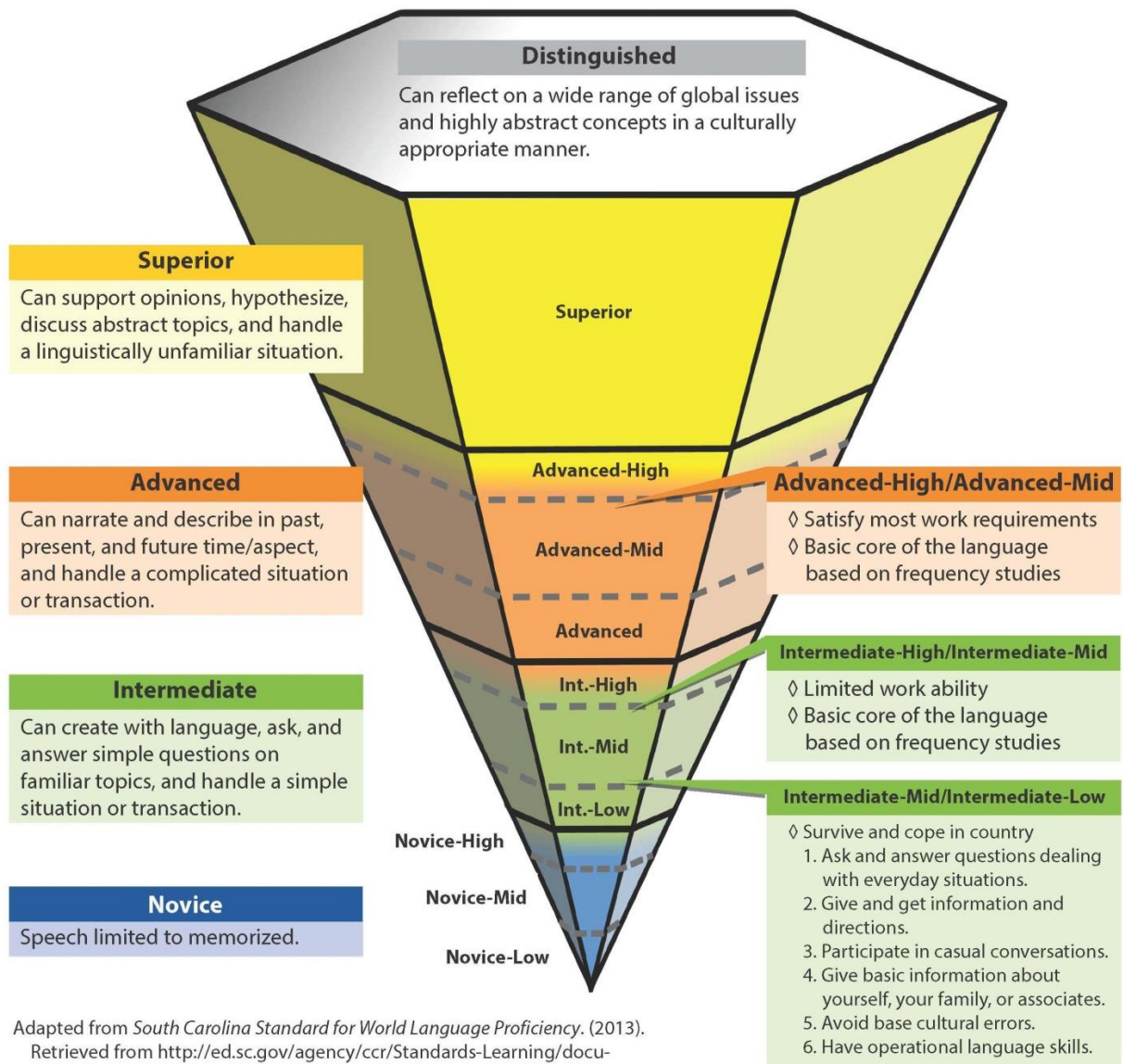
Proficiency Target vs. Proficiency Range vs. Proficiency Level

A *proficiency target* specifies reasonable expectations of language use for assessment at different levels of study. A target is not set up as a specific point but as a range since performance in individual skill areas (i.e., reading, writing, speaking, listening) will vary slightly on a daily basis but will cluster over time within a given range. A *proficiency range* indicates the scope of ability to communicate in a world language and incorporates a breadth of receptive and productive skills (i.e., listening comprehension, speaking, reading, writing). It considers the level of psychological development as well as the linguistic level of ability with which thinking is expressed. Each range also considers knowledge of the culture(s) that use the particular world language. In other words, effective communication is the combination of mental capabilities, linguistic ability, and cultural awareness that is appropriate for any given age group. A *proficiency level*, on the other hand, refers to more specific abilities within a given broader proficiency range (e.g., Novice-Mid in the Novice range [see the discussion below]).

Proficiency

There are five major proficiency levels: Novice, Intermediate, Advanced, Superior, and Distinguished. Each of the levels, except for Superior and Distinguished, is divided into sub-levels of Low, Mid, and High as illustrated in Figure 1. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level above Novice includes all levels below it.

Figure 1. The ACTFL Proficiency Pyramid



Adapted from *South Carolina Standard for World Language Proficiency*. (2013). Retrieved from http://ed.sc.gov/agency/ccr/Standards-Learning/documents/2013_SC_Standard_for_WL_Proficiency_08-13-13.pdf.

Adapted from *ACTFL Proficiency Guidelines*. (2012). Retrieved from <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/>

The *ACTFL Proficiency Guidelines* describe the tasks that speakers, writers, listeners, and readers can handle at each level, as well as the content, context, accuracy, and type of discourse associated with each task at each level. See Table 2. The guidelines also present the limits that a language user encounters when attempting to function at the next major level. Activities, exercises, and assessments have been created to show what the language learner is able to do within the current range in addition to how well the learner is able to perform at the next range, since the goal is to advance learning, not to maintain the status quo.

Table 2. Components of Proficiency for the Assessment of Speaking*

Proficiency Level	Global Tasks and Functions	Context/Content	Accuracy/Comprehensibility	Text Type
Superior	Discuss topics extensively, support opinions, and hypothesize. Deal with a linguistically unfamiliar situation	Most formal and informal settings; wide range of general interest topics and some special fields of interest and expertise	No pattern of errors in basic structures; errors virtually never interfere with communication or distract the native speaker from the message	Extended discourse
Advanced	Narrate and describe in major time frames and deal effectively with unanticipated complication	Most informal and some formal settings; topics of personal interest	Understood without difficulty by speakers unaccustomed to dealing with nonnative speakers	Paragraphs
Intermediate	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions	Some informal settings and a limited number of transactional situations; predictable, familiar topics related to daily activities	Understood, with some repetition, by speakers accustomed to dealing with nonnative speakers.	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, lists, and phrases	Most common informal settings; most common aspects of daily life	May be difficult to understand, even for speakers accustomed to dealing with nonnative speakers	Individual words and phrases

Source: American Council on the Teaching of Foreign Languages © 2012

*The Distinguished level of proficiency is not included in this document, since it is an unrealistic level of attainment for students in a K–16 environment. According to the *ACTFL Proficiency Guidelines* (2012), “Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic. Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse. A nonnative accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.”

Below are the distinctions among the sub-levels:

- **LOW** — Uses linguistic energy to sustain the requirements of the level. A language user with a Low rating shows less fluency and accuracy, more lapses in vocabulary, and more self-correction than a Mid user. A Low user functions primarily within the level with little or no demonstrated ability from the next level.
- **MID** — Represents a number of speech profiles, based on the mix of quantity (i.e., how much the language user says), quality (i.e., efficiency and effectiveness with which a message is communicated), and/or the degree to which the user controls language features from the next sub-

level.

- **HIGH** — Communicates with confidence when performing the functions of a respective level. A language user is capable of functioning for at least half of the time at the next level but is unable to sustain performance at that level without difficulty or intermittent lapses (Shrum & Glisan).

For example, as seen in Figure 2, a language user considered a Novice-level speaker incorporates both the Novice-Low (NL) and Novice-Mid (NM) ranges; the Novice-Mid user simply performs better and more consistently than the Novice-Low user in the Novice range. Similarly, someone considered an Intermediate speaker incorporates the Novice-High (NH), Intermediate-Low (IL), and Intermediate-Mid (IM) levels of performance, with each level performing better than the preceding lower level: the Novice-High speaker cannot sustain performance at the Intermediate level; the Intermediate-Low speaker is consistent while the Intermediate-Mid level speaker performs best in the Intermediate range. The same is true for Advanced- and Superior-level speakers.

It is essential to remember that the ability to perform at any given level of proficiency—excluding Novice-Low—subsumes successful performance at all preceding levels (i.e., someone performing at the Intermediate-Low level in a skill demonstrates *de facto* successful performance of tasks at the Novice-High and Novice-Mid levels).

John De Mado, a world language consultant and head of John De Mado Language Seminars, LLC, notes that “accuracy is a destination, not a starting point.” As students build proficiency, errors will be evident as they push themselves beyond their abilities. They will have control over basic structures and vocabulary at their current levels, but as they probe toward higher levels of proficiency, they will commit errors. Committing errors is a positive occurrence, because it shows that students are reaching beyond their current functional level. Teachers must understand the role of errors in language learning and how to correct them effectively, while positively acknowledging the risk-taking exhibited by students (Fratto).

It is important to note that the Defense Language Institute recognizes four language categories and has indicated the number of instructional hours needed per category to reach the Intermediate-Low to Intermediate-Mid levels of proficiency—based on the results of highly motivated *adult* learners who receive 4-6 hours of formal instruction per day. See Table 3 for more information.

❖ Category I (Spanish, French, Italian)	240 instructional hours
❖ Category II (German)	300 instructional hours
❖ Category III (Russian, Vietnamese)	360 instructional hours
❖ Category IV (Arabic, Chinese, Japanese, Korean)	520 instructional hours

Source: Avant Assessment, 2010, pp. 1-2.

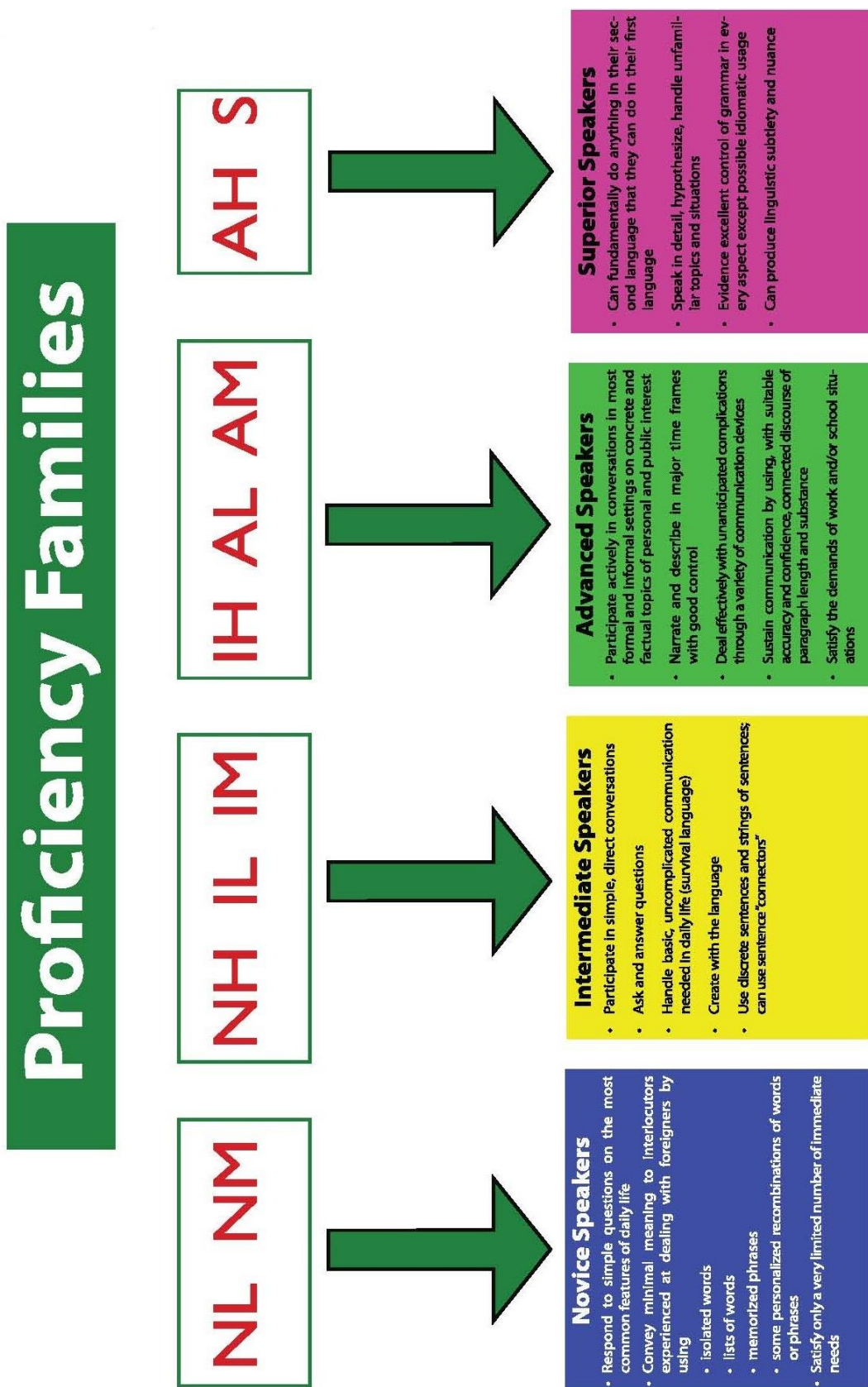
At most, a typical world language student has 180 instructional hours in each discipline per school year. More commonly, a world language student receives 50 minutes of instruction per day, 3 days per week over the course of 40 weeks of school, which totals 150 hours of instruction or 135 hours of instruction in a 90-day course that meets for 90 minutes and uses block scheduling.

Data from Avant Assessment, developers of the Standards-based Measurement of Proficiency (STAMP) test, proves that the largest percentage of first-year (Level I) students can reach Novice-High by the end of the year, but indicates that students tend to stagnate at this level for up to three more years. However, if proficiency targets are set for the four levels of world language study currently offered in Virginia public schools, one could expect Novice-High performance for Level I and Intermediate-Low for Level II, which is essentially the same as Novice-High but is sustained for more than half the time. It would then be appropriate to set Intermediate-Mid as the target for the next two levels, Level III and Level IV. If reasonable proficiency targets are set and teachers plan to meet them, students are very likely to attain those targets. See Figure 3.

The expansion of the global community and workplace challenges the United States to produce a workforce that not only communicates in many languages, but that also understands the nuances of many cultures. The educated heritage speaker as well as communicatively proficient speakers of languages other than English are authentic resources who will have expanded career opportunities in the 21st century (North Carolina World Language Essential Standards: Classical Languages, Dual & Heritage Languages, Modern Languages, www.ncpublicschools.org/docs/acre/standards/new-standards/foreign-language/world-language.pdf). One of the goals of world language education is to provide Virginia's students with the ability to communicate effectively and appropriately in today's global society and enable them to include world language abilities in their career choices. Thus, it is important to examine the chart in Table 4, which illustrates the levels of proficiency needed in today's work world.

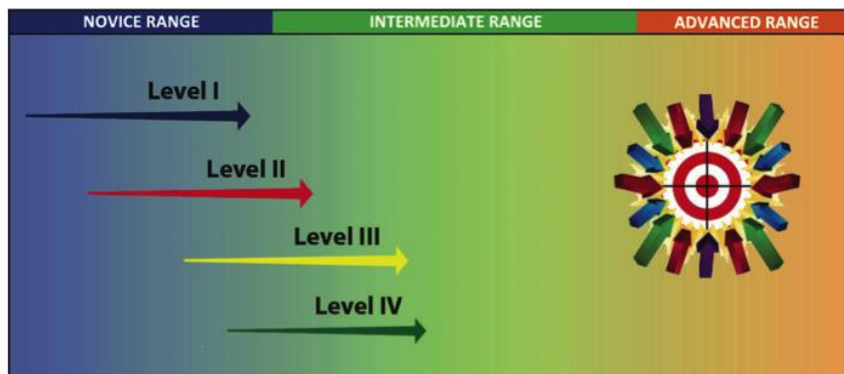
Additionally, using proficiency targets facilitates the smooth transition of students from school to school and from level to level, since proficiency ratings are nationally accepted and consistent, while individual school districts have widely varying grading scales. Proficiency targets facilitate the placement of students at their appropriate level of study depending on previous world language experience as well as on when the students entered their world language sequence. Finally, the targets set *realistic expectations* for student performance depending on when students begin learning another language. See Figure 4.

Figure 2. Proficiency Families



Courtesy of Greg Duncan, January 15, 2013

Figure 3. Proficiency Target Ranges



Source: ACTFL Performance Descriptors for Language Learners. 2012 Edition. (2012). Alexandria, VA: ACTFL, p. 6.

Table 3. How Long Does It Take to Become Functional in a Variety of Languages?

Group I Languages: Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish

Length of Training	← Aptitude for Language Learning →		
	Minimal Aptitude	Average Aptitude	Superior Aptitude
8 weeks (240 hours)	Intermediate Low	Intermediate Mid	Intermediate High
16 weeks (480 hours)	Intermediate High	Advanced Low	Advanced Mid
24 weeks (720 hours)	Advanced Mid	Advanced High	Superior

Group II Languages: Bulgarian, Dari, Farsi, German, Greek, Hindi, Indonesian, Malay, Urdu

Length of Training	← Aptitude for Language Learning →		
	Minimal Aptitude	Average Aptitude	Superior Aptitude
16 weeks (480 hours)	Intermediate Low	Intermediate Mid/High	Intermediate High
24 weeks (720 hours)	Intermediate High	Advanced Low/Mid	Advanced Mid/High
44 weeks (1,320 hours)	Advanced Mid/High	Advanced High/Superior	Superior

Group III Languages: Amharic, Bengali, Burmese, Czech, Filipino, Finnish, Hebrew, Hungarian, Khmer, Lao, Nepali, Polish, Russian, Serbo-Croatian, Sinhala, Tamil, Thai, Turkish, Vietnamese

Length of Training	← Aptitude for Language Learning →		
	Minimal Aptitude	Average Aptitude	Superior Aptitude
16 weeks (480 hours)	Novice High	Intermediate Low/Mid	Intermediate Mid/High
24 weeks (720 hours)	Intermediate High	Advanced Low	Advanced Mid/High
44 weeks (1,320 hours)	Advanced Mid	Advanced High	Superior

Group IV Languages: Arabic, Chinese, Japanese, Korean

Length of Training	← Aptitude for Language Learning →		
	Minimal Aptitude	Average Aptitude	Superior Aptitude
16 weeks (480 hours)	Novice High	Intermediate Low	Intermediate Low/Mid
24 weeks (720 hours)	Intermediate Low/Mid	Intermediate Mid/High	Intermediate High
44 weeks (1,320 hours)	Intermediate High	Advanced Low	Advanced Mid/High
80-92 weeks (2,400-2,760 hours)	Advanced High	Superior	Superior

Source: Swender, E. ACTFL Proficiency Levels in the Work World. Presentation given at CIBER 2012 Conference, March 21, 2012, Chapel Hill, NC.

Table 4. Oral Proficiency Levels in the Work World

ACTFL Level	US Gov	Language Functions	Corresponding Professions/Positions	Examples of Who Is Likely to Function at This Level
Distinguished	5	<ul style="list-style-type: none"> Tailor language to specific audiences; persuade; negotiate; deal with nuance and subtlety 	<ul style="list-style-type: none"> Diplomat, Contract Negotiator, International Specialist, Translator/Interpreter, Intelligence Specialist 	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Educated L2 learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<ul style="list-style-type: none"> Discuss topics extensively; support opinions; hypothesize; deal with linguistically unfamiliar situations 	<ul style="list-style-type: none"> University FL Professor, Business Executive, Lawyer, Judge, Financial Advisor 	<ul style="list-style-type: none"> Well-educated native speakers Educated L2 learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	<ul style="list-style-type: none"> Narrate and describe in past, present, and future; deal effectively with unanticipated complications 	<ul style="list-style-type: none"> Physician, Military Linguist, Senior Consultant, Human Resources Personnel, Financial Broker, Translation Officer, Marketing Manager, Communications Consultant 	<ul style="list-style-type: none"> Heritage speakers, informal learners, nonacademic learners who have significant contact with language Undergraduate language majors with year-long study abroad experience L2 learners with graduate degrees in language-related areas and extended educational experience in the target environment
Advanced Mid	2		<ul style="list-style-type: none"> Fraud Specialist, Account Executive, Court Stenographer/Interpreter, Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist 	
Advanced Low				
Intermediate High	1+	<ul style="list-style-type: none"> Create with language; initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions 	<ul style="list-style-type: none"> Auto Inspector, Aviation Personnel, Missionary, Tour Guide 	<ul style="list-style-type: none"> Undergraduate language majors without year-long study abroad experience L2 learners after 6-8 year sequences of study (e.g., AP) L2 learners after 4 year high school sequences or 2 semester college sequences
Intermediate Mid	1		<ul style="list-style-type: none"> Cashier, Sales Clerk (highly predictable contexts) Receptionist, Housekeeping Staff 	
Intermediate Low				
Novice High	0+	<ul style="list-style-type: none"> Communicate minimally with formulaic and role utterances, lists, and phrases 		<ul style="list-style-type: none"> L2 learners after 2 years of high school language study
Novice Mid	0			
Novice Low				

Source: Swender, E. *ACTFL Proficiency Levels in the Work World*. Presentation given at CIBER 2012 Conference, March 21, 2012, Chapel Hill, NC.

Figure 4. Time as a Critical Component for Developing Language Performance



Source: ACTFL Performance Descriptors for Language Learners. 2012 Edition. Alexandria, VA: ACTFL, p. 6.

The Partnership for 21st Century Skills

In 2011, the Partnership for 21st Century Skills (P21) forged an alliance with national organizations that represent academic subjects—world languages were included in this alliance. The year-long collaboration, spearheaded by the ACTFL, led to the publication of the P21 World Languages Skills Map (https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf). The map reflects the collective effort of hundreds of world language teachers and illustrates the integration of world languages and 21st Century Skills. The map provides educators, administrators, and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects. See Figure 5.

Figure 5. Example Illustrating Sample Outcomes for Teaching Creativity and Innovation

A 21st Century Skills → Creativity and Innovation

B Skill Definition → Demonstrating originality and inventiveness. It work others have about endangered species in a target language country.

C Sample Student Outcome/Examples → EXAMPLE: Students create a song to help others learn about endangered species in a target language country.

D Interdisciplinary Theme → EXAMPLE: Students design a unique game board game or video game that explores multiple alternative scenarios to introduce games to a global issue.

E Modes of Communication → EXAMPLE: Students investigate alternative energy projects in a target language country (in Solar Decathlon Europe) and use ideas gleaned from their investigation to design and explain an original design of an electric car solar house, or renewable-energy alternative specific to their school. Students rely on the best use of renewable energy and defend their choice in an alternate energy publication.

Legend:
 [Two people icon] = Interpersonal mode
 [Ear icon] = Interpretive mode
 [Megaphone icon] = Presentational mode

An example from the World Languages Skills Map illustrates sample outcomes for teaching Creativity and Innovation.

In the Introduction to the P21 World Languages Skills Map, the following statement is found:

The language teaching community has reached strong consensus regarding the goals of a language program: to develop students' language proficiency* around modes of communicative competence reflecting real life communication. This is reflected in the Standards for Foreign Language Learning in the 21st Century in the opening statement, "Language and communication are at the heart of the human experience."

Many P21 principles are reflected in Virginia's current *Foreign Language Standards of Learning*, including the importance of well-articulated long sequence K–12 language programs that lead to high levels of proficiency so that students will be ready to use languages for professional purposes when they enter the workforce. Students need to leave the K–12 educational system with the Advanced level of proficiency and the postsecondary world at the Superior level. However, "meeting these levels of proficiency requires that students begin early and continue in an extended sequence of language learning that builds sequentially from one level to another."

(https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf).

World language classrooms throughout the United States have changed over the past 20 years to reflect an increasing emphasis on developing students' communicative competence. According to the Partnership for 21st Century Skills Map document, "Unlike the classroom of yesteryear that required students to know a great deal of information about the language but did not have an expectation of language use, today's classroom is about teaching languages so that students use them to communicate with native speakers of the language." Table 5 clearly illustrates the differences between the foreign language classroom of the past and today's world language classroom.

The P21 World Languages Skills Map focuses on information, media, and technology skills, including interdisciplinary themes that reflect the breadth of the *Virginia Foreign Language Standards of Learning* and its seven different strands. The P21 World Languages Skills Map is divided into the following areas: Communication, Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation, Information Literacy, Media Literacy, Technology Literacy, Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, and Leadership and Responsibility. As seen in Figure 5, the interdisciplinary themes of Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy; and Health Literacy are embedded in the P21 World Languages Skills Map.

Heritage Language Students

The national Standards for Foreign Language Learning address the issue of heritage language students—learners who have home backgrounds in a language other than English or who come from other immersion experiences, formal or informal. Having proficiency targets allows for much better integration of heritage language students into mainstream world language courses when these students continue to study their native language in traditional world language courses because heritage language courses are not available. Heritage language students need instruction that allows them to maintain strengths in their heritage language while they develop new skills, particularly in academic vocabulary and literacy or in the areas of reading and writing. With such support, they will become knowledgeable global citizens with the skills to be multilingual and multi-literate in a way that honors their need to simultaneously identify and communicate with their heritage, home, or immersion culture(s) and the mainstream culture(s) in which they live and work.

Table 5. Differences in the Foreign Language Classroom of the Past and Today’s World Language Classroom

IN THE PAST	TODAY
Students learned about language (i.e., grammar)	Students learn to use language
Teacher-centered class	Learner-centered with teacher as facilitator/ collaborator
Focused on isolated skills (i.e., listening, speaking, reading, writing)	Focused on three modes: interpersonal, interpretive, and presentational
Coverage of textbooks	Backward design focusing on end goals
Use of textbooks as curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on learner as “doer” and “creator”
Use of technology as “cool tools”	Integration of technology into instruction to enhance learning
Instruction only about language	Use of language as vehicle to teach academic context
Same instruction for all students	Differentiation of instruction to meet individual needs
Synthetic situations from textbooks	Personalization of real-world tasks
Language learning confined to classroom	Opportunities sought for learners to use language beyond classroom
Use of tests to determine what students do not know	Use of assessments to determine what students can do
Teacher only knows criteria for grading	Students know and understand criteria on which they will be assessed by reviewing task rubrics
Students “turn in” work only for teacher	Learners create to “share and publish” to audiences broader than just teacher

ACTFL Performance Descriptors for Language Learners (2012 Edition)

This document is about performance descriptors and describes language performance that is the result of explicit instruction in an instructional setting. It is a companion to the ACTFL Proficiency Guidelines, which outline broad, general language proficiency guidelines regardless of when, where, or how the language is acquired. When paired with the Standards for Foreign Language Learning, which describe what students need to know and be able to do as they learn another language (i.e., the “what” of language education), the performance descriptors describe “how well” language learners are expected to do the “what” from the content standards.

The benefit of the coordination of these ACTFL documents is that the standards address the progress indicators that cover the K–16 range. The performance descriptors apply to language learners across the same span of ages and grade levels. Coupled, they identify a continuum of language learning, which can facilitate articulation across all institutions. By using the different components (i.e., domains) that are found in the performance descriptors, teachers become more aware of how learning targets must take into account the age appropriateness and cognitive development of language learners as well as the varying amounts of time required to achieve a given level of performance. The performance descriptors form a roadmap for teaching and learning. They also help educators set realistic expectations when assessing student progress. Teachers need to know not only what learners are able to do within their current range but also how well they are able to perform at the next level, since it is only when learners are challenged to go beyond their current level of

abilities that learning takes place.

The performance descriptors shown in Table 6 are based on three reasonable levels of proficiency (i.e., Novice, Intermediate, Advanced) for K–16 learners and incorporate the three modes of communication (i.e., Interpersonal, Interpretive, Presentational). There are three factors (see Table 7) that describe a language learner’s performance in each range: Functions, Content and Contexts, and Text Type. The next four domains (see Table 8) describe how well a language learner demonstrates performance of the functions for the level, within the corresponding contexts and content for the level, using the text type(s) appropriate for that level. These four categories answer the following question: How well is the language learner able to be understood and to understand?

Using a combination of the Virginia Foreign Language Standards of Learning, the ACTFL Proficiency Guidelines, and the ACTFL Performance Descriptors for Language Learners, a series of skill/proficiency progression documents has been prepared and provides a brief overview of the “what” and the “how well” of language learning and performance in each of the strands of the standards of learning at each level of study: I–IV+. Included is the expected proficiency target level for each standard along with progress indicators based on the NCSSFL-ACTFL Can-Do Statements. These documents are not to be construed as a ready-made curriculum or as a state-mandated plan. They are an effort to correlate and supplement the state-approved Foreign Language Standards of Learning with pragmatic guidance in implementing the standards in the classroom.

Progress Indicators

In late 2013, ACTFL released the National Council of State Supervisors of Languages (NCSSL)-ACTFL Can-Do Statements: Progress Indicators for Language Learners, self-assessment checklists that can be used by “language learners to assess what they ‘can do’ with language in the Interpersonal, Interpretive, and Presentational modes of communication,” as defined in the National Standards for 21st Century Language Learning. The checklist is organized into the following categories:

- ❖ Interpersonal (Person-to-Person) Communication
- ❖ Presentational Speaking (Spoken Production)
- ❖ Presentational Writing (Written Production)
- ❖ Interpretive Listening
- ❖ Interpretive Reading

Table 6. The Three Modes of Communication

Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • Interpretation of what the author, speaker, or producer wants the receiver of the message to understand 	<ul style="list-style-type: none"> • Active negotiation of meaning among individuals 	<ul style="list-style-type: none"> • Creation of messages
<ul style="list-style-type: none"> • One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer 	<ul style="list-style-type: none"> • Participants observe and monitor one another to see how their meanings and intentions are being communicated 	<ul style="list-style-type: none"> • One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
<ul style="list-style-type: none"> • Interpretation differs from comprehension and translation in that interpretation implies the ability to read, listen, or view “between the lines,” including understanding from within the cultural mindset or perspective 	<ul style="list-style-type: none"> • Adjustments and clarifications are made accordingly 	<ul style="list-style-type: none"> • “Presenter” needs knowledge of the audience’s language and culture to ensure the intended audience is successful in its interpretation
<ul style="list-style-type: none"> • Reading (e.g., Web sites, stories, articles), listening (e.g., speeches, messages, songs), or viewing (e.g., video clips) authentic materials 	<ul style="list-style-type: none"> • Speaking and listening (i.e., conversation); reading and writing (e.g., text messages, via social media) 	<ul style="list-style-type: none"> • Writing (e.g., messages, articles, reports), speaking (e.g., telling a story, giving a speech, describing a poster), or visually representing (e.g., video, PowerPoint)

Table 7. Functions, Contexts and Content, and Text Type

Domain	Examples	What It Describes
Functions	<ul style="list-style-type: none"> • Ask formulaic questions • Initiate, maintain, and end a conversation • Create with language • Narrate and describe • Make inferences 	<ul style="list-style-type: none"> • Functions are the global tasks that the learner can perform in the language
Contexts and Content	<ul style="list-style-type: none"> • Oneself • One’s immediate environment • General interest • Work-related 	<ul style="list-style-type: none"> • Contexts are situations within which the learner can function • Content is the topics with which the learner can understand and discuss
Text Type	<ul style="list-style-type: none"> • Words • Phrases • Sentences • Questions • Strings of sentences • Connected sentences • Paragraphs 	<ul style="list-style-type: none"> • Text type controlled by the learner is that which the learner is able to understand and produce in order to perform the functions of the level

Table 8. Language Control, Vocabulary, Communication Strategies, and Cultural Awareness

Domain	What It Answers	What It Describes
Language Control	How accurate is the language learner’s language?	Describes the level of control the learner has over certain language features or strategies to produce or understand language
Vocabulary	How extensive and accessible is the language learner’s vocabulary?	Describes the parameters of vocabulary used to produce or understand language
Communication Strategies	How does the language learner maintain communication and make meaning?	Describes the strategies used to negotiate meaning, to understand text and messages, and to express oneself
Cultural Awareness	How is the language learner’s cultural knowledge reflected in language use?	Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting

The five checklist items incorporate three of the seven essential strands of language development and application of the 2014 Foreign Language Standards of Learning for Virginia Public Schools. These three strands include the skills for functional language use: listening, reading, speaking, and writing—skills that allow learners to perform in the language(s) they are studying. The checklist outlines the skills and abilities that must be successfully demonstrated for a learner to function adequately at the targeted level of proficiency. The following remaining four strands of the Foreign Language Standards of Learning outline additional aspects of world language study that become relevant as the linguistic skills of performance develop:

- ❖ Cultural Perspectives, Practices, and Products—learning about and understanding the target language countries
- ❖ Making Connections through Language—linking what is being learned in a world language class with other subject areas
- ❖ Making Linguistic and Cultural Comparisons—reflecting on the learner’s own language and culture
- ❖ Interacting in School and Global Communities—using the learners’ skills and knowledge

According to the NCSSFL-ACTFL Can-Do Statements document, the ultimate goal for all language learners is “to develop a functional use of another language for one’s personal contexts and purposes” (p. 1). The can-do statements help advance this goal by providing learning targets for curriculum and unit design and serving as progress indicators. They also help language learners chart their progress through incremental steps. The can-do statements are strategically aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners, which allows for the charting of progress and performance, using nationally and internationally recognized scales.

The NCSSFL-ACTFL Global Can-Do Benchmarks (see Table 9) coupled with the main indicators found on pages 6–39 of the NCSSFL-ACTFL document can help in setting long-term learning goals. Teachers need to ask themselves what they expect learners to be able to do with language after one semester, one year, or several years and re-evaluate their goals accordingly as they learn about their students’ abilities through

assessment. Teachers can choose more specific can-do statements or customize new ones for thematic units and lessons. The benchmarks can also make their instruction more performance-oriented and provide opportunities for their students to produce language.

Interculturality

Language competence in a global society is a major need for all—“Learners today must have the linguistic proficiency to communicate with global audiences, insight into the cultural perspectives that shape those audiences, and the ability to behave appropriately in a variety of cultural contexts” (Van Houten).

Intercultural competence, therefore, is the demonstration of interaction between the use of language skills and cultural knowledge. The national World-Readiness Standards for Learning Languages highlight the need for learners to understand the relationship between a culture’s perspectives and its products and practices. A culture’s perspectives reflect the values, beliefs, and attitudes of its people. Through contact with products (e.g., monuments, laws, music) developed by a culture and the practices (e.g., eating habits, shopping behaviors, use of space) demonstrated by its people, the perspectives (e.g., values, attitudes, beliefs) of a people become understandable (Van Houten, p. 4).

Both the ability to use the language and behave appropriately in cultural contexts are required in demonstrating intercultural competence. While this may be a big challenge for learners in the beginning stages of language learning—those who do not have the linguistic skills to address cultural perspectives in their language of study—it is the responsibility of all who facilitate language learning in any type or level of program to provide opportunities for those learners to experience language and culture together. Language and culture are inseparable. As a result, as language proficiency grows, so will intercultural competence.

Intercultural competencies are cumulative in nature, just as the proficiency level skills and abilities are at the Novice, Intermediate, Advanced, and Superior levels. As learners move up the proficiency continuum, they continue to add to their knowledge of products and practices before they can develop and apply an understanding of perspectives. In short, language competencies + cultural competencies > interculturality.

The interculturality can-do statements do not have sublevels of low, mid, and high. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest proficiency sublevel (i.e., learners who demonstrate Novice-High language competencies should also be demonstrating Novice level interculturality competencies).

Determining the level of interculturality is essentially determining the performance of the language learner in the remaining four nonskill aspects of the Virginia Standards of Learning, which were previously mentioned.

Table 9. NCSSFL-ACTL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate about some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations about a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations about familiar topics using sentences and a series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Interpretive Listening	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations about familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea of messages and presentations about a variety of topics related to everyday life and personal interests and studies. I can understand the main idea of conversations that I overhear.
Interpretive Reading	I can recognize few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests and studies.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information about familiar topics using language I have practiced and using phrases and simple sentences.	I can present information about most familiar topics using a series of simple sentences.	I can make presentations about a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases about familiar topics.	I can write short messages and notes about familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write about a wide variety of familiar topics using connected sentences.

Source: NCSSFL-ACTFL Can-Do Statements: Progress Indicators for Language Learners, pp. 4–5.

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Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior	Distinguished
I can participate in conversations about familiar topics with ease and confidence. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.	I can express myself fully in conversations not only about familiar topics but also about some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions about some complex issues.	I can express myself freely and spontaneously, and, for the most part, accurately, in conversations about concrete topics and about most complex issues. I can usually support my opinion and develop hypotheses about topics of particular interest or personal expertise.	I can communicate with ease, accuracy, and fluency. I can participate fully and effectively in discussions about a variety of topics in formal and informal settings. I can discuss complex issues at length by structuring arguments and developing hypotheses.	I can communicate reflectively about a wide range of global issues and highly abstract concepts in a culturally sophisticated manner.
I can easily understand the main idea of messages and presentations about a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.	I can understand the main idea and some supporting details of organized speech about a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres about familiar topics, even when something unexpected is expressed.	I can understand the main idea and some supporting details about a variety of topics of personal and general interest, as well as some topics of professional interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in most genres, even when not familiar with the topic.	I can easily follow narrative, informational, and descriptive speech. I can understand discussions about most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes follow extended arguments and different points of view.	I can follow a wide range of academic and professional discourse about abstract and specialized topics. I can understand all standard dialects. I can sometimes infer complex meaning that requires a deep understanding of culture.	I can understand highly abstract and specialized speech tailored to different audiences. I can understand sophisticated language, humor, and persuasive arguments embedded with cultural references and allusions.
I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.	I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.	I can understand the main idea and most supporting details in texts and on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.	I can easily follow narrative, informational, and descriptive texts. I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes understand extended arguments and different points of view.	I can follow academic, professional, and literary texts on a wide range of both familiar and unfamiliar subjects. I can sometimes infer complex meaning that requires analysis and deep understanding of the culture.	I can understand with ease and confidence highly abstract and specialized texts that are succinct or elaborate. I can follow unpredictable turns of thought. I can manage inference from within the cultural framework.
I can make presentations about school, work, community topics, and topics I have researched in a generally organized way. I can make presentations about some events and experiences in various time frames.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.	I can deliver well-organized presentations about concrete social, academic, and professional topics. I can present detailed information about events and experiences in various time frames.	I can deliver detailed presentations, usually with accuracy, clarity, and precision, about a variety of topics and issues related to community interests and some special fields of expertise.	I can deliver detailed presentations with accuracy, clarity, and precision to a wide variety of audiences about topics and issues ranging from broad general interests to areas of specialized expertise.	I can deliver sophisticated and articulate presentations about a wide range of global issues and high abstract concepts in a culturally appropriate manner, tailored to a variety of audiences.
I can write about topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	I can write about general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.	I can write about a wide variety of general interest, professional, and academic topics. I can write well-organized, detailed paragraphs in various time frames.	I can write extensively with significant precision and detail about a variety of topics, most complex issues, and some special fields of expertise.	I can write about complex and abstract issues ranging from topics of broad general interests to areas of specialized expertise using standard structure, lexicon, and writing protocols.	I can write about global issues from highly conceptualized and analytical perspectives. I can tailor my writing to sophisticated readers.

Source: NCSSFL-ACTFL Can-Do Statements: Progress Indicators for Language Learners, pp. 4–5.

Virginia World Language Proficiency Targets and Expectations of Performance

Tables 10, 11, and 12 illustrate the proficiency targets for Virginia public schools. Virginia has most proficiency target levels in common with other states, including Maine, North Carolina, South Carolina, Kentucky, and Ohio, who produce similar tables. These target tables illustrate:

- Middle and High School—Category I & II Difficulty Languages (French, Spanish, and German) For German, see Table 3 for additional guidance on proficiency progression.

Table 10. Middle School/High School Proficiency Targets for Modern World Languages (Roman Alphabet)

Middle School/High School Proficiency Targets* for Modern World Languages (Roman Alphabet: French, Spanish, German**)				
MODE AND SKILL	LEVEL I 135-150 HOURS	LEVEL II 270-300 HOURS	LEVEL III 405-450 HOURS	LEVEL IV 540-600 HOURS
INTERPERSONAL Speaking	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid
INTERPRETIVE Listening	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid
INTERPRETIVE Reading	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid
PRESENTATIONAL Speaking	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid
PRESENTATIONAL Writing	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid

* Proficiency targets are set, based on significant research, to provide informed guidance to local language programs and in no way should be interpreted as a state mandate.
 **For German, see Table 1 for additional guidance on proficiency progression.

- Middle and High School—Category III & IV Difficulty Languages (Arabic, Chinese, Japanese, Russian)

Table 11. Middle School/High School Proficiency Targets for Modern World Languages (Non-Roman Alphabet)

Middle School/High School Proficiency Targets for Modern World Languages (Non-Roman Alphabet: Arabic, Chinese, Japanese, Russian)					
MODE AND SKILL	LEVEL I 135-150 HOURS	LEVEL II 270-300 HOURS	LEVEL III 405-450 HOURS	LEVEL IV 540-600 HOURS	LEVEL V 675-500 HOURS
INTERPERSONAL Speaking	Novice-Mid	Novice-High	Novice-High	Intermediate-Low	Intermediate-Mid
INTERPRETIVE Listening	Novice-Mid	Novice-High	Novice-High	Intermediate-Low	Intermediate-Mid
INTERPRETIVE Reading	Novice-Mid	Novice-High	Novice-High	Novice-High	Intermediate-Low
PRESENTATIONAL Speaking	Novice-Mid	Novice-High	Novice-High	Novice-High	Novice-High
				Intermediate-Low	Intermediate-Low
PRESENTATIONAL Writing	Novice-Mid	Novice-High	Novice-High	Novice-High	Novice-High
				Intermediate-Low	Intermediate-Low

*Proficiency targets are set, based on significant research, to provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

- Latin

Table 12. Middle School/High School Proficiency Targets for Latin

Middle School/High School Proficiency Targets for Latin				
MODE AND SKILL	LEVEL I 135-150 HOURS	LEVEL II 270-300 HOURS	LEVEL III 405-450 HOURS	LEVEL IV 540-600 HOURS
INTERPERSONAL Speaking	Novice-Mid	Novice-Mid	Novice-Mid	Novice-High
INTERPRETIVE Listening	Novice-Mid	Novice-Mid	Novice-High	Intermediate-Low
INTERPRETIVE Reading	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High
PRESENTATIONAL Speaking	Novice-Mid	Novice-Mid	Novice-Mid	Novice-High
PRESENTATIONAL Writing	Novice-Mid	Novice-Mid	Novice-Mid	Intermediate-Low
*Proficiency targets are set, based on significant research, to provide informed guidance to local language programs and in no way should be interpreted as a state mandate.				

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Virginia Foreign
Language Standards of
Learning

Modern World
Languages: Roman-
Alphabet Language

Level I

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPERSONAL



STANDARD

- WI.1** The student will exchange simple spoken and written information in the target language.
- WI.2** The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.

TARGET PROFICIENCY LEVEL—NOVICE-MID

SPEAKING: Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

WRITING: Writers at the Novice-Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents and other basic biographical information such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing about well-practiced and familiar topics, using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to nonnative writers.

PERFORMANCE DESCRIPTORS—INTERPERSONAL

Novice Range	<ul style="list-style-type: none"> Expresses self in conversations about very familiar topics, using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
Functions	
Contexts/Content	<ul style="list-style-type: none"> Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversations. Able to function in some personally relevant contexts about topics that relate to basic biographical information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	<ul style="list-style-type: none"> Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.
Language Control	<ul style="list-style-type: none"> Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and messages that contain familiar structures. Can control memorized language sufficiently to be appropriate to the context and be understood, with difficulty at times, by those accustomed to dealing with language learners.
Vocabulary	<ul style="list-style-type: none"> Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.
Communication Strategies	<ul style="list-style-type: none"> May use some or all of the following strategies to maintain communication: <ul style="list-style-type: none"> • imitate modelled words • use facial expressions and gestures • repeat words • resort to first language • ask for repetition • indicate lack of understanding.
Cultural Awareness	<ul style="list-style-type: none"> May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can communicate about very familiar topics, using a variety of words and phrases that I have practiced and



PROGRESS

I can greet and leave people in a polite way.

- I can say hello and goodbye to someone my age or younger.
- I can say hello and goodbye to my teacher, professor, or supervisor.
- I can say hello and goodbye to an adult.
- I can say hello and goodbye to a person I do not know.

I can introduce myself and others.

- I can introduce myself and provide basic personal information.
- I can introduce someone else.
- I can respond to an introduction.

I can answer questions about what I like and dislike.

- I can answer questions about what I am doing and what I did.
- I can answer questions about where I am going or where I went.
- I can answer questions about something I have learned.

I can make some simple statements in a conversation.

- I can tell someone what I am doing. I can say where I went. I can say whom I am going to see.
- I can express a positive reaction such as “Great!”
- I can ask some simple questions.
- I can ask who, what, when, and where questions.
- I can ask questions about something that I am learning.

I can communicate basic information about myself and people I know.

- I can say my name and ask someone’s name.
- I can say or write something about the members of my family and ask about someone’s family.
- I can say or write something about friends and classmates or coworkers.

I can communicate some basic information about my everyday life.

- I can give times, dates, and weather information. I can talk about what I eat, learn, and do.
- I can talk about places I know.
- I can ask and understand how much something costs.
- I can tell someone the time and location of a community event.

INTERPERSONAL



STANDARD

- WI.1** The student will exchange simple spoken and written information in the target language.
- WI.2** The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.

RESOURCES FOR INTERPERSONAL

Pairing – Random Name Picker

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random/>
- ◇ <http://www.classtools.net/random-name-picker/>

Discussion Boards

- ◇ Edmodo: <https://www.edmodo.com/>
- ◇ GoogleClassroom: <https://www.google.com/edu/classroom/>
- ◇ Google+: <https://plus.google.com>

Electronic Pen Pals

- ◇ <http://www.epals.com>

Online Newspapers for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

Interpersonal Tools

- ◇ Google voice
- ◇ Voice thread: <http://voicethread.com>
- ◇ Wechat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

Key: SP = Speaking W = Writing

- ◇ **Shopping Role Play (e.g., school supplies, food):** Each student has a shopping list and a budget. Each clerk has an inventory list with prices. Students assume the role of store clerk and shopper and must accomplish the shopping task within their budget. SP
- ◇ **Letter/E-mail Exchange:** Students exchange information in writing on topics such as family, likes, dislikes, or personal information using two different colors of ink. W
- ◇ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an ad for eBay or Craigslist to buy and sell an item. W
- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Name in the Hat:** Students put their name into the hat when they enter the classroom and are paired randomly by the names drawn by the teacher or another student. SP
- ◇ **Fill in the Grid:** Students describe visuals and receiving students draw or illustrate what is described. SP
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Text Messaging:** Students simulate text conversations about a given topic. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands: Who am I?** Students move around the classroom to ask appropriate questions and identify preassigned identities. S
- ◇ **People Bingo:** Students move around the classroom to interview and identify classmates that fit a given criteria. S
- ◇ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◇ **Six Degrees of Separation:** Students complete personal information (e.g., likes, dislikes, family, personal characteristics, birthday) inventories. Next, they search for and find another person in the classroom with like characteristics (number determined by teacher). Then, that pair must find an additional student that has at least one common factor to complete their group. SP

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION:



STANDARD

WI.3 The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.

TARGET PROFICIENCY LEVEL—NOVICE-MID

SPEAKING: At the Novice-Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases, including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time and repetition may be required.

PERFORMANCE DESCRIPTORS—LISTENING

Novice Range	{ Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{ Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{ Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{ Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
Language Control	{ Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{ Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
Communication Strategies	{ May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan. • Rely on visual support and background knowledge. • Predict meaning based on context, prior knowledge, and/or experience. For alphabetic languages: <ul style="list-style-type: none"> • Rely on recognition of cognates. • May recognize word family roots, prefixes and suffixes.
Cultural Awareness	{ Uses own culture to derive meaning from texts that are heard, read, and viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can recognize some familiar words and phrases when I



PROGRESS

I can understand a few courtesy phrases.

- I can understand greetings.
- I can understand when people express thanks.
- I can understand when people introduce themselves.
- I can understand when someone asks for a name.

I can recognize and sometimes understand basic information from words and phrases that I have memorized.

- I can understand the days of the week and the hour.
- I can recognize when I hear a date.
- I can recognize some common weather expressions.

I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

- I can recognize the names of the planets in a science class.
- I can recognize the names of some parts of the body in a health or fitness class.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION:



STANDARD

WI.3 The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, and online video and audio

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION:

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to teacher’s oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers and students use audio and video resources that are available through publishers and the Internet.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Teachers use TPR activities such as “Simon says,” “Caesar says,” or other commands that students follow in order to show comprehension.

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INTERPRETIVE COMMUNICATION:



STANDARD

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

TARGET PROFICIENCY LEVEL—NOVICE-MID

At the Novice-Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases, including cognates and borrowed words, but rarely understand material that exceeds a single phrase. Re-reading is often required.

PERFORMANCE DESCRIPTORS—READING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get the meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
Communication Strategies	{	<p>May use some or all of the following strategies to comprehend texts:</p> <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience <p>For alphabetic languages:</p> <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes and suffixes
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, and viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can recognize some letters or characters.
I can understand some learned or memorized words and



PROGRESS

I can recognize words, phrases, and characters with the help of visuals.

- I can recognize entrance and exit signs.
- I can identify family member words on a family tree.
- I can identify healthy nutritional categories.
- I can identify simple labels on a science-related graph.

I can recognize words, phrases, and characters when I associate them with things I already know.

- I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list.
- I can identify labelled aisles in a supermarket.
- I can choose a restaurant from an online list of local eateries.
- I can identify scores from sports teams because I recognize team names and logos.
- I can identify artists, titles, and music genres from iTunes.
- I can identify the names of classes and instructors in a school schedule.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION:



STANDARD

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

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Menus, school schedules, transportation schedules, maps, signs, ads, brochures, and grocery lists

INTERPRETIVE COMMUNICATION:

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students identify types or genres of movies, music, and print media.
- ◇ Students read a selection and answer questions.
- ◇ Students read vocabulary lists and order the words according to categories such as foods, nouns, and verbs.
- ◇ Students read descriptions about people and take on the described persona or role-play the character.
- ◇ Students answer questions based on the resources listed above in the target language.
- ◇ Students read a selection of sentences and arrange them in thematic or chronological order.
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

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PRESENTATIONAL COMMUNICATION:



STANDARDS

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

TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Novice Range	}	Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions		Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	}	Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type		Produces words and phrases, highly practiced sentences, or formulaic questions.
Language Control	}	Produces memorized language that is
Vocabulary		Awareness
Communication Strategies	}	

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present information about myself and some other very familiar topics, using a variety of words, phrases, and memorized expressions.



PROGRESS INDICATORS

I can recite words and phrases that I have learned.

- I can count from 1-10.
- I can say the date and the day of the week.
- I can list the months and the seasons.

I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.

- I can name famous landmarks and people.
- I can name countries on a map.
- I can list items I see every day.

I can introduce myself to a group.

- I can state my name, age, and where I live.
- I can give my phone number, home address, and e-mail address.

I can recite short memorized phrases, parts of poems, and rhymes.

- I can sing a short song.
- I can recite a nursery rhyme. I can recite a simple poem.

I can present information about myself and others using words and phrases.

- I can say what I look like. I can say what I am like.
- I can say what someone looks like. I can say what someone is like.

I can express my likes and dislikes using words, phrases, and memorized expressions.

appropriate to the context; limited language control may require a sympathetic audience to be understood.

Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary about familiar topics.

May use some or all of the following strategies to communicate:

- Rely on a practiced format
- Use facial expressions and gestures
- Repeat words
- Resort to first language
- Use graphic organizers to present information
- Rely on multiple drafts and practice sessions with feedback
- Support presentational speaking with visuals and notes
- Support presentational writing with visuals or prompts

May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

Cultural

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION:

I can list

my favorite free-time activities and those I do not like. I can state my favorite foods and drinks and those I do not like.

times in my daily schedule.

I can talk about what I do on the weekends.

I can present simple information about something I learned using words, phrases, and memorized expressions.

I can talk about holiday celebrations based on pictures or photos. I can name the main cities on a map.

I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos.

I can present information about familiar items in my immediate environment.

I can talk about my house.

I can talk about my school or where I work.

I can talk about my room or office and what I have in it.

I can present basic information about my community, town/city, state, or country.

I can talk about my daily activities using words, phrases, and memorized expressions.

I can list my classes and state what time they start and end. I can name activities and their

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION:



STANDARDS

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

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ Voki, Google voice, Audacity, or other digital recording devices
- ◇ Animoto, PhotoBabel, or other online video resources
- ◇ Children’s programs

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ After learning the alphabet song (or a similar song), ask students to create and present an original song, rap, or poem about the alphabet.
- ◇ Students demonstrate classroom commands.
- ◇ Students create survey questions to ask a classmate; interview the classmate; and then present what they learned about their classmate to the class.
- ◇ Students become “experts” on target language speaking countries by creating Bloom Balls about their assigned countries. Students will need a day or two in the computer lab to do research if they do not have access to computers or tablets. Students will need an additional day to create their Bloom Balls. It is strongly encouraged to have a model for the students to see prior to beginning. Click here for a suggested plan.
- ◇ Students create a conversation using memorized vocabulary from an online mind map application. Students work in pairs to create a TPRS story using memorized language chunks from class.
- ◇ Students memorize a poem, song, or nursery rhyme and present it orally to the class.
- ◇ http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx
- ◇ Students introduce themselves using the target language.
- ◇ Students create podcasts, live action videos, or animation videos to demonstrate language learning.
- ◇ Students orally describe their family members (e.g., personality traits, likes, dislikes) to their classmates.
- ◇ Students make simple requests.
- ◇ Students ask for and provide basic directions in the target language.
- ◇ Students ask and answer questions about familiar topics such as family members, personal belongings, school and leisure activities, time, and weather.
- ◇ Students copy what the teacher says.
- ◇ Students use knowledge of syntax and sentence patterns to create original sentences with learned and new vocabulary.
- ◇ Teachers and students integrate vocabulary displayed throughout the room.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Students present rehearsed material orally about a variety of topics.
- ◇ Students begin to approximate correct intonation and pronunciation in the target language.
- ◇ Students spell more accurately as the study of the target language progresses.
- ◇ Students create an original song for a specific vocabulary set.

Suggested Topics for Investigation

- ◇ Time
- ◇ Weather
- ◇ Simple requests
- ◇ Likes/dislikes
- ◇ Simple greetings and salutations
- ◇ Farewells and expressions of courtesy
- ◇ Self (e.g., personal belongings, family, leisure, sports)

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION:



STANDARDS

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

TARGET PROFICIENCY LEVEL—NOVICE-MID

Writers at the Novice-Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents and other basic biographical information such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing about well-practiced and familiar topics, using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to nonnative writers.

PERFORMANCE DESCRIPTORS—WRITING

Novice Range	{ Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	{ Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	{ Creates messages in some personally relevant contexts about topics that relate to basic biographical information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	{ Produces words and phrases, highly practiced sentences, or formulaic questions.
Language Control	{ Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	{ Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary about familiar topics.
Communication Strategies	{ May use some or all of the following strategies to communicate: <ul style="list-style-type: none"> • Rely on a practiced format. • Use facial expressions and gestures. • Repeat words. • Resort to first language. • Use graphic organizers to present information. • Rely on multiple drafts and practice sessions with feedback. • Support presentational speaking with visuals and notes. • Support presentational writing with visuals or prompts.
Cultural Awareness	{ May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write lists and memorized phrases about familiar



PROGRESS

I can fill out a simple form with some basic personal information.

- I can fill out a form with my name, address, phone number, birth date, and nationality.
- I can complete a simple online form.
- I can fill out a simple schedule.

I can write about myself, using learned phrases and memorized expressions.

- I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.
- I can list my family members, their ages, their relationships to me, and what they like to do.
- I can list my classes and tell what time they start and end.
- I can write simple statements about where I live.

I can list my daily activities and write lists that help me in my day-to-day life.

- I can label activities and their times in my daily schedule.
- I can write about what I do on the weekends.
- I can write a to-do list.
- I can write a shopping list.

I can write notes about something I have learned, using lists, phrases, and memorized expressions.

- I can list the main cities of a specific country.
- I can write phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.
- I can create a list of topics or categories, using vocabulary I have learned.
- I can write something I hear or have heard such as simple information from a phone message or a classroom activity.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION:



STANDARDS

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create and administer surveys and then orally present their classmates' answers.
- ◇ Students create "Fakebook" pages in the target language.
- ◇ Students interview and write biographies about their classmates.
- ◇ Students create simple brochures in the target language about a leisure activity or a famous person from the target culture.
- ◇ Teachers use the resources from the following link: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx.
- ◇ Students use graphic organizers to plan to write their autobiographies.
- ◇ Students use their knowledge of syntax and sentence patterns to create original sentences with learned and new vocabulary.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Students spell more accurately as the study of the language progresses.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

CULTUR



STANDARDS

- WI.7** The student will develop an awareness of common perspectives, practices, and products of the cultures in which the target language is spoken.
- WI.8** The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

TARGET PROFICIENCY LEVEL—NOVICE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Novice-High language competencies should also demonstrate the Novice interculturality competencies.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can identify some common products and practices of cultures.
- I can identify some basic cultural beliefs and values.
- I can function at a survival level in an authentic cultural context.



PROGRESS INDICATORS

Products and Practices

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences among the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify some common habits of eating in other cultures.
- I can identify some habits of dress in other cultures.
- I can express the time and date as locals do.
- I can sometimes use the appropriate holiday greeting.

Understanding of Cultural Perspectives

I can identify some beliefs and values related to age, gender, social class, and ethnicity.

- I can sometimes discern the way people address each other differently based on age and social standing.
- I can sometimes recognize that appropriate dress is determined by cultural traditions.
- I can recognize that gender and age can determine one's role in a family, school, and the workplace.

I can identify some characteristics of national identity.

- I can identify some elements of geography that define a nation.
- I can identify symbols that represent a nation.
- I can identify the importance of some historical events through their celebration on national holidays and monuments.
- I can identify major religions of a nation.

I can identify ways in which cultures are globalized.

- I can identify some similar leisure activities across cultures.
- I can identify some similar forms of dress across cultures.
- I can identify common fast food restaurants across cultures.
- I can identify examples of common technology use across cultures.

Participation in Cultural Interaction

I can imitate some simple patterns of behavior in familiar settings across cultures.

- I can imitate appropriate greetings.
- I can recognize and imitate table manners.
- I can sometimes identify what is culturally appropriate to say when gift-giving in situations such as at a birthday party, New Year's, or a wedding.
- I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.

I can use memorized language and very basic cultural knowledge to interact with others.

- I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.
- I can understand and mention a general cultural reference such as a song, movie title, author, or composer in a conversation.
- I can play a simple board or card game with friends.

I can use memorized language and very basic knowledge of the culture to accomplish simple, routine tasks.

- I can use a city map, GPS, or signs to help me find my way.
- I can recognize and imitate how people count and use money in order to make a purchase.
- I can follow a team's win-loss record from a Web site.

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CULTUR



STANDARDS

- WI.7** The student will develop an awareness of common perspectives, practices, and products of the cultures in which the target language is spoken.
- WI.8** The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts to highlight different accents
- ◇ Pinterest Alenord – curator for authentic resources
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target languages
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books
- ◇ [LINE Chinese-English Dictionary](#)
- ◇ Manga
- ◇ Name cards
- ◇ Examples of writing styles and writing systems
- ◇ Traditional dressing practice
- ◇ Qatar Foundation
- ◇ Fairytales, legends, and myths

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students visit an office supply Web site; shop for 10 items; compare and contrast brands and cost; convert prices.
- ◇ Students use sample menus from the target culture to order food and drinks.
- ◇ Teachers use Integrated Performance Assessments (some elements may occur in English).
- ◇ Teachers embed aspects of culture into listening, speaking, reading, and writing skills instruction.
- ◇ Students perform traditional dances, counting time in the target language and wearing traditional clothing.
- ◇ Students create menus; write the prices in the target language’s currency; and use them in café/restaurant skits.
- ◇ Students write their daily schedules, including school and leisure activities. Students indicate similarities and differences between the U.S. and the target culture’s daily activities.
- ◇ Students introduce themselves, write, and respond to pen pals.
- ◇ Teachers showcase student-created cultural products.
- ◇ Teachers and students engage in a gallery walk of student-created, culturally relevant products.
- ◇ Students identify cognates and false cognates.
- ◇ Students explore the interrelation of the target language and English.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students participate in dialogues, group conversations, chain sentences, and skits.
- ◇ Students give information about themselves, others, practices, and products.
- ◇ Students express likes, dislikes, and preferences in presentational and interpersonal exchanges.
- ◇ Students play culturally authentic board games and outdoor games.
- ◇ Students organize and participate in fashion shows.
- ◇ Students create crafts and models.
- ◇ Write simple poems and songs

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MAKING CONNECTIONS THROUGH



STANDARD

WI.9 The student will connect information about the target language and culture(s) with concepts studied in other subject areas.

CAN-DO STATEMENTS

I can recognize the use of words from the target language in other subject areas.

I can recognize connections with the target culture in other subject areas.

I can use my knowledge of math to manipulate numbers in the target language class.

I can use my knowledge of geography to identify the areas where the target language is spoken.

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps and statistics from countries, regions, and cultures
- ◇ Infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities
- ◇ Nonlinguistic representations that show similarities and differences among the above-listed topics
- ◇ www.sil.org/about
- ◇ <http://www.state.gov>
- ◇ [CIA World Factbook](#)

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MAKING CONNECTIONS THROUGH



STANDARD

WI.9 The student will connect information about the target language and culture(s) with concepts studied in other subject areas.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in a community with cultural connections.
- ◇ Students discuss how sports support fitness goals.
- ◇ Students create a daily class schedule.
- ◇ Students compare eating and dining habits in the U.S. and the target culture.
- ◇ Students make monetary comparisons (e.g., coins vs. paper bills, history of economic systems, governmental oversight).
- ◇ Students perform arithmetic, using the target language's numbers.
- ◇ Students create advertisements for supermarkets or boutiques.
- ◇ Students draw and label basic body parts and discuss ailments.
- ◇ Students listen to the U.S. national anthem sung in French by Louisiana Cajuns and brainstorm answers to who, what, why, where questions (e.g., what is the song; who would sing it in French; why they would sing it in French; where would they sing it in French). Students will uncover that there are American citizens whose native language is French.
- ◇ To celebrate German American Day (October 6), teachers discuss German immigration patterns and contributions of German-Americans to American culture and civic life.
- ◇ To celebrate Hispanic Heritage Month (September 15–October 15), teachers discuss the immigration of Spanish-speaking people and their contributions to American culture and civic life.
- ◇ Teachers use Google Earth to show locations and landmarks.
- ◇ Students plan a party using supermarket circulars and calculate the costs of necessary items.
- ◇ Students listen to authentic music (e.g., K-Pop, salsa, polka, classical, cabaret, flamenco) and analyze genres with respect to instruments, rhythm, tempo, and themes.

Suggested Topics for Investigation:

- ◇ Time
- ◇ Weather
- ◇ Simple requests
- ◇ Likes/dislikes
- ◇ Simple greetings and salutations
- ◇ Farewells and expressions of courtesy
- ◇ Self (e.g., personal belongings, family, leisure, sports)

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state

LINGUISTIC AND CULTURAL



STANDARDS

- WI.10** The student will compare basic elements of the target language to those of English and other languages.
- 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.

RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online
- ◇ Latin derivative and etymology dictionaries
- ◇ Advertisements, menus, maps, and other listening or reading resources as cited in WI.3 and WI.4

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LINGUISTIC AND CULTURAL

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ In the target language, students identify elements such as grammar, syntactical patterns, and/or usage in sentences.
- ◇ Students highlight cognates in reading selections.
- ◇ Students color code gender, number, and case in passages.
- ◇ Given visuals, students identify various parts of speech or categories such as verbs, adjectives, and nouns.
- ◇ Students identify subject and verb endings, using manipulatives or coding.

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LINGUISTIC AND CULTURAL



STANDARDS

- WI.10** The student will compare basic elements of the target language to those of English and other languages.
- 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.

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INTERACTING IN SCHOOL AND GLOBAL



STANDARD

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.

CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language and target culture(s).

I can, when scaffolded, describe in simple target language the insights I have gained about the target language and target culture(s).

I can identify examples of the target language and target culture(s) in the local community.

I can demonstrate, with gestures and simple target language, how to greet, say farewell, and be courteous to people from the target culture(s).

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INTERACTING IN SCHOOL AND GLOBAL

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [Images.library.pitt.edu/v/visuals](https://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ www.sil.org/about
- ◇ <http://www.state.gov>
- ◇ [CIA World Factbook](#)

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INTERACTING IN SCHOOL AND GLOBAL



STANDARD

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.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in a community with cultural connections.
- ◇ Students attend cultural events in the community, as available.
- ◇ Students watch commercials from the target culture. Teachers ask students about the cultural practices, products, and perspectives presented in the commercials.
- ◇ Students identify and use appropriate levels of formality or informality when interacting with members of the target culture(s).
- ◇ Students watch movie trailers in the target language or from the target culture.
- ◇ Teachers find examples of cross-curricular learning in schools or the global community to show the importance of cultural language in cultural literacy.
- ◇ Students communicate with pen pals.
- ◇ Students Skype, use Google Hangout, or iVisit with students from a partner school. If Skype is not available, students use tools such as WeVideo to create videos. Teachers send the videos partner schools. If available, class partners with another class through Teletandem or a similar program.
- ◇ Students take field trips to international businesses in the community or region. If unable to take field trips, students complete Web quests or virtual field trips.
- ◇ Students find authentic Web resources about topics of interest.
- ◇ Teachers contact embassies, outreach organizations, and community organizations to find guest speakers.
- ◇ Students identify examples of the target language in the community and /or in the virtual world.
- ◇ Students learn about target-speaking cultures through the use of technology or individuals associated with the target culture.
- ◇ Students ask questions about the target language and cultures, to the fullest extent possible.
- ◇ Students demonstrate an interest in the target language and target culture(s).
- ◇ Students describe cultural insights gained through real or virtual travel, Web quests, and field trips.

Suggested Topics for Investigation:

- ◇ Time
- ◇ Weather
- ◇ Simple requests
- ◇ Likes/dislikes
- ◇ Simple greetings and salutations
- ◇ Farewells and expressions of courtesy
- ◇ Self (e.g., personal belongings, family, leisure, sports)

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Virginia Foreign Language Standards of Learning

Modern World Languages:
Roman-Alphabet Language

Level II

INTERPERSONAL COMMUNICATION



STANDARDS

- WII.1** The student will exchange spoken and written information and ideas in the target language.
- WII.2** The student will initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

SPEAKING: Speakers at the Novice-High sublevel handle tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They are able to manage uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture such as basic personal information; basic objects; and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutors. Their language consists of short and sometimes incomplete sentences in the present tense, and they may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by their first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences but will not be able to sustain sentence-level discourse.

PERFORMANCE DESCRIPTORS—COMMUNICATION

Novice Range	} Expresses self in conversations about very familiar topics, using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
Functions	
Contexts/Content	} Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation. } Able to function in some personally relevant contexts about topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and the immediate environment.
Text Type	
Language Control	} Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions. } Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and messages that contain familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood, with difficulty at times, by those accustomed to dealing with language learners.
Vocabulary	
Communication Strategies	} Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions. } May use some or all of the following strategies to maintain communication: • Imitate modelled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding
Cultural Awareness	
	} May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

WRITING: Writers at the Novice-High sublevel meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers recombine learned vocabulary and structures to create simple sentences about familiar topics but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives but gaps in comprehension may occur.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can communicate and exchange information about familiar topics, using phrases and simple sentences and sometimes supported by memorized language.

I can usually handle short social interactions in everyday situations by asking and answering simple questions.

PROGRESS INDICATORS

I can exchange some personal information.

- I can ask about and say a home address and e-mail address.
- I can ask and say someone's nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or co-workers.
- I can introduce myself and others.

I can exchange information, using texts, graphs, or pictures.

- I can ask about and identify familiar things in a picture from a story.
- I can ask about and identify important information about the weather using a map.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.

I can ask for and give simple directions.

- I can ask for directions to a place.
- I can tell someone how to get from one place to another such as go straight, turn left, or turn right.
- I can tell someone where something is located such as next to, across from, or in the middle of.
- I can make some simple statements in a conversation.
- I can tell someone what I am doing. I can say where I went.

I can make plans with others.

- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.
- I can exchange information about where to go such as to the store, the movie theatre, a concert, a restaurant, or the lab and when to meet.

I can interact with others in everyday situations.

- I can order a meal.
- I can make a purchase. I can buy a ticket.
- I can communicate some basic information about my everyday life.

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INTERPERSONAL COMMUNICATION



STANDARDS

- WII.1** The student will exchange spoken and written information and ideas in the target language.
- WII.2** The student will initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Pairing – Random name picker

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random/>
- ◇ <http://www.classtools.net/random-name-picker/>

Discussion Boards

- ◇ Edmodo: <https://www.edmodo.com/>
- ◇ GoogleClassroom: <https://www.google.com/edu/classroom/>
- ◇ Google+: <https://plus.google.com>

Interpersonal Tools

- ◇ Google Voice
- ◇ Voice Thread: <http://voicethread.com>
- ◇ Wechat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>

- ◇ FaceTime: <http://www.apple.com/mac/facetime>

Conversation Starters

- ◇ <http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters/>
- ◇ <http://iteslj.org/questions/>
- ◇ <http://www.conversationexchange.com/resources/conversation-topics.php>

Screen Capture (audio/video)

- ◇ Jing: <http://www.techsmith.com/jing.html>
- ◇ ScreenOMatic: <http://www.screencast-o-matic.com/>

Electronic Pen Pals

- ◇ <http://www.epals.com>

Online Newspapers for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

Key: SP = Speaking W = Writing

- ◇ **Shopping Role-Play (e.g., school supplies, food):** Each student has a shopping list and a budget. Each clerk has an inventory list with prices. Students assume the role of store clerk and shopper and must accomplish the shopping task within their budget. SP
- ◇ **Letter/E-mail Exchange:** Students exchange information in writing on topics such as family, likes, dislikes, or personal information using two different colors of ink. W
- ◇ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an online ad to buy and sell an item. W
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W
- ◇ **Speed Dating:** Students are paired to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Fill in the Grid:** Students describe visuals and receiving students draw or illustrate what is described. SP
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Text Messaging:** Students simulate text conversations about a given topic. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands: Who am I?** Students move around the classroom to ask appropriate questions and identify preassigned identities. S
- ◇ **People Bingo:** Students move around the classroom to interview and identify classmates that fit a given criteria. S
- ◇ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◇ **Six Degrees of Separation:** Students complete personal information (e.g., likes, dislikes, family, personal characteristics, birthday) inventories. Next, they search for and find another person in the classroom with like characteristics (number determined by teacher). Then, that pair must find an additional student that has at least one common factor to complete their group. SP
- ◇ **Geocoaching:** Students are paired. Student A leaves the classroom to go to a pre-assigned location. Student B uses his/her personal device and a platform such as Edmodo or GoogleDocs to direct Student A to another location. Upon arrival, Student A must report his/her location and request further instructions. This interpersonal communication continues until Student A returns to the classroom. S/W
- ◇ **Where am I?:** Students work in pairs. Student A is in the classroom and Student B is at another location in the school. Students text questions and answers describing and discussing the location.

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARDS

- WII.3** The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
- WII.4** The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

PERFORMANCE DESCRIPTORS—LISTENING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists to phrases to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, and viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can often understand words, phrases, and simple sentences related to everyday life.
- I can recognize pieces of information and sometimes understand the main topic of what is being said.



PROGRESS INDICATORS

I can sometimes understand simple questions or statements about familiar topics.

- I can recognize the difference between a question and a statement.
- I can sometimes understand questions about how old I am; where I live; and what I do in my free time.
- I can sometimes understand questions or statements about family.
- I can sometimes understand questions or statements about my friends and classmates or workmates.

I can sometimes understand the main topic of conversations that I overhear.

- I can sometimes understand if people are referring to me.
- I can sometimes understand if people are talking about their homes or asking for directions.
- I can sometimes understand a simple transaction between a customer and a sales clerk.

I can understand simple information when presented with pictures and graphs.

- I can recognize the names of the planets in a science class.
- I can recognize the names of some parts of the body in a health or fitness class.

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARDS

- WII.3** The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
- WII.4** The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, and online video and audio

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Students classify, categorize, compare, contrast, predict, recommend, advise, or evaluate when completing listening and/or viewing activities, using weather reports, traffic or travel advisories, tourist advertisements, holiday or cultural practices, to demonstrate their comprehension. For example, students view weather reports and make recommendations about the type of clothing to wear.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas.
- ◇ Students listen to or read questions and then select the appropriate responses from a list of possibilities.
- ◇ Students listen to authentic newscasts or commercials and identify main ideas, topics, or themes.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPERSONAL COMMUNICATION: READING



STANDARDS

- WII.3** The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
- WII.4** The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, road maps, and street signs. Readers at the Novice-High sublevel are typically able to derive meaning from short, noncomplex texts that convey basic information for which there is contextual or extralinguistic support.

PERFORMANCE DESCRIPTORS—READING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists to phrases to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
Communication Strategies	{	<p>May use some or all of the following strategies to comprehend texts:</p> <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge <p>• Predict meaning based on context, prior knowledge, and/or experience</p> <p>For alphabetic languages:</p> <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, and viewed.

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

I can sometimes understand the main idea of what I have read.



PROGRESS INDICATORS

I can usually understand short simple messages about familiar topics.

- I can understand basic, familiar information from an ad.
- I can sometimes identify the purpose of a brochure.
- I can identify information from a movie brochure or poster.
- I can understand simple information in a text message from a friend.
- I can recognize words, phrases, and characters when I associate them with things I already know.

I can sometimes understand short, simple descriptions with the help of pictures or graphs.

- I can understand simple captions under photos.
- I can understand very basic information from a real estate ad.
- I can understand Web site descriptions of clothing items to make an appropriate purchase.
- I can identify the categories on a graph.

I can sometimes understand the main idea of published materials.

- I can distinguish a birthday wish from a note expressing thanks.
- I can identify destinations and major attractions on a travel brochure.
- I can locate places on city maps.

I can understand simple, everyday notices in public places about topics that are familiar to me.

- I can understand a simple public transportation schedule.
- I can locate notices about where to park.
- I can understand notices that tell of street or metro closings.
- I can understand a store's hours of operation.
- I can read the labels on a recycling bin.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARDS

- WII.3** The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
- WII.4** The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language.

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Menus, school schedules, transportation schedules, maps, signs, ads, brochures, and grocery lists

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to a city and have students answer interactive questions and address challenges. For example, is the metro open; what does the schedule say; or what time are the guided tours at a museum?
- ◇ Students read a selection and answer questions get clues for a treasure or scavenger hunt.
- ◇ Students read a selection and restate the order of events.
- ◇ Students read descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students read a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

- WII.5** The student will present information about familiar topics orally and in writing in the target language, combining learned and original language in connected sentences and paragraphs.
- WII.6** The student will present in the target language rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect the target culture.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Speakers at the Novice-High sublevel are able to handle tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They are able to successfully manage uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture such as basic personal information; basic objects; and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutors. Their language consists primarily of short and sometimes incomplete sentences in the present tense, and they may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by their first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences but will not be able to sustain sentence-level discourse.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Novice Range	{ Communicates information about very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	{ Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	{ Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	{ Produces words and phrases and highly practiced sentences or formulaic questions.
Language Control	{ Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	{ Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary about familiar topics.
Communication Strategies	{ May use some of all of the following strategies to communicate: <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts
Cultural Awareness	{ May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present basic information about familiar topics, using language I have practiced using phrases and simple sentences.



PROGRESS INDICATORS

I can present basic information about familiar topics, using language I have practiced and using phrases and simple sentences.

- I can present information about my life, using phrases and simple sentences.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.

I can tell about a familiar experience or event, using phrases and simple sentences.

- I can tell what I do in class or at work.
- I can tell about what I do during the weekend.
- I can tell about what happens after school or work.

I can present basic information about a familiar person, place, or thing, using phrases and simple sentences.

- I can describe a useful Web site.
- I can talk about my favorite musical group, actor, or author.
- I can describe a landmark, vacation location, or a place I visit.
- I can talk about a famous person from history.

I can present information about others, using phrases and simple sentences.

- I can talk about others' likes and dislikes.
- I can talk about others' free-time activities.
- I can give basic biographical information about others.

I can give basic instructions about how to make or do something, using phrases and simple sentences.

- I can tell how to prepare something simple to eat.
- I can describe a simple routine such as getting lunch in the cafeteria.
- I can give simple directions to a nearby location or to an online resource.

I can present basic information about things I have learned, using phrases and simple sentences.

- I can describe a simple process like a science experiment.
- I can present a topic from a lesson based on pictures or photos.
- I can present information about something I learned in a class or at work.
- I can present information about something I learned in the community.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

- WII.5** The student will present information about familiar topics orally and in writing in the target language, combining learned and original language in connected sentences and paragraphs.
- WII.6** The student will present in the target language rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect the target culture.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students retell a story after watching, listening to, or reading a short story or legendary tale. Students give the story or tale an alternate ending.
- ◇ Students role-play using previously learned chunks of language.
- ◇ Students recite a story/poem/rhyme from the target language. Students explain what the text means to them.
- ◇ When provided with a visual, students describe a house scene, including family members' actions.
- ◇ Students describe what is happening in a culturally authentic scene.
- ◇ Students study a culturally authentic artifact from the target culture and use simple language to describe how it is used.
- ◇ Students create and present multimedia presentations about daily routines, plans, or other topics of interest.
- ◇ Students tell a story with a provided sequence of pictures.
- ◇ Teachers create and add to a word wall that displays useful vocabulary and transition words.
- ◇ Students keep simple journals and use the information recorded in their journals to prepare unrehearsed presentations about daily routines and recent activities.
- ◇ Students play add-a-line. One student is the recorder and writes/types each sentence. A student begins to tell a story by providing the first sentence. Teachers ask the rest of the class to provide additional sentences. To add variation, students revisit the story the next day and add additional details, or students use the sentences created as starting points for multimedia presentations.
- ◇ Students restate what a presenter said, using their own words (good practice for summarizing a position).
- ◇ Students sequence sentences from an authentic children's song or poem.
- ◇ Students use collaborative conversation starters to develop their listening and speaking skills.
- ◇ Teachers actively practice question-and-answer strategies throughout the year.
- ◇ Students demonstrate their "voice" in the target language.
- ◇ Students practice culturally authentic gestures and mannerisms before giving presentations.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.

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PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

- WII.5** The student will present information about familiar topics orally and in writing in the target language, combining learned and original language in connected sentences and paragraphs.
- WII.6** The student will present in the target language rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect the target culture.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Writers at the Novice-High sublevel are able to meet limited basic practical writing needs, using lists, short messages, postcards, and simple notes. They express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers recombine learned vocabulary and structures to create simple sentences about very familiar topics but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives but gaps in comprehension may occur.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL WRITING

Novice Range	{ Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	{ Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	{ Creates messages in some personally relevant contexts on topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	{ Produces words and phrases and highly practiced sentences or formulaic questions.
Language Control	{ Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	{ Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.
Communication Strategies	{ May use some of all of the following strategies to communicate: <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts
Cultural Awareness	{ May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write short messages and notes about familiar topics related to everyday life.



PROGRESS INDICATORS

I can write information about my daily life in a letter, blog, discussion board, or email message.

- I can introduce myself.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.

I can write short notes, using phrases and simple sentences.

- I can write a postcard message.
- I can write a special occasion message such as a birthday or congratulatory note.
- I can write a short announcement, invitation, or thank-you note.

I can write about a familiar experience or event, using practiced material.

- I can write what I do in class or at work.
- I can write what happens after school or during the weekend.
- I can write about a Web site, a field trip, or an activity in which I participated.

I can write basic information about things I have learned.

- I can write about a simple process such as a science experiment.
- I can write about a topic from a lesson, using pictures or photos.
- I can write about something I learned online, in a class, at work, or in the community.

I can ask for information in writing.

- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.
- I can request an application for a job, membership in a club, or admission to a school or program.

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PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

- WII.5** The student will present information about familiar topics orally and in writing in the target language, combining learned and original language in connected sentences and paragraphs.
- WII.6** The student will present in the target language rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect the target culture.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers refer to language learning strategies.
- ◇ Students create written directions to places of interest when provided with a map.
- ◇ Students retell a story or write a journal entry after watching, listening, or reading a short story, legend, or fairy tale.
- ◇ Students write a letter of introduction to a host family.
- ◇ Students write Web site descriptions (e.g., where, hours of operation, admission costs) for five places of interest. Descriptions can be narrative paragraphs or Web site templates.
- ◇ Students write stories in their own words when provided with sequences of pictures.
- ◇ When provided with visuals, students write written descriptions of house scenes, including family members' actions.
- ◇ Students study culturally authentic artifacts from the target culture and write paragraph descriptions about the main ideas.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Teachers actively teach new words and cognates every week. Students “play” with the target language by creating sentences in pairs.
- ◇ Teachers incorporate strategies from readwritethink.org into their instruction.
- ◇ Students begin to use Creating Independence through Student-owned Strategies (CRISS) to expand reading and writing skills.

NOTE: Refer to the Level I document for more resources, strategies, and assessment ideas.

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CULTURE



STANDARD

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.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine relationships among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in these contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, students come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Intermediate-Low language competencies should also be demonstrating the Intermediate level interculturality competencies.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can identify some common products and practices of cultures.
- I can identify some basic cultural beliefs and values.
- I can function at a survival level in an authentic cultural context.



PROGRESS INDICATORS

Products and Practices

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences between the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify some common habits of eating in other cultures.
- I can identify some habits of dress in other cultures.
- I can express the time and date as locals do.
- I can sometimes use the appropriate holiday greeting.

Understanding of Cultural Perspectives

I can identify some beliefs and values related to age, gender, social class, and ethnicity.

- I can sometimes tell the way people address each other differently based on age and social standing.
- I can sometimes recognize that appropriate dress is determined by cultural traditions.

I can recognize that gender and age can determine one's role in a family, school, and the workplace.

I can identify some characteristics of national identity.

- I can identify some elements of geography that define a nation.
- I can identify symbols that represent a nation.
- I can identify the importance of some historical events through their celebration on national holidays and monuments.
- I can identify major religions of a nation.

I can identify ways in which cultures are globalized.

- I can identify some similar leisure activities across cultures.
- I can identify some similar forms of dress across cultures.
- I can identify common fast food restaurants across cultures.
- I can identify examples of common technology use across cultures.

Participation in Cultural Interaction

I can imitate some simple patterns of behavior in familiar settings across cultures.

- I can imitate appropriate greetings.
- I can recognize and imitate table manners.
- I can sometimes identify what is culturally appropriate to say when gift-giving in situations such as at a birthday party, New Year's, or a wedding.
- I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.

I can use memorized language and very basic cultural knowledge to interact with others.

- I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.
- I can understand and mention a general cultural reference such as a song or movie title, author or composer in a conversation.
- I can play a simple board or card game with friends.

I can use memorized language and very basic knowledge of the culture to accomplish simple, routine tasks.

- I can use a city map, GPS, or signs to help me find my way.
- I can recognize and imitate how people count and use money in order to make a purchase.
- I can follow a team's win-loss record from a Web site.

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CULTURE



STANDARD

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.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [Images.library.pitt.edu/v/visuals](https://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts to highlight different accents
- ◇ Pinterest Alenord – curator for authentic resources
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target language
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books
- ◇ [LINE](#) Chinese-English Dictionary
- ◇ Manga
- ◇ Name cards
- ◇ Examples of writing styles and writing systems
- ◇ Traditional dressing practice
- ◇ Qatar Foundation
- ◇ Fairytales, legends, and myths

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students visit an office supply Web site; shop for 10 items; compare and contrast brands and cost; and convert prices.
- ◇ Students use sample menus from the target culture to order food and drinks.
- ◇ Students complete exit slips.
- ◇ Teachers use Integrated Performance Assessments (some elements may occur in English).
- ◇ Teachers embed aspects of culture into listening, speaking, reading, and writing skills instruction.
- ◇ Students perform traditional dances, counting time in the target language and wearing traditional clothing.
- ◇ Students create menus; write prices in the target language’s currency; and use them in café/restaurant skits.
- ◇ Students write their daily schedules, including school and leisure activities. Students indicate similarities and differences between the U.S. and the target culture.
- ◇ Students introduce themselves, write, and respond to pen pals.
- ◇ Students showcase student-created cultural products.
- ◇ Students engage in a gallery walk of student-created, culturally relevant products.
- ◇ Students identify cognates and false cognates.
- ◇ Students explore the interrelation of the target language and English.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students participate in dialogues, group conversations, chain sentences, and skits.
- ◇ Students give information about themselves, others, practices, and products.
- ◇ Students express likes, dislikes, and preferences in presentational and interpersonal exchanges.
- ◇ Students play culturally authentic board games and outdoor games.
- ◇ Students organize and participate in fashion shows.
- ◇ Students create crafts and models.
- ◇ Students write simple poems and songs.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

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.

CAN-DO STATEMENTS

I can give examples of how the target language and culture have influenced other subject areas such as dance, music, art, math, history, science, and the social sciences.

I can compare information learned in other subject areas with topics discussed in my world language class. For example, I can use my knowledge of history to understand the time periods and historical figures studied in the target language class.

RESOURCES

- ◇ Museum Web sites (e.g., virtual tours of the Prado, the Louvre)
- ◇ Restaurant Web sites
- ◇ Maps, Google Earth, virtual tours of relevant cities (e.g., Rome, Pompeii)
- ◇ Realia (e.g., museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, magazines)
- ◇ Collections of literature, music, and other art (e.g., literature anthologies, videos of folkloric dancing, music compilations)
- ◇ Target culture Web sites such as hotel reservation sites, travel sites

Figures of Speech

- ◇ <http://www.pantheon.org> (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as MP3s for download or podcasts. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts; and includes a fair amount of Neo-Latin but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity and is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

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.

ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Teachers collaborate with other subject matter instructors to create thematic units or minilessons.
- ◇ Students plan, perform, and narrate a fashion show.
- ◇ Students write and perform skits of a doctor's office visit.
- ◇ Students create advertisements for a supermarket or a boutique.
- ◇ Students tour local art museums (e.g., Virginia Fine Arts Museum in Richmond, The Chrysler Museum in Norfolk, the Smithsonian East Asian Art Museums in Washington, D.C.) and relate their knowledge of art, geography, history, and language to topics presented in the target language class.
- ◇ Students research the number of Nobel prize winners in the target language and culture and discuss the winners' influences on their fields.
- ◇ Teachers introduce students to the Pere Lachaise Cemetery or any cemetery where famous individuals from the target culture are buried via virtual tour. One student gives directions to the grave of a famous composer, musician, or author that has been discussed in class. A classmate navigates the Web site based on the directions given.
- ◇ Students visit the Yorktown Battlefield site and/or attend the annual Yorktown Parade and discuss the French influence on the Revolutionary War.
- ◇ Students tour the Holocaust Museum and discuss the Holocaust's impact on the modern German government.
- ◇ Students plan a trip to a historic landmark and explain its significance.
- ◇ Student study Chinese calligraphy and brush painting and discuss its relation to the writing system and history of art.

Suggested Topics for Investigation

- ◇ Time
- ◇ Weather
- ◇ Simple requests
- ◇ Likes/dislikes
- ◇ Simple greetings, salutations, farewells, and expressions of courtesy
- ◇ Self (e.g., personal belongings, family, leisure, sports)

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- WII.9** The student will develop a deeper understanding of English and other languages through study of the target language.
- WII.10** The student will demonstrate understanding of similarities and differences between the cultures studied and those of the United States.

RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online
- ◇ Advertisements, menus, maps, and other listening or reading resources as cited in WII.3 and WII.4

ASSESSMENT STRATEGIES

- ◇ In the target language, students identify elements such as grammar, syntactical patterns, and/or usage in sentences.
- ◇ Students highlight cognates in reading selections.
- ◇ Students color code gender, number, and case in passages.
- ◇ Given visuals, students identify various parts of speech or categories such as verbs, adjectives, and nouns.
- ◇ Students identify subject and verb endings, using manipulatives or coding.
- ◇ Students describe the differences and similarities between the two cultures on such topics as geography, food, clothing, dwellings, recreation, art, transportation, social practices, school, daily life, family, and/or life passages.
- ◇ Students initiate pen pal, email pal, or Skype pal exchanges between students who speak different languages and are from different cultures.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- WII.9** The student will develop a deeper understanding of English and other languages through study of the target language.
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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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

CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language and target culture(s).

I can, when scaffolded, describe in simple target language the insights I have gained about the target language and target culture(s).

I can identify examples of target language or target culture(s) in the local community and/or in the virtual world.

I can interact with people from the target language/culture(s).

I can learn about target language-speaking cultures through the use of technology or individuals associated with the target culture(s).

I can ask some questions about the target language and target language-speaking cultures.

I can describe cultural insights gained through real or virtual travel, Web quests, and/or field trips.

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ www.sil.org/about

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students record interviews with people from the target culture.
- ◇ Students study menus from local restaurants and talk about them briefly.
- ◇ Build a Google Tour Builder. Take the formative assessment interview (above), embed the interview, and for the end point, extend the information presented to include basic information about the country of origin of person interviewed.
- ◇ Students go to restaurant or cultural events and report back about the cultural aspects of their experiences.
- ◇ Students attend, view, or participate in a variety of cross-cultural activities and target culture events.
- ◇ Students take a field trip to an ethnic restaurant and interact with the server in the target language.
- ◇ Students identify local places to find the target language and culture(s), as possible.
- ◇ Students use authentic digital and print media.
- ◇ Students investigate target language services (e.g., brochures, maps) offered at area tourist attractions.
- ◇ Students investigate local businesses that offer written or audio translation services, in order to identify the extent of the target language influence in the community.
- ◇ Students interact and collaborate with target language speakers about a variety of interests.
- ◇ Students experience and react to a range of cultural products (e.g., personalized business cards, Web sites).
- ◇ Students identify, examine, describe, and create replicas of important objects, images, and symbols.
- ◇ Students compare and contrast rhymes and songs (themes) from their culture with rhymes and songs (themes) from the target culture(s).
- ◇ Students develop an understanding that people from other cultures might view aspects of U.S. mainstream culture differently than the majority of U.S. residents.
- ◇ Students identify aspects of U.S. mainstream culture that might be viewed differently by people in other cultures from the majority of U.S. residents. Students investigate why people from different cultures have differing viewpoints on a variety of issues. Students share their findings.
- ◇ Students compare and contrast religious beliefs and traditions.
- ◇ Students compare and contrast holidays and festivals. Students note which are religiously affiliated holidays and which are civic holidays (e.g., Easter, Independence Day).
- ◇ Students investigate educational practices of the target culture. Students share their findings in simple target language presentations.
- ◇ Students find authentic Web resources about topics of interest.
- ◇ Students compare and contrast the types of food served and eaten at social gatherings. Students create graphic organizers or other nonlinguistic representations to analyze which culture has a healthier diet. Students use simple target language to express what they have found.
- ◇ Students categorize foods from a target culture menu into the four food groups and compare them to the menu from a similar American restaurant. Students analyze which restaurant offers a healthier menu. Students use simple target language to express what they have found.
- ◇ Students take a virtual tour of a museum.

Suggested Topics for Investigation:

- ◇ People, things, plans, events, feelings, emotions, geographic directions (i.e., asking for directions), and locations

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

Virginia Foreign Language Standards of Learning

Modern World Languages:
Roman-Alphabet Language

Level III

INTERPERSONAL COMMUNICATION



STANDARDS

- WIII.1** The student will engage in original and spontaneous oral and written communications in the target language.
- 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.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

SPEAKING: Speakers at the Intermediate-Low sublevel successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information such as self, family, daily activities, personal preferences, and immediate needs like ordering food and making simple purchases. At the Intermediate-Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low speakers manage to sustain the functions of the Intermediate level, although just barely.

WRITING: Writers at the Intermediate-Low sublevel meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structures. Topics are

typically tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols. Their writing is understood by natives used to the writing of nonnatives, although additional effort may be required. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly, and their message may be left incomplete.

PERFORMANCE DESCRIPTORS—COMMUNICATION

Intermediate Range	}	Expresses self and participates in conversations about familiar topics, using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Communicates about self, others, and everyday life.
Functions		Communicates by understanding and creating personal meaning. Understands, asks, and answers a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”
Contexts/Content	}	Communicates in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
Text Type		Understands and produces discrete sentences, strings of sentences, and some connected sentences. Asks questions to initiate and sustain conversations.
Language Control	}	Understands straightforward language that contains mostly familiar structures. Controls language sufficiently to be understood by those accustomed to dealing with language learners.
Vocabulary		Communicates using high-frequency and personalized vocabulary within familiar themes or topics.
Communication Strategies	}	Uses some of the following strategies to maintain communication but not all of the time and inconsistently: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute
Cultural Awareness		Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can participate in conversations about a number of familiar topics, using simple sentences.
- I can handle short social interactions in everyday situations by asking and answering simple questions.



PROGRESS INDICATORS

- I can have a simple conversation about a number of everyday topics.**
- I can talk with someone about family or household tasks. I can talk with someone about hobbies and interests.
 - I can talk with someone about school or work.
- I can ask and answer questions about factual information that is familiar to me.**
- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can use the language to meet my basic needs in familiar situations.**
- I can ask for help at school, work, or in the community.
 - I can make a reservation.
 - I can arrange for transportation such as by train, bus, taxi, or with friends.

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INTERPERSONAL COMMUNICATION



STANDARDS

- WIII.1** The student will engage in original and spontaneous oral and written communications in the target language.
- 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.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Resource for Grouping and Calling on Students

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random>
- ◇ <http://www.classtools.net/random-name-picker>

Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ GoogleClassroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYolu7v3MjcqkQrpnO3IXNllkHDxiWbjQ/present#slide=id.i0>

Electronic Pen Pals

- ◇ <http://www.epals.com>
- ◇ <http://en-us.wespeke.com>

Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

Interpersonal Tools

- ◇ Google Voice
- ◇ Voice Thread <http://voicethread.com>
- ◇ Wechat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

Conversation Starters

- ◇ <http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters>
- ◇ <http://iteslj.org/questions>
- ◇ <http://www.conversationexchange.com/resources/conversation-topics.php>

Screen capture (audio/video)

- ◇ Jing: <http://www.techsmith.com/jing.html>
- ◇ ScreenOMatic: <http://www.screencast-o-matic.com>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

KEY: SP = Speaking; W = Writing

- ◇ **Event Planning Role-Play (e.g., party, trip, date):** Students discuss and plan the details of an event such as time, location, weather, setting, food, occasion, clothing to wear, music, and decorations of the assigned event via simulated live chat or e-mail. SP/W
- ◇ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an ad for eBay or Craigslist to buy and sell an item. W
- ◇ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W
- ◇ **Student Mentor:** Students simulate the roles of student mentors and new foreign students. Mentors are tasked with helping new students assimilate and adapt to a new school and educational system. SP
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **The Critic:** Students discuss recent movies, music albums, or TV shows. Students take opposing views. Students support and defend their opinions while responding to opposing views. SP
- ◇ **Information Review:** A student writes an extended service (e.g., restaurant, salon, health care, pet) review as if it was being posted to Yelp. Another student reads and reacts to the review. The author supports and defends the original review. SP/W
- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Can You Imagine?:** Students work in pairs. Student A is at the scene of an accident and student B is at another location. Student A and B text questions and answers, describing and discussing the events and details of the accident. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands – Who am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◇ **Trip Advisor:** Students role-play traveller and travel agent to arrange a trip, including location, type of accommodations, budget, length of stay, and method of travel. The simulation can be oral or in writing, simulating a live chat. W/SP
- ◇ **Gallery Walk:** Students conduct a gallery walk, commenting orally and in writing (using Educreation) about topics such as recommendations for school improvement and new clubs. SP/W

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

WIII.3 The student will understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

At the Intermediate-Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate-Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced level listeners.

PERFORMANCE DESCRIPTORS—INTERPRETIVE LISTENING

Intermediate Range	{	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions	{	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content	{	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self, everyday life, school, community, and particular interest.
Text Type	{	Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control	{	Controls language (e.g., vocabulary, structures, conventions) sufficiently enough to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand more complex texts.
Vocabulary	{	Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts. Able to: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness	{	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea in short, simple messages and presentations about familiar topics.

I can understand the main idea of simple conversations that I overhear.



PROGRESS INDICATORS

I can understand the basic purpose of a message.

I can determine if I am hearing an announcement or an advertisement.

I can understand what a radio advertisement is selling.

I can understand when and where an event will take place.

I can understand a voice message accepting or rejecting an invitation.

I can understand messages related to my basic needs.

I can understand a clear and repeated announcement about a flight's departure time and/or gate.

I can understand teacher announcements about when an assignment is due.

I can understand the date and time of when a voice message was recorded.

I can understand questions and simple statements about everyday topics when I am part of the conversation.

I can understand questions about my work or class schedule.

I can understand questions about my likes and dislikes.

I can understand simple compliments about what I am wearing or what I am doing.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

WIII.3 The student will understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, voice messages, announcements, advertisements, and online video and audio

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to the teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Students classify, categorize, compare, contrast, predict, recommend, advise, or evaluate when completing listening and/or viewing activities, using weather reports, traffic or travel advisories, tourist advertisements, holiday or cultural practices, to demonstrate their comprehension. For example, students view weather reports and make recommendations about the type of clothing to wear.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas in various types of texts such as simple stories or short descriptive text comprised of connected sentences and paragraph-like discourse.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Students listen to or read questions and then select the appropriate responses from a list of possibilities.
- ◇ Students listen to authentic newscasts or commercials and identify main ideas, topics, or themes.

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INTERPERSONAL COMMUNICATION: READING



STANDARD

WIII.3 The student will understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

At the Intermediate-Low sublevel, readers understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

PERFORMANCE DESCRIPTORS—READING

Intermediate Range	{	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions	{	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content	{	Comprehends information related to basic personal and social needs and the immediate environment such as self, everyday life, school, community, and particular interest.
Text Type	{	Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control	{	Controls language (e.g., vocabulary, structures, conventions) sufficiently to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand some more complex texts.
Vocabulary	{	Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness	{	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea of short and simple texts when the topic is familiar.



PROGRESS INDICATORS

I can understand messages in which the writer tells or asks me about topics of personal interest.

- I can understand what an e-pal writes about interests and daily routines.
- I can understand a simple posting on a friend's social media page.
- I can understand a text from a friend about our plans.
- I can understand if a friend accepts or rejects an invitation.

I can identify some simple information needed on forms.

- I can understand what is asked for on a customs form.
- I can understand what is asked for on a hotel registration form.
- I can understand what is asked for on an ID card.
- I can identify some information from news media.
- I can understand personal information about sports stars from photo captions.

I can identify some information from news media.

- I can understand personal information about sports stars from photo captions.
- I can understand some information from job postings.
- I can understand basic information from weather forecasts.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARD

WIII.3 The student will understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Menus, school schedules, transportation schedules, maps, signs, ads, brochures, grocery lists, text messages, photo captions, online catalogs, online shopping Web sites, graphs, social media pages, text messages, e-pals, invitations, customs forms, hotel registrations, simple stories, routine correspondence, and paragraph-like discourse

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to a city and have students answer interactive questions and address challenges. For example, is the metro open; what does the schedule say; or what time are the guided tours at a museum?
- ◇ Students read a selection and answer questions get clues for a treasure or scavenger hunt.
- ◇ Students read a selection and restate the order of events.
- ◇ Students read descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students read a short passage and answer questions about, dramatize, and reorder the passage if it is out of sequence.
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

- 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.
- WIII.5** The student will present in the target language student-created and culturally authentic stories, poems, and skits.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

Speakers at the Intermediate-Low sublevel successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information, including self, family, daily activities, personal preferences, and immediate needs such as ordering food and making simple purchases. At the Intermediate-Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low speakers manage to sustain the functions of the Intermediate level, although just barely.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Intermediate Range	{	Communicates information and expresses own thoughts about familiar topics, using sentences and series of sentences.
Functions	{	Expresses own thoughts and presents information and personal preferences about familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts/Content	{	Creates messages in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Text Type	{	Produces sentences, series of sentences, and some connected sentences.
Language Control	{	Controls language sufficiently to be understood by audiences accustomed to language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.
Vocabulary	{	Produces vocabulary about a variety of everyday, personal interest, and previously studied topics.
Communication Strategies	{	May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> • Show an increasing awareness of errors and the ability to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizers
Cultural Awareness	{	Uses some culturally appropriate vocabulary, expressions, and gestures. Shows some knowledge of cultural differences related to written and spoken communication.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present information about most familiar topics, using a series of simple sentences.



PROGRESS INDICATORS

I can talk about people, activities, events, and experiences.

- I can describe the physical appearance of a friend or family member.
- I can describe another person's personality.
- I can describe a school or workplace.
- I can describe a famous place.
- I can describe a place I have visited or want to visit.
- I can present my ideas about something I have learned.

I can express my needs and wants.

- I can describe what I need for school or work.
- I can talk about what I want or need to do each day.

I can present songs, short skits, or dramatic readings.

- I can retell a children's story.
- I can present a proverb, poem, or nursery rhyme.
- I can participate in a performance of a skit or a scene from a play.

I can express my preferences about topics of interest.

- I can give a presentation about a movie or television show that I like.
- I can give a presentation about a famous athlete, celebrity, or historical figure.
- I can express my thoughts about a current event I have learned about or researched.

I can present information about plans, instructions, and directions.

- I can explain the rules of a game.
- I can give multi-step instructions for preparing a recipe.
- I can describe my weekend plans.
- I can describe my summer plans.
- I can describe my holiday or vacation plans.
- I can describe what is needed for a holiday or a celebration.
- I can describe what I plan to do next in my life.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

- 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.
- WIII.5** The student will present in the target language student-created and culturally authentic stories, poems, and skits.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ Voki, Google voice, Audacity, or other digital recording devices
- ◇ Animoto, PhotoBabel, or other online video resources

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ At the beginning of the year and during the review period, students create survey questions to ask their classmates. Students present their classmates' answers to the class.
- ◇ Students present their personal opinions about a current issue, film or book, or commercial.
- ◇ Students predict what will happen based on a visual or written prompt.
- ◇ Students describe what happened based on a visual or written prompt.
- ◇ Students give suggestions to characters from a visual prompt.
- ◇ Students summarize requirements for professions from the sixteen career clusters that require second language proficiency.
- ◇ Students summarize and present the main ideas and supporting details of news articles.
- ◇ Students give multistep directions for completing household tasks, following a recipes, and/or doing chores.
- ◇ Students create and give multimedia presentations about historical events, contemporary events, and/or cultural issues.
- ◇ Students present about the life of a well-known person from the target culture.
- ◇ Students dramatize or recite skits, plays, monologues, or scenes from literature.
- ◇ Students orally compare and contrast holidays and traditions, dating, attitudes towards school, the concept of family, or approaches to a social issue such as health problems or pollution from the target culture and U.S.
- ◇ Students create and present news reports about a natural disaster, current event, or local event.
- ◇ Students create and present a culturally-appropriate public service announcement.
- ◇ Students create an original, culturally appropriate presentation about a thematic unit already studied.
- ◇ Students create and present a product such as a mural in the style of a target culture artist.
- ◇ Students write and perform an original story, song, rap, or skit that depicts the target culture.
- ◇ Students create a short oral presentation, using multiple authentic cultural resources.
- ◇ Students tell a story with a provided sequence of pictures.
- ◇ Teachers create and add to a word wall that displays useful vocabulary and transition words.
- ◇ Students keep simple journals and use the information recorded in their journals to prepare unrehearsed presentations about daily routines and recent activities.
- ◇ Students play add-a-line. One student is the recorder and writes/types each sentence. A student begins to tell a story by providing the first sentence. Teachers ask the rest of the class to provide additional sentences. To add variation, students revisit the story the next day and add additional details, or students use the sentences created as starting points for multimedia presentations.
- ◇ Students restate what a presenter said, using their own words (good practice for summarizing a position).
- ◇ Students sequence sentences from an authentic children's song or poem.
- ◇ Students use collaborative conversation starters to develop their listening and speaking skills.
- ◇ Teachers actively practice question-and-answer strategies throughout the year.
- ◇ Students demonstrate their "voice" in the target language.
- ◇ Students practice culturally authentic gestures and mannerisms before giving presentations.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.

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PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

- 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.
- WIII.5** The student will present in the target language student-created and culturally authentic stories, poems, and skits.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

Writers at the Intermediate-Low sublevel meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structures. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols. Their writing is understood by natives used to the writing of nonnatives, although additional effort may be required. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

PERFORMANCE DESCRIPTORS—WRITING

Intermediate Range	{ Communicates information and expresses own thoughts about familiar topics, using sentences and series of sentences.
Functions	{ Expresses own thoughts and presents information and personal preferences about familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts/Content	{ Creates messages in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Text Type	{ Produces sentences, series of sentences, and some connected sentences.
Language Control	{ Controls language sufficiently to be understood by audiences accustomed to language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.
Vocabulary	{ Produces vocabulary about a variety of everyday, personal interest, and previously studied topics.
Communication Strategies	{ May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> • Show an increasing awareness of errors and the ability to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizers
Cultural Awareness	{ Uses some culturally appropriate vocabulary, expressions, and gestures. Shows some knowledge of cultural differences related to written and spoken communication.

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NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write briefly about most familiar topics and present information, using a series of simple sentences.



PROGRESS INDICATORS

I can write about people, activities, events, and experiences.

- I can describe the physical appearance and personality of a friend or family member.
- I can write about a school, workplace, or famous place and a place I have visited.
- I can write about a holiday, vacation, or typical celebration.
- I can write about something I have learned.
- I can write about what I plan to do next in my life.

I can prepare materials for a presentation.

- I can write a draft for a presentation that I plan to present orally.
- I can write an outline for a project or presentation.
- I can write notes for a speech.

I can write about topics of interest.

- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity, or historical figure.
- I can write a brief explanation of a proverb or nursery rhyme.
- I can write a simple poem.

I can write basic instructions about how to make or do something.

- I can write the rules of a game.
- I can write about how to prepare something simple to eat.
- I can write about a simple routine such as getting lunch in the cafeteria.
- I can write simple directions to a nearby location or an online resource.

I can write questions to obtain information.

- I can post a question for discussion or reflection.
- I can develop a simple questionnaire or survey.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

- 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.
- WIII.5** The student will present in the target language student-created and culturally authentic stories, poems, and skits.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ At the beginning of the year and during the review period, students create survey questions to ask their classmates. Students present their classmates' answers to the class.
- ◇ At the beginning of the year and during the review period, students create "Fakebook" pages in the target language.
- ◇ At the beginning of the year and during the review period, students convert a visual weather forecast into a written forecast, using the appropriate measurement system.
- ◇ Students interview and write biographies about their classmates.
- ◇ Students create simple brochures in the target language about a leisure activity or famous person.
- ◇ Students write their personal opinions about a current issue, film, book, or commercial.
- ◇ Students write about the life of a well-known person from the target culture.
- ◇ Students write about skits, plays, monologues, or scenes from literature.
- ◇ Students compare and contrast holidays and traditions, dating, attitudes towards school, the concept of family, or approaches to a social issue such as health problems or pollution from the target culture and U.S.
- ◇ Students create an original, culturally appropriate presentation about a thematic unit already studied.
- ◇ Students create and present a product such as a mural in the style of a target culture artist.
- ◇ Students write and perform an original story, song, rap, or skit that depicts the target culture.
- ◇ Students create a short written presentation, using multiple authentic cultural resources.
- ◇ Students write and present news reports on natural disasters, current events, or local events.
- ◇ Students summarize requirements for professions from the sixteen career clusters that require second language proficiency.
- ◇ Students summarize and present the main ideas and supporting details of news articles.
- ◇ Students give multistep directions for completing household tasks, following a recipes, and/or doing chores.
- ◇ Students read simple, authentic material on a variety of topics as a class. Students identify topic sentences and supporting details. Students apply what they have learned to their own writing when self-editing.
- ◇ Students peer edit.
- ◇ Students predict what will happen based on a visual or written prompt.
- ◇ Students describe what did happen based on a visual or written prompt.
- ◇ Students begin to incorporate Creating Independence through Student-owned Strategies (CRISS) strategies for reading and writing.

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CULTURE



STANDARD

WIII.6 The student will examine in the target language the interrelationships among the perspectives, practices, and products of the cultures studied.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in person and via technology in multilingual communities and various cultures at home and around the world, students come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Intermediate-Low language competencies should also be demonstrating the Intermediate level interculturality competencies.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can identify common patterns in the products and practices of cultures.
I can compare familiar cultural beliefs and values.
I can interact at a functional level in familiar cultural contexts.



PROGRESS INDICATORS

Products and Practices

I can explore and reference current and past examples of authentic cultural products and practices.

- I can understand the main idea and characters of short stories, folk tales, or graphic novels.
- I can recognize and reference famous artists and their works.
- I can understand the main idea of a movie clip or documentary.
- I can talk about a historical figure.
- I can have a simple conversation about a festival.
- I can summarize the contributions of a culture in a blog or multimedia presentation.

I can compare and contrast some common products of other cultures and my own.

- I can describe similarities and differences in artwork.
- I can have a simple conversation about educational systems.
- I can provide basic information about countries' governments.
- I can identify similarities among folk tales.

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast eating habits.
- I can compare and contrast how people buy and sell.
- I can compare and contrast how families interact.
- I can compare and contrast how people celebrate.
- I can compare and contrast how my peers socialize.

Understanding of Cultural Perspectives

I can describe some basic cultural viewpoints.

- I can talk about the individual role of family members and the importance of birth order.

- I can give examples that show the importance of academics vs. sports.
- I can describe the importance of time vs. money.
- I can make simple comparisons about the roles of men and women in society.
- I can describe the importance of religion.
- I can describe how other cultures view major historical events differently.

I can make some generalizations about a culture.

- I can sometimes identify cultural stereotypes or exaggerated views of a culture.
- I can compare some religious beliefs.
- I can classify the political beliefs of a nation in simple terms.
- I can determine which TV shows and films are popular in a given culture.

Participation in Cultural Interaction

I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.

- I can usually accept and refuse invitations in a culturally accepted way.
- I can usually offer and receive gifts in a culturally accepted way.
- I can usually request assistance in a culturally accepted way.
- I can respond when someone sneezes, toasts, or pays me a compliment in a culturally accepted way.
- I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, and agreeing when talking with others.

I can recognize and refer to elements of traditional and pop culture.

- I can refer to a historical event.
- I can describe the outcome in a recent election.
- I can talk about a hit song.
- I can mention the significance of a work of art in conversation.
- I can describe the difference between a traditional costume and a fashion trend.

I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.

- I can sometimes sense when my behavior or speech has offended someone and apologize appropriately.
- I can sometimes recognize when I have acted or spoken too informally and try to correct it.
- I can sometimes recognize when my attempt at humor is misguided.

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CULTURE



STANDARD

WIII.6 The student will examine in the target language the interrelationships among the perspectives, practices, and products of the cultures studied.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [Images.library.pitt.edu/v/visuals](https://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts to highlight different accents
- ◇ Pinterest Alenord – curator for authentic resources
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target language
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books, fairy tales, legends, and myths

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students role-play various shopping situations chosen at random.
- ◇ Students discuss the background of holidays, including their religious perspectives, if applicable.
- ◇ Students present or write about what country they would visit and why.
- ◇ Students prepare a presentation about the “dos and don’t” in the target culture, including appropriate dress, expressions of courtesy, and social behaviors.
- ◇ Students view commercials, short informational clips, or sequences of movies; answer related questions; and list culturally relevant points that were evident.
- ◇ Students create a cookbook, using recipes from the target culture.
- ◇ Students introduce themselves to a guest and role-play a hosting situation.
- ◇ Students host a showcase of student-created cultural products.
- ◇ Students bring in sample art or products to display and role-play docents.
- ◇ Students present information on culture, using a format such as PhotoStory, Prezi, or student-made movies and skits.
- ◇ Students introduce and compare their culture to the target culture, including information about school, sports, and social interactions.
- ◇ Students report on current events, making connections between the U.S. and the target culture.
- ◇ Student exchange letters, recommending movies and music.
- ◇ Students maintain a class blog.
- ◇ Teachers facilitate Edmodo or wiki exchanges between classmates or students from the target culture.
- ◇ Students participate in student exchanges.
- ◇ Students attend and/or participate in cultural festivals, performing songs and dances.
- ◇ Students create a book of authentic recipes.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students incorporate idiomatic expressions into dialogues or skits.
- ◇ Students write poems and songs.
- ◇ Students shop for different products at different markets, using target currency and negotiating prices with shop owners.
- ◇ Students plan a multideestination trip to a country from the target culture, including several means of transportation.
- ◇ Students celebrate holidays as they would be celebrated in the target culture.
- ◇ Students use advertisements and products to explore perspectives.
- ◇ Students research aspects of the geographical and historical perspectives of the target culture.
- ◇ Teachers embed aspects of culture into listening, speaking, reading, and writing skills instruction.
- ◇ Students perform traditional dances, counting time in and wearing traditional clothing from the target language.
- ◇ Students use Google Voice, Twitter, Wechat, Voxer and other apps to communicate opinions and activities related to culture points.
- ◇ Students Skype with native speakers and other language learners to acquire cultural information.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

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

CAN-DO STATEMENTS

I can use the target language to discuss aspects of the target language found in other subject areas.

I can use the target language to discuss aspects of the target culture found in other subject areas.

I can use the target language to relate topics studied in other subject areas with topics studied in the target language class.

I can use authentic target language resources (e.g., print, audio, visual) to expand and extend knowledge learned in other subject areas.

RESOURCES

- ◇ Virtual tours of museums (e.g., the Prado, the Louvre), Rome, and Pompeii; literature anthologies; videos of folkloric dancing; CD compilations of music; and maps (e.g., Google Earth)
- ◇ Web sites of restaurants
- ◇ Realia such as museum brochures, menus, advertisements, student class schedules, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, and magazines
- ◇ Target culture Web sites such as hotel reservation sites and travel sites

Figures of Speech

- ◇ <http://www.pantheon.org> – explains mythologies of the world
- ◇ http://yle.fi/radio1/tiede/nuntii_latini – listen to five-minute weekly bulletins about international current events in Latin from Finnish Broadcasting Company; presented as text and also as mp3s for download or podcasts; and includes a moderate amount of neoLatin as necessary
- ◇ <http://ephemeris.alcuinus.net/index.php> – access current news in Latin; created by a consortium of European Latin enthusiasts; and includes a fair amount of neoLatin but reinforces that Latin can still be used to communicate
- ◇ <http://orbis.stanford.edu> – reconstructs the time cost and financial expense associated with different types of travel in antiquity and is based on a simplified version of the giant network of cities, roads, rivers and sea lanes that framed movement across the Roman Empire
- ◇ <http://omnesviae.org> – lists routes between Roman cities of merit in Latin and shows the cities and their approximate size along the routes

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Students research and discuss the influence of the target language and culture on other subject areas.
- ◇ Students research famous artists, composers, or authors who speak the target language and are from the target culture and present their findings to the class, using Aurasma, PowerPoint, Prezi, Animoto, iMovie, or MovieMaker.
- ◇ Students read and discuss the historical and cultural context of short literary forms such as short stories, fables, poems, and literature excerpts.
- ◇ Students use authentic media such as newspapers, films, and media Web sites (e.g., TV5, Deutschewelle) to expand their knowledge of history, economics, government, drama, literature, fashion, science, or social sciences.
- ◇ Students research a historical figure and role-play a debate about a historical topic (e.g., World War II, the French Revolution, Columbus' discovery of the Americas)
- ◇ Students connect bande-dessinées and manga to English literature.
- ◇ To celebrate European Union Day on May 9, students discuss the creation of the union, the governmental organization, shared monetary system, and cooperative agreements.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- WIII.8** The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the target language.
- WIII.9** The student will investigate and discuss why similarities and differences exist within and among cultures.

RESOURCES FOR LINGUISTIC AND CULTURAL COMPARISONS

- ◇ Publishers' resources
- ◇ Authentic music, commercials, online video and audio, and a variety of topics related to everyday life and personal interests such as those found at www.lyricsgaps.com, www.apprendre.tv5monde.com, and www.tivi.de

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to the teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Students classify, categorize, compare, contrast, predict, recommend, advise, or evaluate when completing listening and/or viewing activities, using weather reports, traffic or travel advisories, tourist advertisements, holiday or cultural practices, to demonstrate their comprehension. For example, students view weather reports and make recommendations about the type of clothing to wear.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas and supporting details.
- ◇ Students listen to or read questions and then select the appropriate responses from a list of possibilities.
- ◇ Students listen to authentic newscasts or commercials and identify main ideas, topics, or themes.
- ◇ Students predict meaning based on context clues and prior knowledge.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

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

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

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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.

CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language and target culture(s).

I can ask questions about historical events, global events, and global issues in the target language.

I can, through the use of technology or individuals associated with the target culture(s), describe cultural insights gained through real or virtual travel, Web quests, and/or field trips.

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ www.sil.org/about

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students record interviews with people from the target culture who have knowledge about or personal experience with contemporary events, historical events, or global issues. If interviews are not possible, students role-play the interviewing process, focusing on the below suggested topics.
- ◇ Students create multimedia presentations, integrating what they learned from one or more of the interactions from the academic year.
- ◇ Students research the below suggested topics.
- ◇ Students interact and collaborate with target language speakers about a variety of topics.
- ◇ Students experience and react to a range of cultural products (e.g., personalized business cards, Web sites).
- ◇ Students identify, examine, describe, and create replicas of important objects, images, and symbols.
- ◇ Students develop an understanding that people in other cultures might have different perspectives on contemporary events, historical events, or global issues.
- ◇ Students find authentic Web resources about one or the below suggested topics.

Suggested Topics for Investigation

- ◇ Contemporary events, historical events, and global issues, including personal reactions and opinions

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Virginia Foreign Language Standards of Learning

Modern World Languages:
Roman-Alphabet Language

Level IV

INTERPERSONAL COMMUNICATION



STANDARDS

- WIV.1** The student will engage in and discuss a variety of topics in both oral and written forms of communication.
- WIV.2** The student will demonstrate skills necessary to sustain extended oral and written exchanges in the target language.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

SPEAKING: Speakers at the Intermediate-Mid sublevel successfully handle uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These topics include personal information related to self, family, name, daily activities, interests, and personal preferences, as well as physical and social needs such as food, shopping, travel, and lodging.

Intermediate-Mid speakers tend to function reactively; for example, they respond to direct questions or requests for information. However, they are capable of asking questions when necessary to obtain simple information to satisfy basic needs such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies such as circumlocution.

Intermediate-Mid speakers express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of these limitations, Intermediate-Mid speakers are generally

understood by sympathetic interlocutors accustomed to dealing with nonnatives.

Overall, Intermediate-Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

WRITING: Intermediate-Mid sublevel writers meet practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. Their writing style closely resembles oral discourse.

Writers show evidence of control of basic sentence structures and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate-Mid writers can be understood readily by natives used to the writing of nonnatives. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can participate in conversations about familiar topics, using sentences and series of sentences.

I can handle short social interactions in everyday situations by asking and answering a variety of questions.

I can usually say what I want to say about myself and my everyday life.

PROGRESS INDICATORS

I can start, maintain, and end a conversation about familiar topics.

- I can be the first to start a conversation.
- I can ask for information, details, and explanations during a conversation.
- I can bring a conversation to a close.
- I can interview someone for a project or a publication.

I can talk about my daily activities and personal preferences.

- I can talk about my daily routine.
- I can talk about my interests and hobbies. I can give reasons for my preferences.
- I can give some information about the activities I did.
- I can give some information about something I plan to do.
- I can talk about my favorite music, movies, and sports.

I can use my language to handle tasks related to my personal needs.

- I can request services such as repair for a phone, computer, or car.
- I can schedule an appointment.
- I can inquire about membership in an organization or club.

I can exchange information about subjects of special interest to me.

- I can talk about artists from other countries.
- I can talk about historical events.
- I can talk about a mathematics, technology, or science project.

Intermediate Range

Expresses self and participates in conversations about familiar topics, using sentences and a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.

Functions

Communicates by understanding and creating personal meaning. Understands, asks, and answers a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”

Contexts/Content

Communicates in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.

Text Type

Understands and produces discrete sentences, strings of sentences, and some connected sentences. Asks questions to initiate and sustain conversations.

Language Control

Understands straightforward language that contains mostly familiar structures. Controls language sufficiently to be understood by those accustomed to dealing with language learners.

Vocabulary

Communicates using high-frequency and personalized vocabulary within familiar themes or topics.

Communication Strategies

Uses some of the following strategies to maintain communication but not all of the time and inconsistently.

- Ask questions
- Ask for clarification
- Self-correct or restate when not understood
- Circumlocute

Cultural Awareness

Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPERSONAL COMMUNICATION



STANDARDS

- WIV.1** The student will engage in and discuss a variety of topics in both oral and written forms of communication.
- WIV.2** The student will demonstrate skills necessary to sustain extended oral and written exchanges in the target language.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Resource for Grouping and Calling on Students

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random>
- ◇ <http://www.classtools.net/random-name-picker>

Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ GoogleClassroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYolu7v3MjcqkQrpnO3IXNllkHDxIWbIQ/present#slide=id.i0>

Electronic Pen Pals

- ◇ <http://www.epals.com>
- ◇ <http://en-us.wespeke.com>

Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

Interpersonal Tools

- ◇ Google Voice
- ◇ Voice Thread <http://voicethread.com>
- ◇ Wechat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

Conversation Starters

- ◇ <http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters>
- ◇ <http://iteslj.org/questions>
- ◇ <http://www.conversationexchange.com/resources/conversation-topics.php>

Screen capture (audio/video)

- ◇ Jing: <http://www.techsmith.com/jing.html>
- ◇ ScreenOMatic: <http://www.screencast-o-matic.com>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

KEY: SP = Speaking; W = Writing

- ◇ **Event Planning Role-Play (e.g., party, trip, date):** Students discuss and plan the details of an event such as time, location, weather, setting, food, occasion, clothing to wear, music, and decorations of the assigned event via simulated live chat or e-mail. SP/W
- ◇ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W
- ◇ **Student Mentor:** Students simulate the roles of student mentors and new foreign students. Mentors are tasked with helping new students assimilate and adapt to a new school and educational system. SP
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **The Critic:** Students discuss recent movies, music albums, or TV shows. Students take opposing views. Students support and defend their opinions while responding to opposing views. SP
- ◇ **Food Critic:** Student A writes an extended restaurant review as if he or she were posting it to Yelp. Student B reads the review and responds extensively to the review. Student A supports and defends his or her position. SP/W
- ◇ **Information Review:** A student writes an extended service (e.g., restaurant, salon, health care, pet) review as if it was being posted to Yelp. Another student reads and reacts to the review. The author supports and defends the original review. SP/W
- ◇ **Gallery Walk:** Students conduct a gallery walk, commenting orally and in writing (using Educreation) about topics such as recommendations for school improvement and new clubs. SP/W
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Can You Imagine?:** Students work in pairs. Student A is at the scene of an accident and student B is at another location. Student A and B text questions and answers, describing and discussing the events and details of the accident. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands – Who am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **Trip Advisor:** Students role-play traveller and travel agent to arrange a trip, including location, type of accommodations, budget, length of stay, and method of travel. The simulation can be oral or in writing, simulating a live chat. W/SP
- ◇ **Geek Squad:** Students discuss the pros and cons of new technological devices as presented in authentic ads or reviews. Students should include ways to improve the products and support and defend their opinions. W/SP
- ◇ **Student Exchange:** Students discuss the details and potential plans of an exchange trip to a target language country via SKype, Facetime, Google Hangout, or simulation. Students address what they will do during their trip and what they would do if they had an extra week in the country. SP
- ◇ **What Does the Future Hold?:** Students assume the role of exchange students and host students. They discuss postsecondary plans and options in their respective countries. SP/W

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

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

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

At the Intermediate-Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics, although a few misunderstandings may occur. Intermediate-Mid listeners may get some meaning from oral texts typically understood by Advanced level listeners.

PERFORMANCE DESCRIPTORS—INTERPRETIVE LISTENING

Intermediate Range	}	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions		Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content		Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self, everyday life, school, community, and particular interest.
Text Type		Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control		Controls language (e.g., vocabulary, structures, conventions) to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand more complex texts.
Vocabulary		Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies		May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness		Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea in messages and presentations about a variety of topics related to everyday life and personal interests and studies. I can understand the main idea of conversations that I overhear.



PROGRESS INDICATORS

I can understand basic information in ads, announcements, and other simple recordings.

- I can understand when, where, and who is playing in a concert from a radio ad.
- I can understand the main message of an e-card greeting.
- I can understand what service is being offered in a TV ad.
- I can identify the type of film from a movie preview.

I can understand the main idea of what I listen to for personal enjoyment.

- I can understand basic questions or statements during a video conference.
- I can understand a short YouTube clip.
- I can understand peers' recorded descriptions about themselves or their avatars.

I can understand messages related to my everyday life.

- I can understand a voice message about the time and place of a meeting.
- I can understand a box-office recording about the times of the performances or events.
- I can understand when an event is being postponed or cancelled.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

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

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, online video and audio, and a variety of topics related to everyday life, personal interests, and studies such as those found at www.lyricsgaps.com, www.apprendre.tv5monde.com, or www.tivi.de

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to the teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Students classify, categorize, compare, contrast, predict, recommend, advise, or evaluate when completing listening and/or viewing activities, using weather reports, traffic or travel advisories, tourist advertisements, holiday or cultural practices, to demonstrate their comprehension. For example, students view weather reports and make recommendations about the type of clothing to wear.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas in various types of texts such as simple stories or short descriptive text comprised of connected sentences and paragraph-like discourse.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Students listen to or read questions and then select the appropriate responses from a list of possibilities.
- ◇ Students listen to authentic newscasts or commercials and identify main ideas, topics, or themes.
- ◇ Students predict meaning based on context clues and prior knowledge.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARD

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

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

At the Intermediate-Mid sublevel, readers are able to understand short, noncomplex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short, connected texts that feature descriptions and narration and deal with familiar topics.

PERFORMANCE DESCRIPTORS—READING

Intermediate Range	}	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions		Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content		Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self, everyday life, school, community, and particular interest.
Text Type		Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control		Controls language (e.g., vocabulary, structures, conventions) to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand more complex texts.
Vocabulary		Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies		May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness		Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea of texts related to everyday life and personal interests or studies.



PROGRESS INDICATORS

I can understand simple personal questions.

- I can understand the questions asked on a career preference survey.
- I can understand what is asked for on a simple, popular magazine questionnaire.
- I can understand the personal questions to complete a profile on a social media site.

I can understand basic information in ads, announcements, and other simple texts.

- I can understand the information in birth and wedding announcements.
- I can understand the information in sales ads.
- I can understand basic information on travel brochures.
- I can understand basic information on food labels.

I can understand the main idea of what I read for personal enjoyment.

- I can understand updates in entertainment magazines.
- I can understand postings in blogs about familiar topics.
- I can understand postcards from friends.

I can read simple written exchanges between other people.

- I can understand the main idea of personal messages exchanged in chat rooms.
- I can understand the main idea of a biographical interview with a celebrity.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARD

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

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Career inventories, magazines questionnaires, social media profiles, birth and wedding announcements, ads, travel brochures, nutritional labeling, postings in blogs, and postcards

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to a city and have students answer interactive questions and address challenges. For example, is the metro open; what does the schedule say; or what time are the guided tours at a museum?
- ◇ Students read a selection and answer questions get clues for a treasure or scavenger hunt.
- ◇ Students read a selection and restate the order of events.
- ◇ Students read descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students read a short passage and answer questions about, dramatize, and reorder the passage if it is out of sequence.
- ◇ Students match pictures with reading prompts or write a summary sentence for each paragraph.
- ◇ Students complete reading gap or fill-in activities in texts that are more complex and longer in length.
- ◇ Students follow more complex and longer written directions (e.g., go on a scavenger hunt, assemble a product).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

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.

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

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

Speakers at the Intermediate-Mid sublevel successfully handle uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, name, daily activities, interests, and personal preferences, as well as physical and social needs such as food, shopping, travel, and lodging.

Intermediate-Mid speakers tend to function reactively; for example, they respond to direct questions or requests for information. However, they are capable of asking questions when necessary to obtain simple information to satisfy basic needs such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies such as circumlocution.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Intermediate Range	{ Communicates information and expresses own thoughts about familiar topics, using sentences and series of sentences.
Functions	{ Expresses own thoughts and presents information and personal preferences about familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts/Content	{ Creates messages in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Text Type	{ Produces sentences, series of sentences, and some connected sentences.
Language Control	{ Controls language sufficiently to be understood by audiences accustomed to language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.
Vocabulary	{ Produces vocabulary about a variety of everyday, personal interest, and previously studied topics.
Communication Strategies	{ May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> • Show an increasing awareness of errors and able to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizer
Cultural Awareness	{ Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can make presentations about a wide variety of familiar topics, using connected sentences.



PROGRESS INDICATORS

I can make a presentation about my personal and social experiences.

- I can describe a childhood or past experience.
- I can report on a social event that I attended.
- I can make a presentation about something new I learned.
- I can make a presentation about my plans for the future.
- I can make a presentation about something I have learned or researched.

I can give a short presentation on a current event.

- I can present about a topic from an academic subject such as science, math, or English.
- I can describe how to plan and carry out an event such as a party or family reunion.
- I can give a short presentation about a famous person, landmark, or cultural event.

I can make a presentation about common interests and issues and state my viewpoint.

- I can give a presentation about a favorite movie or song and tell why I like it.
- I can give a presentation about a famous person or historical figure and tell why he/she is important.
- I can share my reactions about a current event and explain why the event is in the news.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

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.

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create and present basic opening statements and closing arguments in support of or against an issue of shared concern.
- ◇ Students synthesize basic and somewhat detailed interdisciplinary information and content to create and present reports, presentations, and/or projects.
- ◇ Students produce and teach an activity showing an exercise routine to the class.
- ◇ Students recite or retell authentic stories, folktales, legends, poems, and rhymes, using appropriate pronunciation, intonation, and gestures.
- ◇ Students dramatize or perform authentic songs, dances, skits, plays, monologues, or scenes from literature, using appropriate pronunciation, intonation, and gestures.
- ◇ Students play music or produce an art/craft of the target culture and share information about it with others.
- ◇ Students write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue, or play that has authentic cultural elements.
- ◇ Students produce an activity, showing a specific method to help conserve the environment.
- ◇ Students produce oral and written reports about historical or modern arts.
- ◇ After reading an authentic story, students write and present alternative endings.
- ◇ Given government Web sites on health issues, students investigate topics related to a unit of study. Students produce oral and written reports about the health and exercise habits of citizens of a target language country.
- ◇ Students produce an oral or written presentation, reflecting modern trends related to health, diet, and exercise habits in a target language country.
- ◇ Students produce an activity showing an understanding of the life and style of an artist from the target language culture.
- ◇ Students produce an oral or written presentation, reflecting modern trends in a target language country related to the arts.
- ◇ Students produce oral and written reports about ecotourism, pastimes, sports, and conservation of the environment.
- ◇ Students produce an oral or written presentation reflecting current trends and/or attitudes in a target-language society in regards to the global footprint, environment, and conservation.
- ◇ Students produce an oral or written presentation, reflecting modern trends related to conflict resolution/relationships in a target language country.
- ◇ Students produce oral and written presentation about modern trends in technology, professions, and careers of the future in a target language country.
- ◇ After reading about current and future trends, students create an activity, showing an understanding of technology-based professions of the future.
- ◇ Students create and present an activity about the coursework, skills, and abilities needed for specific jobs and careers.
- ◇ Students create and present an oral or written presentation, reflecting modern trends related to the economy and employment in a target language country.
- ◇ Students keep journals or blogs and orally summarize a recent entry in 2-3 sentences.
- ◇ Students peer edit.
- ◇ Students restate what a presenter said, using their own words (good practice for summarizing a position).
- ◇ Students sequence sentences from an authentic literary source.
- ◇ Students use collaborative conversation starters to develop listening and speaking skills.
- ◇ Students actively practice more complicated question-and-answer strategies.
- ◇ Students demonstrate their “voice” in the target language.
- ◇ Students incorporate culturally authentic gestures and mannerisms into presentations to convey meaning.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

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.

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

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

Writers at the Intermediate-Mid sublevel meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse.

Writers at the Intermediate-Mid sublevel show evidence of control of basic sentence structures and verb forms. This writing is best defined as a collection of discrete sentences and/or questions that are loosely strung together. There is little evidence of deliberate organization. Intermediate-Mid writers can be understood readily by natives used to the writing of nonnatives. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL WRITING

Intermediate Range	}	Communicates information and expresses own thoughts about familiar topics, using sentences and series of sentences.
Functions		Expresses own thoughts and presents information and personal preferences about familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts/Content		Creates messages in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Text Type		Produces sentences, series of sentences, and some connected sentences.
Language Control		Controls language sufficiently to be understood by audiences accustomed to the language produced by language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.
Vocabulary		Produces vocabulary about a variety of everyday, personal interest, and previously studied topics.
Communication Strategies		May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> • Show an increasing awareness of errors and able to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizers
Cultural Awareness		Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write about a wide variety of familiar topics, using connected sentences.



PROGRESS INDICATORS

I can write messages and announcements.

- I can write a message to explain or clarify something.
- I can write about common events and daily routines.
- I can write an autobiographical statement for a contest, study abroad or other special program, or a job application.
- I can write an invitation or flyer about an event I am planning.

I can write short reports about something I have learned or researched.

- I can write a short article about a current event.
- I can write about an academic subject, such as science, math, or English.
- I can write the minutes or a debrief from a club or other meeting.

I can compose communications for public distribution.

- I can create a flyer for an upcoming event at my school or at work.
- I can write a review of a movie, book, play, or exhibit. I can post an entry to a blog or a discussion forum.
- I can compose a simple letter, response, or article for a publication.
- I can contribute to a school or work publication.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create and present basic opening statements and closing arguments in support of or against an issue of shared concern.
- ◇ Students synthesize basic and somewhat detailed interdisciplinary information and content to create and present reports, presentations, and/or projects.
- ◇ Students produce and teach an activity showing an exercise routine to the class.
- ◇ Students recite or retell authentic stories, folktales, legends, poems, and rhymes, using appropriate pronunciation, intonation, and gestures.
- ◇ Students dramatize or perform authentic songs, dances, skits, plays, monologues, or scenes from literature, using appropriate pronunciation, intonation, and gestures.
- ◇ Students play music or produce an art/craft of the target culture and share information about it with others.
- ◇ Students write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue, or play that has authentic cultural elements.
- ◇ Students produce an activity, showing a specific method to help conserve the environment.
- ◇ Students produce oral and written reports about historical or modern arts.
- ◇ After reading an authentic story, students write and present alternative endings.
- ◇ Given government Web sites on health issues, students investigate topics related to a unit of study. Students produce oral and written reports about the health and exercise habits of citizens of a target language country.
- ◇ Students produce an oral or written presentation, reflecting modern trends related to health, diet, and exercise habits in a target language country.
- ◇ Students produce an activity showing an understanding of the life and style of an artist from the target language culture.
- ◇ Students produce an oral or written presentation, reflecting modern trends in a target language country related to the arts.
- ◇ Students produce oral and written reports about ecotourism, pastimes, sports, and conservation of the environment.
- ◇ Students produce an oral or written presentation reflecting current trends and/or attitudes in a target-language society in regards to the global footprint , environment, and conservation.
- ◇ Students produce an oral or written presentation, reflecting modern trends related to conflict resolution/relationships in a target language country.
- ◇ Students produce oral and written presentation about modern trends in technology, professions, and careers of the future in a target language country.
- ◇ After reading about current and future trends, students create an activity, showing an understanding of technology-based professions of the future.
- ◇ Students create and present an activity about the coursework, skills, and abilities needed for specific jobs and careers.
- ◇ Students create and present an oral or written presentation, reflecting modern trends related to the economy and employment in a target language country.
- ◇ Students write “choose their own adventure” stories.
- ◇ Students peer edit for grammar, punctuation, capitalization, and structure.
- ◇ Students keep a journal or blog.
- ◇ Teachers actively teach word variations such as nouns, adjective forms, or adverbial forms.
- ◇ Students analyze syntax in the target language, comparing it to their native language.
- ◇ Given a topic sentence writing prompt, students write three to five supporting sentences and a closing sentence.
- ◇ Teachers incorporate strategies from [ReadWriteThink](#).

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CULTURE



STANDARD

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

TARGET PROFICIENCY LEVEL—INTERMEDIATE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in person and via technology in multilingual communities and various cultures at home and around the world, students come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Intermediate-Low language competencies should also be demonstrating the Intermediate level interculturality competencies.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can identify common patterns in the products and practices of cultures.
I can compare familiar cultural beliefs and values.
I can interact at a functional level in familiar cultural contexts.



PROGRESS INDICATORS

Products and Practices

I can explore and reference current and past examples of authentic cultural products and practices.

- I can understand the main idea and characters of short stories, folk tales, or graphic novels.
- I can recognize and reference famous artists and their works.
- I can understand the main idea of a movie clip or documentary.
- I can talk about a historical figure.
- I can have a simple conversation about a festival.
- I can summarize the contributions of a culture in a blog or multimedia presentation.

I can compare and contrast some common products of other cultures and my own.

- I can describe similarities and differences in artwork.
- I can have a simple conversation about educational systems.
- I can provide basic information about countries' governments.
- I can identify similarities among folk tales.

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast eating habits.
- I can compare and contrast how people buy and sell.
- I can compare and contrast how families interact.
- I can compare and contrast how people celebrate.
- I can compare and contrast how my peers socialize.

Understanding of Cultural Perspectives

I can describe some basic cultural viewpoints.

- I can talk about the individual role of family members and the importance of birth order.

- I can give examples that show the importance of academics vs. sports.
- I can describe the importance of time vs. money.
- I can make simple comparisons about the roles of men and women in society.
- I can describe the importance of religion.
- I can describe how other cultures view major historical events differently.

I can make some generalizations about a culture.

- I can sometimes identify cultural stereotypes or exaggerated views of a culture.
- I can compare some religious beliefs.
- I can classify the political beliefs of a nation in simple terms.
- I can determine which TV shows and films are popular in a given culture.

Participation in Cultural Interaction

I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.

- I can usually accept and refuse invitations in a culturally accepted way.
- I can usually offer and receive gifts in a culturally accepted way.
- I can usually request assistance in a culturally accepted way.
- I can respond when someone sneezes, toasts, or pays me a compliment in a culturally accepted way.
- I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, and agreeing when talking with others.

I can recognize and refer to elements of traditional and pop culture.

- I can refer to a historical event.
- I can describe the outcome in a recent election.
- I can talk about a hit song.
- I can mention the significance of a work of art in conversation.
- I can describe the difference between a traditional costume and a fashion trend.

I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.

- I can sometimes sense when my behavior or speech has offended someone and apologize appropriately.
- I can sometimes recognize when I have acted or spoken too informally and try to correct it.
- I can sometimes recognize when my attempt at humor is misguided.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

CULTURE



STANDARD

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

RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ <http://digital.library.pitt.edu/v/visuals/>
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts to highlight different accents
- ◇ Pinterest Alenord – curator for authentic resources
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target language
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books, fairy tales, legends, and myths

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use information from [Mapping the Nation](#) and prepare a presentation on your town as an international community. Share information with local government, schools or international visitors.
- ◇ Use information from Doctors Without Borders, daily news, TV stations in the target culture to learn about global challenges and to discuss and present relevant issues and possible solutions.
- ◇ Retrieve information from various sources about population migrations within the target culture, historical and current. Discuss your key findings.
- ◇ Discuss the diversity of the United States culture and its influence on other world cultures i.e. incorporation of language use and products (science and technology, beauty and aesthetics and contemporary life).
- ◇ Interview a native speaker about higher education options, communities and career opportunities.
- ◇ Present orally or in writing about “If you could meet a famous author or historical figure, who would it be and why.”
- ◇ Prepare a presentation about the “dos and don’t” in the professional world of the target culture. Conduct mock interviews and complete a job application.
- ◇ Create a cookbook using recipes from the target culture.
- ◇ Introduce yourself to a guest and role-play a hosting situation.
- ◇ Host a showcase of student-created cultural products and practices.
- ◇ Visit this site for more detail regarding Integrated Performance Assessment.
- ◇ Watch a movie that incorporates issues about social class and/or gender roles in the target society. Write an editorial response based on what you saw.
- ◇ Present information on culture using a format such as PhotoStory, Prezi, student-made movies and skits.
- ◇ Continue exploration of and present a product of your choice related to contemporary life in the target culture.
- ◇ Report on current events, where possible making connections between the United States and the target culture. Anticipate future events.
- ◇ Exchange letters recommending movies and music or not.
- ◇ Maintain a class blog.
- ◇ Facilitate Edmodo exchanges between classmates or students from the target culture.
- ◇ Participate in and/or attend cultural festivals, performing songs and dances.
- ◇ Participate in student exchanges.
- ◇ Create a book of authentic recipes.
- ◇ Acquire cultural information by interviewing native speakers.
- ◇ Incorporate idiomatic expressions into dialogues, skits.
- ◇ Write poems and songs.
- ◇ Read or tell jokes and watch humorous exchanges in the target language.
- ◇ Research music styles, musicians and lyrics as poetry.
- ◇ Go to a local restaurant of the target language and/or cuisine.
- ◇ Visit a local international business. Write a follow-up e-mail thanking the business for the visit and mentioning something that you learned.
- ◇ Visit a local museum and create a tour in the target language.
- ◇ Plan a multi-destination trip to a country in the target culture, including several means of transportation. Problem solve an unanticipated complication.
- ◇ Celebrate holidays as they would be celebrated in the target culture.
- ◇ Use advertisements and products to explore perspectives.
- ◇ Research and present how historical figures continue to impact society today.
- ◇ Perform traditional dances, counting time in target language and wearing traditional clothing.
- ◇ Use Vidopop, Twitter, Wechat, Voxer and other apps to communicate opinions and activities related to culture points.
- ◇ Skype with native speakers to acquire cultural information and communicate on topic.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

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.

CAN-DO STATEMENTS

I can use the target language to discuss and evaluate usage of the target language found in other subject areas such as literature, math, science, technology, or history.

I can use the target language to discuss and evaluate references to the target culture in other subject areas such as literature, math, science, technology, or history.

I can use the target language to compare and contrast topics studied in other subject areas with those in the language class.

I can use the target language to discuss and evaluate artistic expression, literary elements, and noted authors, composers, and artists from countries where the target language is spoken.

I can use the target language to discuss and evaluate political or historical figures and events that involve countries or regions where the target language is spoken.

I can use authentic target language resources (e.g., print, audio, visual) to expand and extend knowledge learned in other subject areas.

RESOURCES

- ◇ Museum Web sites (e.g., virtual tours of the Prado, the Louvre)
- ◇ Restaurant Web sites
- ◇ Realia (e.g., museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, magazines)
- ◇ Target-culture Web sites, such as hotel reservation sites and travel sites.

Figures of Speech

- ◇ <http://www.pantheon.org> – (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

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.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Students read literature excerpts and write a “book review,” analyzing literary elements and the author’s influence on the literary world.
- ◇ Students participate in Model United Nations club.
- ◇ Students role-play a news conference or press briefing about a current or historical event such as World War I, the fall of the Berlin Wall, or the bombing of Hiroshima.
- ◇ Students role-play a newscast about elections in a target-language country.
- ◇ Students create “Fakebook” profiles and blog about the merits of digital and social media.
- ◇ Students research authentic recipes and prepare food in the culinary arts lab.
- ◇ Students research authentic recipes and videotape themselves as they narrate the steps of food preparation.
- ◇ Students Skype with students in other countries and discuss the environment, ecology, health care, transportation, or technology.
- ◇ Students research authentic target language Web sites to obtain information about other subject areas such as the environment, ecology, health care, transportation, or technology. Students analyze the information and write a paper or present orally.
- ◇ Students research authentic target-language Web sites to obtain information about systems in other countries (e.g., public transportation, water purification, health care). In writing or orally, students compare and contrast these systems with those in their community.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARD

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

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

RESOURCES FOR LINGUISTIC AND CULTURAL COMPARISONS

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online.
- ◇ Advertisements taken from regional areas, such as Hong Kong, Malaysia, China, and Taiwan; television and radio; conversations between people, menus, maps, and any other listening or reading resources cited in WIII.3.
- ◇ Authentic resources as cited before (e.g., TV, movies, realia) that deal with contemporary events and issues (i.e., the Cultural Revolution).

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Student will describe, discuss, or present in the target language the differences and similarities between languages, social practices, and cultures studied with emphasis on historical and contemporary events.
- ◇ Student will compare a literal, direct, or word-by-word translation with an idiomatic translation. This skill is usually a byproduct of listening, speaking, and reading.
- ◇ Students will investigate and discuss the differences and similarities (compare and contrast) between the two cultures on such topics as historical and contemporary events.
- ◇ Initiate a pen pal, e-mail, or Skype exchange between students of different languages and cultures.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARD

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

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

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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.

CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language and target culture(s).

I can ask questions about historical events, global events, and global issues in the target language.

I can, through the use of technology or individuals associated with the target culture(s), describe cultural insights gained through real or virtual travel, Web quests, and/or field trips.

RESOURCES

- ◇ Materials/visit of embassies, government resources, travel agencies, publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data and infographics of local origins, languages, international business activities in the United States
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, and historical events
- ◇ Maps and statistics of countries, regions, and cultures
- ◇ Access and interact with infographics
- ◇ www.sil.org/about

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students record interviews with people from the target culture who have knowledge about or personal experience with contemporary events, historical events, or global issues. If interviews are not possible, students role-play the interviewing process, focusing on the below suggested topics.
- ◇ Students create multimedia presentations, integrating what they learned from one or more of the interactions from the academic year.
- ◇ Students research the below suggested topics.
- ◇ Students interact and collaborate with target language speakers about a variety of topics.
- ◇ Students experience and react to a range of cultural products (e.g., personalized business cards, Web sites).
- ◇ Students identify, examine, describe, and create replicas of important objects, images, and symbols.
- ◇ Students develop an understanding that people in other cultures might have different perspectives on contemporary events, historical events, or global issues.
- ◇ Students find authentic Web resources about one or the below suggested topics.

Suggested Topics for Investigation

- ◇ Contemporary events, historical events, and global issues, including personal reactions and opinions

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Virginia Foreign Language Standards of Learning

Modern World Languages:
Non-Roman Alphabet Languages

Level I

INTERPERSONAL COMMUNICATION



STANDARDS

- NWI.1** The student will exchange simple spoken and written information in the target language.
- NWI.2** The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.

TARGET PROFICIENCY LEVEL–NOVICE-MID

SPEAKING: Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

WRITING: Writers at the Novice-Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents and other basic biographical information such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing about well-practiced and familiar topics, using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to nonnative writers.

PERFORMANCE DESCRIPTORS–INTERPERSONAL

Novice Range	}	Expresses self in conversations about very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
Functions		Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversations.
Contexts/Content	}	Able to function in some personally relevant contexts about topics that relate to basic biographical information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type		Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.
Language Control	}	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and messages that contain familiar structures. Can control memorized language sufficiently to be appropriate to the context and be understood, with difficulty at times, by those accustomed to dealing with language learners.
Vocabulary		Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.
Communication Strategies	}	May use some or all of the following strategies to maintain communication: <ul style="list-style-type: none"> • Imitate modelled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding
Cultural Awareness		May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can communicate about very familiar topics, using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can greet and leave people in a polite way.

- I can say hello and goodbye to someone my age or younger.
- I can say hello and goodbye to my teacher, professor, or supervisor.
- I can say hello and goodbye to an adult.
- I can say hello and goodbye to a person I do not know.

I can introduce myself and others.

- I can introduce myself and provide basic personal information.
- I can introduce someone else.
- I can respond to an introduction.

I can answer questions about what I like and dislike.

- I can answer questions about what I am doing and what I did.
- I can answer questions about where I am going or where I went.
- I can answer questions about something I have learned.

I can make some simple statements in a conversation.

- I can tell someone what I am doing. I can say where I went. I can say whom I am going to see.
- I can express a positive reaction such as “Great!”
- I can ask some simple questions.
- I can ask who, what, when, and where questions.
- I can ask questions about something that I am learning.

I can communicate basic information about myself and people I know.

- I can say my name and ask someone’s name.
- I can say or write something about the members of my family and ask about someone’s family.
- I can say or write something about friends and classmates or co-workers.

I can communicate some basic information about my everyday life.

- I can give times, dates, and weather information.
- I can talk about what I eat, learn, and do.
- I can talk about places I know.
- I can ask and understand how much something costs.
- I can tell someone the time and location of a community event.

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INTERPERSONAL COMMUNICATION



STANDARDS

- NWI.1** The student will exchange simple spoken and written information in the target language.
- NWI.2** The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Resource for Grouping and Calling on Students

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random>
- ◇ <http://www.classtools.net/random-name-picker>

Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ Google Classroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYolu7v3MjCqkQrpnO3IXNllKH-DxIWbjQ/present#slide=id.i0>

Electronic Pen Pals

- ◇ <http://www.epals.com>
- ◇ <http://en-us.wespeke.com>

Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

Interpersonal Tools

- ◇ Google voice
- ◇ Voice thread <http://voicethread.com>
- ◇ Wechat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

Conversation Starters

- ◇ <http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters>
- ◇ <http://iteslj.org/questions>
- ◇ <http://www.conversationexchange.com/resources/conversation-topics.php>

Screen Capture (audio/video)

- ◇ Jing: <http://www.techsmith.com/jing.html>
- ◇ ScreenOMatic: <http://www.screencast-o-matic.com>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

Key: SP = Speaking W = Writing

- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Name in the Hat:** Students put their name into the hat when they enter the classroom and are paired randomly by the names drawn by the teacher or another student. SP
- ◇ **Fill in the Grid:** Students describe visuals and receiving students draw or illustrate what is described. SP
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Text Messaging:** Students simulate text conversations about a given topic. W
- ◇ **Discussion Forum:** Students exchange information on an assigned topic using a platform such as Edmodo or any discussion board. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands: Who am I?** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **People Bingo:** Students move around the classroom to interview and identify classmates that fit a given criteria. SP
- ◇ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◇ **Six Degrees of Separation:** Students complete personal information (e.g., likes, dislikes, family, personal characteristics, birthday) inventories. Next, they search for and find another person in the classroom with like characteristics (number determined by teacher). Then, that pair must find an additional student that has at least one common factor to complete their group. SP
- ◇ **Role-Play (e.g., basic information, weather, food):** Students act like they are in a country that speaks the target language. Working in groups, students pretend that they are meeting new friends. SP
- ◇ **Letter/E-mail Exchange:** Students exchange information in writing on topics such as family, likes, dislikes, or personal information using two different colors of ink. W
- ◇ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an ad for eBay or Craigslist to buy and sell an item. W

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARDS

- NWI.3** The student will understand basic spoken and written target language based on familiar topics in familiar contexts through a variety of media.
- NWI.4** The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.

TARGET PROFICIENCY LEVEL—NOVICE-MID

At the Novice-Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases, including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time and repetition may be required.

PERFORMANCE DESCRIPTORS—LISTENING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, viewed.

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can recognize some familiar words and phrases when I hear them spoken.



PROGRESS INDICATORS

I can understand a few courtesy phrases. For example:

- I can understand greetings.
- I can understand when people express thanks.
- I can understand when people introduce themselves.
- I can understand when someone asks for a name.

I can recognize and sometimes understand basic information in words and phrases that I have memorized. For example:

- I can understand days of the week and the hour.
- I can recognize when I hear a date.
- I can recognize some common weather expressions.

I can recognize and sometimes understand words and phrases that I have learned for specific purposes. For example:

- I can recognize the names of the planets in a science class.
- I can recognize the names of some parts of the body in a health or fitness class.

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARDS

- NWI.3** The student will understand basic spoken and written target language based on familiar topics in familiar contexts through a variety of media.
- NWI.4** The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.

RESOURCES FOR INTERPERSONAL COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, and online video and audio

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Students listen to text and identify the tone.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers and students use audio and video resources that are available through publishers and the Internet.
- ◇ Teachers use close and fill-in-the-gap activities.
- ◇ Students listen for main ideas.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Teachers use TPR activities such as "Simon says," "Caesar says," or other commands that students follow in order to show comprehension.
- ◇ Teachers emphasize the five different tones (e.g., Chinese, Vietnamese).
- ◇ Teachers and students use hand gestures to distinguish words, according to the Pinyin tone.
- ◇ Students identify the meaning of the radical and the component of a Chinese character.

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INTERPRETIVE COMMUNICATION: READING



STANDARDS

- NWI.3** The student will understand basic spoken and written target language based on familiar topics in familiar contexts through a variety of media.
- NWI.4** The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.

TARGET PROFICIENCY LEVEL—NOVICE-MID

At the Novice-Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases, including cognates and borrowed words, but rarely understand material that exceeds a single phrase. Re-reading is often required.

PERFORMANCE DESCRIPTORS—INTERPRETIVE READING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes.
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can recognize some letters or characters.
- I can understand some learned or memorized words and phrases when I read.



PROGRESS INDICATORS

I can recognize words, phrases, and characters with the help of visuals.

- I can recognize entrance and exit signs.
- I can identify family member words on a family tree.
- I can identify healthy nutritional categories.
- I can identify the simple labels on a science-related graph.

I can recognize words, phrases, and characters when I associate them with things I already know.

- I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list.
- I can identify labelled aisles in a supermarket.
- I can choose a restaurant from an online list of local eateries.
- I can identify scores from sports teams because I recognize team names and logos.
- I can identify artists, titles, and music genres from iTunes.
- I can identify the names of classes and instructors in a school schedule.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARDS

- NWI.3** The student will understand basic spoken and written target language based on familiar topics in familiar contexts through a variety of media.
- NWI.4** The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Menus, school schedules, transportation schedules, maps, signs, ads, brochures, and grocery lists

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students identify types or genres of movies, music, and print media.
- ◇ Students read a selection and answer questions.
- ◇ Students read vocabulary lists and order the words according to categories such as foods, nouns, and verbs.
- ◇ Students read descriptions about people and take on the described persona or role-play the character.
- ◇ Students read a short passage and identify the key words, phrases, and/or the meaning of the radical.
- ◇ Students identify the meaning of the radical and the component of a Chinese character.
- ◇ Students answer questions based on the resources listed above in the target language.
- ◇ Students read a selection of sentences and arrange them in thematic or chronological order.
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

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PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

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

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

TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Novice Range	{	Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	{	Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	{	Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	{	Produces words or phrases, highly practiced sentences, or formulaic questions.
Language Control	{	Produces memorized language appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	{	Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary about familiar topics.
Communication Strategies	{	May use some of all of the following strategies to communicate: <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts.
Cultural Awareness	{	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present information about myself and some other very familiar topics, using a variety of words, phrases, and memorized expressions.



PROGRESS INDICATORS

I can present information about myself and others using words and phrases.

- I can say what I look like.
- I can say what I am like.
- I can say what someone looks like.
- I can say what someone is like.

I can express my likes and dislikes, using words, phrases, and memorized expressions.

- I can say which sports I like and do not like.
- I can list my favorite free-time activities and those I do not like.
- I can state my favorite foods and drinks and those I do not like.

I can present information about familiar items in my immediate environment.

- I can talk about my house.
- I can talk about my school or where I work.
- I can talk about my room or office and what I have in it.
- I can present basic information about my community, town/city, state, or country.

I can talk about my daily activities, using words, phrases, and memorized expressions.

- I can list my classes and tell what time they start and end.
- I can name activities and their times in my daily schedule.
- I can talk about what I do on the weekends.

I can present simple information about something I learned, using words, phrases, and memorized expressions.

- I can talk about holiday celebrations based on pictures or photos.
- I can name the main cities on a map.
- I can talk about animals, colors, and foods.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

- NWI.5** The student will present information orally and in writing in the target language, using a variety of previously learned vocabulary, phrases, and structural patterns.
- NWI.6** The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, and songs.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ Voki, Google voice, Audacity, or other digital recording devices.
- ◇ Animoto, PhotoBabel, or other online video resources

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ After learning the alphabet song (or a similar song), ask students to create and present an original song, rap, or poem about the alphabet.
- ◇ Students demonstrate classroom commands.
- ◇ Students create survey questions to ask a classmate; interview the classmate; and then present what they learned about their classmate to the class.
- ◇ Students become “experts” on target language speaking countries by creating Bloom Balls about their assigned countries. Students will need a day or two in the computer lab to do research if they do not have access to computers or tablets. Students will need an additional day to create their Bloom Balls. It is strongly encouraged to have a model for the students to see prior to beginning. Click here for a suggested plan.
- ◇ Students create a conversation using memorized vocabulary from an online mind map application. Students work in pairs to create a TPRS story using memorized language chunks from class.
- ◇ http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational/MCwebsite.pdf.aspx
- ◇ Students introduce themselves using the target language.
- ◇ Students create podcasts, live action videos, or animation videos to demonstrate language learning.
- ◇ Students orally describe their family members (e.g., personality traits, likes, dislikes) to their classmates.
- ◇ Students make simple requests.
- ◇ Students ask for and provide basic directions in the target language.
- ◇ Students ask and answer questions about familiar topics such as family members, personal belongings, school and leisure activities, time, and weather.
- ◇ Students copy what the teacher says.
- ◇ Students use knowledge of syntax and sentence patterns to create original sentences with learned and new vocabulary.
- ◇ Teachers and students integrate vocabulary displayed throughout the room.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Students present rehearsed material orally about a variety of topics.
- ◇ Students begin to approximate correct intonation and pronunciation in the target language.
- ◇ Students create an original song for a specific vocabulary set.

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PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

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

TARGET PROFICIENCY LEVEL—NOVICE-LOW

Writers at the Novice-Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL WRITING

Novice Range	{	Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	{	Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	{	Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	{	Produces words or phrases, highly practiced sentences, or formulaic questions.
Language Control	{	Produces memorized language appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	{	Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary about familiar topics.
Communication Strategies	{	May use some of all of the following strategies to communicate: <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts.
Cultural Awareness	{	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can copy some familiar words, characters, or phrases.



PROGRESS INDICATORS

I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.

I can copy the letters of the alphabet.

I can copy the characters that I am learning.

I can copy a simple phrase like “Happy Birthday” or “Happy Holidays.”

I can write words and phrases that I have learned.

I can write my name, home address, and my email address.

I can write numbers such as my phone number.

I can write the date and the day of the week.

I can write the months and seasons.

I can label familiar people, places, and objects in pictures and posters.

I can label famous landmarks and people.

I can write the names of countries on a map.

I can list items I see every day.

I can label items in a room.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create survey questions to ask a classmate, then interview the classmate, then present to the class about their classmate.
- ◇ Students interview and write biographies about their classmates.
- ◇ Students create a business card in the target language.
- ◇ Teachers use the resources from the following link: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx
- ◇ Students learn how to program a keyboard or device used for the target language.
- ◇ Students create survey questions to ask their classmates about themselves.
- ◇ Students use graphic organizers to plan to write their autobiographies.
- ◇ Students use their knowledge of syntax and sentence patterns to create original sentences with learned and new vocabulary.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Students use stroke order and orthographic representation more accurately as the study of the language progresses.

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CULTURE



STANDARDS

- WI.7** The student will develop an awareness of common perspectives, practices, and products of the cultures in which the target language is spoken.
- WI.8** The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Novice-High language competencies should also demonstrate the Novice interculturality competencies.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can identify some common products and practices of cultures.
- I can identify some basic cultural beliefs and values.
- I can function at a survival level in an authentic cultural context.



PROGRESS INDICATORS

Products and Practices

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences among the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify some common habits of eating in other cultures.
- I can identify some habits of dress in other cultures.
- I can express the time and date as locals do.
- I can sometimes use the appropriate holiday greeting.

Understanding of Cultural Perspectives

I can identify some beliefs and values related to age, gender, social class, and ethnicity.

- I can sometimes discern the way people address each other differently based on age and social standing.
- I can sometimes recognize that appropriate dress is determined by cultural traditions.
- I can recognize that gender and age can determine one's role in a family, school, and the workplace.

I can identify some characteristics of national identity.

- I can identify some elements of geography that define a nation.
- I can identify symbols that represent a nation.
- I can identify the importance of some historical events through their celebration on national holidays and monuments.
- I can identify major religions of a nation.

I can identify ways in which cultures are globalized.

- I can identify some similar leisure activities across cultures.
- I can identify some similar forms of dress across cultures.
- I can identify common fast food restaurants across cultures.
- I can identify examples of common technology use across cultures.

Participation in Cultural Interaction

I can imitate some simple patterns of behavior in familiar settings across cultures.

- I can imitate appropriate greetings.
- I can recognize and imitate table manners.
- I can sometimes identify what is culturally appropriate to say when gift-giving in situations such as at a birthday party, New Year's, or a wedding.
- I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.

I can use memorized language and very basic cultural knowledge to interact with others.

- I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.
- I can understand and mention a general cultural reference such as a song, movie title, author, or composer in a conversation.
- I can play a simple board or card game with friends.

I can use memorized language and very basic knowledge of the culture to accomplish simple, routine tasks.

- I can use a city map, GPS, or signs to help me find my way.
- I can recognize and imitate how people count and use money in order to make a purchase.
- I can follow a team's win-loss record from a Web site.

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CULTURE



STANDARDS

- WI.7** The student will develop an awareness of common perspectives, practices, and products of the cultures in which the target language is spoken.
- WI.8** The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ <http://digital.library.pitt.edu/v/visuals/>
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts to highlight different accents
- ◇ Pinterest Alenord – curator for authentic resources
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target languages
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books
- ◇ [LINE Chinese-English Dictionary](#)
- ◇ Manga
- ◇ Name cards
- ◇ Examples of writing styles and writing systems
- ◇ Traditional dressing practice
- ◇ Qatar Foundation
- ◇ Fairytales, legends, and myths

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students visit an office supply Web site; shop for 10 items; compare and contrast brands and cost; and convert prices.
- ◇ Students use sample menus from the target culture to order food and drinks.
- ◇ Teachers use Integrated Performance Assessments (some elements may occur in English).
- ◇ Teachers embed aspects of culture into listening, speaking, reading, and writing skills instruction.
- ◇ Students perform traditional dances, counting time in the target language and wearing traditional clothing.
- ◇ Students create menus; write the prices in the target language’s currency; and use them in café/restaurant skits.
- ◇ Students write their daily schedules, including school and leisure activities. Students indicate similarities and differences between the U.S. and the target culture’s daily activities.
- ◇ Students introduce themselves, write, and respond to pen pals.
- ◇ Teachers showcase student-created cultural products.
- ◇ Teachers and students engage in a gallery walk of student-created, culturally relevant products.
- ◇ Students identify cognates and false cognates.
- ◇ Students explore the interrelation of the target language and English.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students participate in dialogues, group conversations, chain sentences, and skits.
- ◇ Students give information about themselves, others, practices, and products.
- ◇ Students express likes, dislikes, and preferences in presentational and interpersonal exchanges.
- ◇ Students play culturally authentic board games and outdoor games.
- ◇ Students organize and participate in fashion shows.
- ◇ Students create crafts and models.
- ◇ Students write simple poems and songs.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

NWI.9 The student will connect information about the target language and culture(s) with concepts studied in other subject areas.

CAN-DO STATEMENTS

I can recognize the use of words from the target language in other subject areas.

I can recognize connections with the target culture in other subject areas.

I can use my knowledge of history to understand the time periods and historical figures studied in the target language class.

I can use my knowledge of mathematics to manipulate numbers in the target language class.

I can use my knowledge of geography to identify the areas where the target language is spoken.

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ <http://digital.library.pitt.edu/v/visuals/>
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ www.sil.org/about
- ◇ <http://www.state.gov>
- ◇ [CIA World Factbook](#)

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

NWI.9 The student will connect information about the target language and culture(s) with concepts studied in other subject areas.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in a community with cultural connections.
- ◇ Students discuss how sports support fitness goals.
- ◇ Students create a daily class schedule.
- ◇ Students compare eating and dining habits in the U.S. and the target culture.
- ◇ Students make monetary comparisons (e.g., coins vs. paper bills, history of economic systems, governmental oversight).
- ◇ Students perform arithmetic, using the target language's numbers.
- ◇ Students create advertisements for supermarkets or boutiques.
- ◇ Students draw and label basic body parts and discuss ailments.
- ◇ Students listen to the U.S. national anthem sung in French by Louisiana Cajuns and brainstorm answers to who, what, why, where questions (e.g., what is the song; who would sing it in French; why they would sing it in French; where would they sing it in French). Students will uncover that there are American citizens whose native language is French.
- ◇ To celebrate Asian-American Heritage Month in May, students discuss Asian-American immigration patterns and contributions to American culture and civic life.
- ◇ Teachers use Google Earth to show locations and landmarks.
- ◇ Students plan a party using supermarket circulars and calculate the costs of necessary items.
- ◇ Students listen to authentic music (e.g., K-Pop, salsa, polka, classical, cabaret, flamenco) and analyze genres with respect to instruments, rhythm, tempo, and themes.

Suggested Topics for Investigation:

- ◇ Simple requests, likes/dislikes, simple greetings and salutations, farewells and expressions of courtesy, directions, and self-descriptions

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

NWI.10 The student will compare basic elements of the target language to those of English and other languages.

NWI.11 The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.

RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online
- ◇ Latin derivative and etymology dictionaries
- ◇ Advertisements, menus, maps, and other listening or reading resources as cited in WI.3 and WI.4

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ In the target language, students identify elements such as grammar, syntactical patterns, and/or usage in sentences.
- ◇ Students highlight cognates in reading selections.
- ◇ Students color code gender, number, and case in passages.
- ◇ Given visuals, students identify various parts of speech or categories such as verbs, adjectives, and nouns.
- ◇ Students identify subject and verb endings, using manipulatives or coding.
- ◇ Students discuss the tones in Chinese and determine how they will be practiced.

Writing System

- ◇ Students use correct stroke order, stroke patterns, and stroke sequence when writing Chinese characters such as a radical.
- ◇ Students paraphrase or use circumlocution when describing Chinese idioms.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

NWI.10 The student will compare basic elements of the target language to those of English and other languages.

NWI.11 The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

NWI.12 The student will use target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language and target culture(s).

I can, when scaffolded, describe in simple target language the insights I have gained about the target language and target culture(s).

I can identify examples of target language or target culture(s) in the local community and/or in the virtual world.

I can learn about target language speaking cultures through the use of technology or individuals associated with the culture(s).

I can interact with people from the target language or target culture(s).

I can ask questions about the target language and target culture(s).

I can describe cultural insights gained through real or virtual travel, Web quests, and/or field trips.

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ <http://digital.library.pitt.edu/v/visuals/>
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ www.sil.org/about
- ◇ e-pals

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

NWI.12 The student will use target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, leisure activities.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding one or more of the suggested topics (below left). Students create presentations to share their information.
- ◇ Students investigate and present their findings about professions and/or businesses in a community with cultural connections.
- ◇ Students communicate with pen pals.
- ◇ Students Skype, use Google Hangout, or iVisit with students from a partner school. If Skype is not available, students use tools such as WeVideo to create videos. Teachers send the videos partner schools. If available, class partners with another class through Teletandem or a similar program.
- ◇ Students attend cultural events in the community, as available.
- ◇ Students watch commercials from the target culture. Teachers ask students about the cultural practices, products, and perspectives presented in the commercials.
- ◇ Students watch movie trailers in the target language or from the target culture.
- ◇ Students find authentic Web resources about a topic of interest.
- ◇ Teachers contact embassies, outreach organizations, and community organizations to find guest speakers.
- ◇ Students learn about target-speaking cultures through the use of technology or individuals associated with the target culture.
- ◇ Students ask questions about the target language and cultures, to the fullest extent possible.
- ◇ Students demonstrate an interest in the target language and target culture(s).
- ◇ Students describe cultural insights gained through real or virtual travel, Web quests, and field trips.

Suggested Topics for Investigation:

- ◇ People, things, plans, events, feelings, emotions, geographic directions, location

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

Virginia Foreign Language Standards of Learning

Modern World Languages:
Non-Roman-Alphabet Language

Level II

INTERPERSONAL COMMUNICATION



STANDARDS

- NWII.1** The student will exchange spoken and written information and ideas in the target language.
- NWII.2** The student will initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases and sentences.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

SPEAKING: Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutors. Their language consists of short and sometimes incomplete sentences in the present tense, and they may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by their first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences but will not be able to sustain sentence-level discourse.

WRITING: Writers at the Novice-High sublevel meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers recombine learned vocabulary and structures to create simple sentences about familiar topics but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives but gaps in comprehension may occur.

PERFORMANCE DESCRIPTORS—COMMUNICATION

Novice Range	}	Expresses self in conversations about very familiar topics, using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
Functions		Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.
Contexts/Content	}	Able to function in some personally relevant contexts about topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and the immediate environment.
Text Type		Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.
Language Control	}	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and messages that contain familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood, with difficulty at times, by those accustomed to dealing with language learners.
Vocabulary		Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.
Communication Strategies	}	May use some or all of the following strategies to maintain communication: <ul style="list-style-type: none"> • Imitate modelled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding
Cultural Awareness		May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues, indicating miscommunication.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can communicate and exchange information about familiar topics, using phrases and simple sentences and sometimes supported by memorized language.

I can usually handle short social interactions in everyday situations by asking and answering simple questions.



PROGRESS INDICATORS

I can exchange some personal information.

- I can ask and say a home address and e-mail address.
- I can ask and say someone's nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or co-workers.

I can exchange information using texts, graphs, or pictures.

- I can ask about and identify familiar things in a picture from a story.
- I can ask about and identify important information about the weather using a map.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.

I can ask for and give simple directions.

- I can ask for directions to a place.
- I can tell someone how to get from one place to another such as go straight, turn left, or turn right.
- I can tell someone where something is located such as next to, across from, or in the middle of.

I can make plans with others.

- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.
- I can exchange information about where to go such as to the store, the movie theatre, a concert, a restaurant, or the lab and when to meet.

I can interact with others in everyday situations.

- I can order a meal.
- I can make a purchase.
- I can buy a ticket.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPERSONAL COMMUNICATION



STANDARDS

NWII.1 The student will exchange spoken and written information and ideas in the target language.

NWII.2 The student will initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases and sentences.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Resources for Grouping and Calling on Students

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random>
- ◇ <http://www.classtools.net/random-name-picker>

Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ Google Classroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYolu7v3MjCqkQrpnO3IXNlIkH-DxIWbjQ/present#slide=id.i0>

Electronic Pen Pals

- ◇ <http://www.epals.com>
- ◇ <http://en-us.wespeke.com>

Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

Interpersonal Tools

- ◇ Google Voice
- ◇ Voice thread: <http://voicethread.com>
- ◇ Wechat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

Conversation Starters

- ◇ <http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters>
- ◇ <http://iteslj.org/questions>
- ◇ <http://www.conversationexchange.com/resources/conversation-topics.php>

Screen Capture (audio/video)

- ◇ Jing: <http://www.techsmith.com/jing.html>
- ◇ ScreenOMatic: <http://www.screencast-o-matic.com>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

Key: SP = Speaking W = Writing

- ◇ **Role-Play (e.g., basic information, weather, food):** Students act like they are in a country that speaks the target language. Working in groups, students pretend that they are meeting new friends. SP
- ◇ **Letter/Email Exchange:** Students exchange information in writing on topics such as family, likes, dislikes, or personal information using two different colors of ink. W
- ◇ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an ad for eBay or Craigslist to buy and sell an item. W
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Fill in the Grid:** Students describe visuals and receiving students draw or illustrate what is described. SP
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. S
- ◇ **Text Messaging:** Students simulate text conversations about a given topic. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands: Who am I?** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **People Bingo:** Students move around the classroom to interview and identify classmates that fit a given criteria. SP
- ◇ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◇ **Six Degrees of Separation:** Students complete personal information (e.g., likes, dislikes, family, personal characteristics, birthday) inventories. Next, they search for and find another person in the classroom with like characteristics (number determined by teacher). Then, that pair must find an additional student that has at least one common factor to complete their group. SP

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARDS

NWII.3 The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.

NWII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language with familiar vocabulary.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

PERFORMANCE DESCRIPTORS—LISTENING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists to phrases to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, viewed.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can often understand words, phrases, and simple sentences related to everyday life.

I can recognize pieces of information and sometimes understand the main topic of what is being said.



PROGRESS INDICATORS

I can sometimes understand simple questions or statements about familiar topics.

I can recognize the difference between a question and a statement.

I can sometimes understand questions about how old I am; where I live; and what I do in my free time.

I can sometimes understand questions or statements about family.

I can sometimes understand questions or statements about my friends and classmates or workmates.

I can understand simple information when presented with pictures and graphs.

I can understand some facts about the weather when weather symbols are used.

I can understand when someone describes physical descriptions from a photo or an art work.

I can follow along with simple arithmetic problems when I can see the figures.

I can sometimes understand the main topic of conversations that I overhear.

I can sometimes understand if people are referring to me.

I can sometimes understand if people are talking about their homes or asking for directions.

I can sometimes understand a simple transaction between a customer and a sales clerk.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARDS

- NWII.3** The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
- NWII.4** The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language with familiar vocabulary.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, and online video and audio

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to the teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Students classify, categorize, compare, contrast, predict, recommend, advise, or evaluate when completing listening and/or viewing activities, using weather reports, traffic or travel advisories, tourist advertisements, holiday or cultural practices, to demonstrate their comprehension. For example, students view weather reports and make recommendations about the type of clothing to wear.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Students listen to or read questions and then select the appropriate responses from a list of possibilities.
- ◇ Students listen to authentic newscasts or commercials and identify main ideas, topics, or themes.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARDS

- NWII.3** The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
- NWII.4** The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language with familiar vocabulary.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, road maps, and street signs. Readers at the Novice-High sublevel are typically able to derive meaning from short, noncomplex texts that convey basic information for which there is contextual or extralinguistic support.

PERFORMANCE DESCRIPTORS—INTERPRETIVE READING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists to phrases to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, and viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

I can sometimes understand the main idea of what I have read.



PROGRESS INDICATORS

- I can usually understand short simple messages about familiar topics.**
- I can understand basic, familiar information from an ad.
 - I can sometimes identify the purpose of a brochure.
 - I can identify information from a movie brochure or poster.
 - I can understand simple information in a text message from a friend.
- I can sometimes understand short, simple descriptions with the help of pictures or graphs.**
- I can understand simple captions under photos.
 - I can understand very basic information from a real estate ad.
 - I can understand Web site descriptions of clothing items to make an appropriate purchase.
 - I can identify the categories on a graph.
- I can sometimes understand the main idea of published materials.**
- I can distinguish a birthday wish from a note expressing thanks.
 - I can identify destinations and major attractions on a travel brochure.
 - I can locate places on city maps.
- I can understand simple, everyday notices in public places about topics that are familiar to me.**
- I can understand a simple public transportation schedule.
 - I can locate notices about where to park.
 - I can understand notices that tell of street or metro closings.
 - I can understand a store's hours of operation.
 - I can read the labels on a recycling bin.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARDS

- NWII.3** The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
- NWII.4** The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language with familiar vocabulary.

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Menus, school schedules, transportation schedules, maps, signs, ads, brochures, and grocery lists

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to a city and have students answer interactive questions and address challenges. For example, is the metro open; what does the schedule say; or what time are the guided tours at a museum?
- ◇ Students read a selection and answer questions get clues for a treasure or scavenger hunt.
- ◇ Students read a selection and restate the order of events.
- ◇ Students read descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students read a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

NWII.5 The student will present information orally and in writing in the target language, using previously learned language in simple sentences and paragraphs.

NWII.6 The student will present in the target language rehearsed and unrehearsed material, such as skits, short narratives, and songs that reflect the target culture.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Speakers at the Novice-High sublevel are able to handle tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They are able to successfully manage uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture such as basic personal information; basic objects; and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Novice Range	}	Communicates information about very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions		Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	}	Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type		Produces words and phrases and highly practiced sentences or formulaic questions.
Language Control	}	Produces memorized language appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary		Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary about familiar topics.
Communication Strategies	}	May use some of all of the following strategies to communicate: <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts
Cultural Awareness		May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutors. Their language consists primarily of short and sometimes incomplete sentences in the present tense, and they may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by their first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences but will not be able to sustain sentence-level discourse.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present basic information about familiar topics, using language I have practiced using phrases and simple sentences.



PROGRESS INDICATORS

I can present information about my life, using phrases and simple sentences.

- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.

I can tell about a familiar experience or event, using phrases and simple sentences.

- I can tell what I do in class or at work.
- I can tell about what I do during the weekend.
- I can tell about what happens after school or work.

I can present basic information about a familiar person, place, or thing, using phrases and simple sentences.

- I can describe a useful Web site.
- I can talk about my favorite musical group, actor, or author.
- I can describe a landmark, vacation location, or a place I visit.
- I can talk about a famous person from history.

I can present information about others, using phrases and simple sentences.

- I can talk about others' likes and dislikes.
- I can talk about others' free-time activities.
- I can give basic biographical information about others.

I can give basic instructions on how to make or do something, using phrases and simple sentences.

- I can tell how to prepare something simple to eat.
- I can describe a simple routine such as getting lunch in the cafeteria.
- I can give simple directions to a location or to an online resource.

I can present basic information about things I have learned, using phrases and simple sentences.

- I can describe a simple process like a science experiment.
- I can present a topic from a lesson based on pictures or photos.
- I can present information about something I learned in a class or at work.
- I can present information about something I learned in the community.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

NWII.5 The student will present information orally and in writing in the target language, using previously learned language in simple sentences and paragraphs.

NWII.6 The student will present in the target language rehearsed and unrehearsed material, such as skits, short narratives, and songs that reflect the target culture.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ www.voki.com
- ◇ Puppet Pals App
- ◇ www.google.com/slides
- ◇ Audacity

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students retell a story after watching, listening to, or reading a short story or legendary tale. Students give the story or tale an alternate ending.
- ◇ Students role-play using previously learned chunks of language.
- ◇ Students recite a story/poem/rhyme from the target language. Students explain what the text means to them.
- ◇ When provided with a visual, students describe a house scene, including family members' actions.
- ◇ Students describe what is happening in a culturally authentic scene.
- ◇ Students study a culturally authentic artifact from the target culture and use simple language to describe how it is used.
- ◇ Students create and present multimedia presentations about daily routines, plans, or other topics of interest.
- ◇ Students tell a story with a provided sequence of pictures.
- ◇ Teachers create and add to a word wall that displays useful vocabulary and transition words.
- ◇ Students keep simple journals and use the information recorded in their journals to prepare unrehearsed presentations about daily routines and recent activities.
- ◇ Students play add-a-line. One student is the recorder and writes/types each sentence. A student begins to tell a story by providing the first sentence. Teachers ask the rest of the class to provide additional sentences. To add variation, students revisit the story the next day and add additional details, or students use the sentences created as starting points for multimedia presentations.
- ◇ Students restate what a presenter said, using their own words (good practice for summarizing a position).
- ◇ Students sequence sentences from an authentic children's song or poem.
- ◇ Students use collaborative conversation starters to develop their listening and speaking skills.
- ◇ Teachers actively practice question-and-answer strategies throughout the year.
- ◇ Students demonstrate their "voice" in the target language.
- ◇ Students practice culturally authentic gestures and mannerisms before giving presentations.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

NWII.5 The student will present information orally and in writing in the target language, using previously learned language in simple sentences and paragraphs.

NWII.6 The student will present in the target language rehearsed and unrehearsed material, such as skits, short narratives, and songs that reflect the target culture.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Writers at the Novice-High sublevel are able to meet limited basic practical writing needs, using lists, short messages, postcards, and simple notes. They express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers recombine learned vocabulary and structures to create simple sentences about very familiar topics but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives but gaps in comprehension may occur.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL WRITING

Novice Range	{	Communicates information about very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	{	Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	{	Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	{	Produces words and phrases and highly practiced sentences or formulaic questions.
Language Control	{	Produces memorized language appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	{	Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary about familiar topics.
Communication Strategies	{	May use some of all of the following strategies to communicate: <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts
Cultural Awareness	{	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write short messages and notes about familiar topics related to everyday life.



PROGRESS INDICATORS

I can write information about my daily life in a letter, blog, discussion board, or email message.

- I can introduce myself.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.

I can write short notes, using phrases and simple sentences.

- I can write a postcard message.
- I can write a special occasion message such as a birthday or congratulatory note.
- I can write a short announcement, invitation, or thank you note.

I can write about a familiar experience or event, using practiced material.

- I can write what I do in class or at work.
- I can write what happens after school or during the weekend.
- I can write about a Web site, a field trip, or an activity in which I participated.

I can write basic information about things I have learned.

- I can write up a simple process such as a science experiment.
- I can write about a topic from a lesson, using pictures or photos.
- I can write about something I learned online, in a class, at work, or in the community.

I can ask for information in writing.

- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.
- I can request an application for a job, membership in a club, or admission to a school or program.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

NWII.5 The student will present information orally and in writing in the target language, using previously learned language in simple sentences and paragraphs.

NWII.6 The student will present in the target language rehearsed and unrehearsed material, such as skits, short narratives, and songs that reflect the target culture.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: WRITING

- ◇ PowerPoint
- ◇ Prezi

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create written directions to places of interest when provided with a map.
- ◇ Students retell a story or write a journal entry after watching, listening, or reading a short story, legend, or fairy tale.
- ◇ Students list some popular activities in a specific country.
- ◇ Students create shopping lists.
- ◇ Students take notes on something they hear or have heard such as a phone message.
- ◇ Students write a list of key words or simple sentences when provided with a sequence of pictures.
- ◇ When provided with a visual, students write a list that describes the scene of a house or office and identify what the people are doing in present tense.
- ◇ Students write a letter of introduction to a host family.
- ◇ When provided with a visual template, students create a Web site for five places of interest and present basic information such as where, hours of operation, and admission costs.
- ◇ Students write stories in their own words when provided with sequences of pictures.
- ◇ When provided with visuals, students write written descriptions of house scenes, including family members' actions.
- ◇ Students study culturally authentic artifacts from the target culture and write paragraph descriptions about the main ideas.
- ◇ Students prepare basic brochures about common cultural products such as a labelled layout of a typical house, pastimes, sports, and popular foods.
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Teachers actively teach new words and cognates every week. Students “play” with the target language by creating sentences in pairs.
- ◇ Teachers incorporate strategies from readwritethink.org into their instruction.
- ◇ Students begin to use Creating Independence through Student-owned Strategies (CRISS) to expand reading and writing skills.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

CULTURE



STANDARD

NWII.7 The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied.

TARGET PROFICIENCY LEVEL—NOVICE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Novice-High language competencies should also be demonstrating the Novice level interculturality competencies.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can identify some common products and practices of cultures.
- I can identify some basic cultural beliefs and values.
- I can function at a survival level in an authentic cultural context.



PROGRESS INDICATORS

Products and Practices

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences between the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify some common habits of eating in other cultures.
- I can identify some habits of dress in other cultures.
- I can express the time and date as locals do.
- I can sometimes use the appropriate holiday greeting.

Understanding of Cultural Perspectives

I can identify some beliefs and values related to age, gender, social class, and ethnicity.

- I can sometimes tell the way people address each other differently based on age and social standing.
- I can sometimes recognize that appropriate dress is determined by cultural traditions.

I can recognize that gender and age can determine one's role in a family, school, and the workplace.

I can identify some characteristics of national identity.

- I can identify some elements of geography that define a nation.
- I can identify symbols that represent a nation.
- I can identify the importance of some historical events through their celebration on national holidays and monuments.
- I can identify major religions of a nation.

I can identify ways in which cultures are globalized.

- I can identify some similar leisure activities across cultures.
- I can identify some similar forms of dress across cultures.
- I can identify common fast food restaurants across cultures.
- I can identify examples of common technology use across cultures.

Participation in Cultural Interaction

I can imitate some simple patterns of behavior in familiar settings across cultures.

- I can imitate appropriate greetings.
- I can recognize and imitate table manners.
- I can sometimes identify what is culturally appropriate to say when gift-giving in situations such as at a birthday party, New Year's, or a wedding.
- I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.

I can use memorized language and very basic cultural knowledge to interact with others.

- I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.
- I can understand and mention a general cultural reference such as a song or movie title, author or composer in a conversation.
- I can play a simple board or card game with friends.

I can use memorized language and very basic knowledge of the culture to accomplish simple, routine tasks.

- I can use a city map, GPS, or signs to help me find my way.
- I can recognize and imitate how people count and use money in order to make a purchase.
- I can follow a team's win-loss record from a Web site.

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CULTURE



STANDARD

NWII.7 The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [Images.library.pitt.edu/v/visuals](https://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts to highlight different accents
- ◇ Pinterest Alenord – curator for authentic resources
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target language
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books
- ◇ [LINE Chinese-English Dictionary](#)
- ◇ Manga
- ◇ Name cards
- ◇ Examples of writing styles and writing systems
- ◇ Traditional dressing practice
- ◇ Qatar Foundation
- ◇ Fairytales, legends, and myths

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students visit an office supply Web site; shop for 10 items; compare and contrast brands and cost; and convert prices.
- ◇ Students use sample menus from the target culture to order food and drinks.
- ◇ Teachers use Integrated Performance Assessments (some elements may occur in English).
- ◇ Teachers embed aspects of culture into listening, speaking, reading, and writing skills instruction.
- ◇ Students perform traditional dances, counting time in the target language and wearing traditional clothing.
- ◇ Students create menus; write prices in the target language’s currency; and use them in café/restaurant skits.
- ◇ Students write their daily schedules, including school and leisure activities. Students indicate similarities and differences between the U.S. and the target culture.
- ◇ Students introduce themselves, write, and respond to pen pals.
- ◇ Students showcase student-created cultural products.
- ◇ Students engage in a gallery walk of student-created, culturally relevant products.
- ◇ Students identify cognates and false cognates.
- ◇ Students explore the interrelation of the target language and English.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students participate in dialogues, group conversations, chain sentences, and skits.
- ◇ Students give information about themselves, others, practices, and products.
- ◇ Students express likes, dislikes, and preferences in presentational and interpersonal exchanges.
- ◇ Students play culturally authentic board games and outdoor games.
- ◇ Students organize and participate in fashion shows.
- ◇ Students create crafts and models.
- ◇ Students write simple poems and songs.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

NWII.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.

CAN-DO STATEMENTS

I can give examples of how the target language and culture have influenced other subject areas such as dance, music, art, math, history, science, and the social sciences.

I can compare information learned in other subject areas with topics discussed in my world language class. For example, I can use my knowledge of history to understand the time periods and historical figures studied in the target language class.

RESOURCES

- ◇ Virtual tours of museums (e.g., the Prado, the Louvre), Rome, and Pompeii; literature anthologies; videos of folkloric dancing; CD compilations of music; and maps (e.g., Google Earth)
- ◇ Web sites of restaurants
- ◇ Realia such as museum brochures, menus, advertisements, student class schedules, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, and magazines
- ◇ Target-culture Web sites such as hotel reservation sites and travel sites

Figures of Speech

- ◇ <http://www.pantheon.org> – (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

NWII.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.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Teachers collaborate with other subject matter instructors to create thematic units or minilessons.
- ◇ Students plan, perform, and narrate a fashion show.
- ◇ Students write and perform skits of a doctor's office visit.
- ◇ Students create advertisements for a supermarket or a boutique.
- ◇ Students tour local art museums (e.g., Virginia Museum of Fine Arts in Richmond, Chrysler Museum of Art in Norfolk, the Smithsonian's museums of Asian art in Washington, D.C.) and relate their knowledge of art, geography, history, and language to topics presented in the target language class.
- ◇ Students research the number of Nobel prize winners in the target language and culture and discuss the winners' influences on their fields.
- ◇ Teachers introduce students to the Père-Lachaise Cemetery or any cemetery where famous individuals from the target culture are buried via virtual tour. One student gives directions to the grave of a famous composer, musician, or author that has been discussed in class. A classmate navigates the Web site based on the directions given.
- ◇ Students visit the Yorktown Battlefield site and/or attend the annual Yorktown Parade and discuss the French influence on the Revolutionary War.
- ◇ Students tour the Holocaust Museum and discuss the Holocaust's impact on the modern German government.
- ◇ Students plan a trip to a historic landmark and explain its significance.
- ◇ Student study Chinese calligraphy and brush painting and discuss its relation to the writing system and history of art.

Suggested Topics for Investigation

- ◇ Time
- ◇ Weather
- ◇ Simple requests
- ◇ Likes/dislikes
- ◇ Simple greetings, salutations, farewells, and expressions of courtesy
- ◇ Self (e.g., personal belongings, family, leisure and sports)

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- NWII.9** The student will compare and contrast elements of the target language with those of English and other languages.
- NWII.10** The student will demonstrate understanding of similarities and differences between the culture(s) studied and those of the United States.

RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online
- ◇ Advertisements, menus, maps, and other listening or reading resources as cited in WII.3 and WII.4

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ In the target language, students identify elements such as grammar, syntactical patterns, and/or usage in sentences.
- ◇ In the target language, students describe, discuss, or present the differences and similarities between languages, and social practices from the target cultures studied.
- ◇ Students highlight cognates, radicals, patterns, word order, and questions vs. statements or commands in reading selections.
- ◇ Given visuals, students identify various parts of speech or categories such as verbs, adjectives, and nouns, conjunctions, and measure words, using context and linguistic clues such as tense markers to determine the time frame.
- ◇ Students identify subject and verb endings, using manipulatives or coding.
- ◇ Students describe the differences and similarities between the two cultures on such topics as geography, food, clothing, dwellings, recreation, art, transportation, social practices, school, daily life, family, and/or life passages.
- ◇ Students initiate pen pal, e-mail pal, or Skype pal exchanges between students who speak different languages and are from different cultures.
- ◇ Students partner with a class in the target language country. Each class researches and describes a cultural topic related to the target culture as mentioned in the standards of learning. Students share their research with the partner school for verification and discussion.
- ◇ Students continue to develop a deeper understanding of the writing patterns of Chinese characters such as a radical.
- ◇ Students paraphrase or use circumlocution when describing Chinese idioms.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- NWII.9** The student will compare and contrast elements of the target language with those of English and other languages.
- NWII.10** The student will demonstrate understanding of similarities and differences between the culture(s) studied and those of the United States.

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARDS

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

CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language and target culture(s).

I can, when scaffolded, describe in simple target language the insights I have gained about the target language and target culture(s).

I can identify examples of target language or target culture(s) in the local community and/or in the virtual world.

I can learn about target language-speaking cultures through the use of technology or individuals associated with the target culture(s).

I can interact with people from the target language/culture(s).

I can ask questions about the target-language and target-language-speaking cultures, to the extent possible.

I can describe cultural insights gained through real or virtual travel, Web quests and/or field trips.

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ www.sil.org/about

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARDS

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Students communicate with pen pals about the suggested topics below.
- ◇ Students Skype with a partner school, discussing the suggested topics below. If Skyping is not available, students use tools such as WeVideo to create videos and send them to the partner school.
- ◇ Students attend cultural events in the community, as available.
- ◇ Students watch commercials from the target culture and answer questions about cultural perspectives, products, and practices.
- ◇ Students watch movie trailers from different target language cultures.
- ◇ Students find authentic Web resources about a topic of interest.
- ◇ Teachers contact embassies, outreach organizations, and community organizations to find guest speakers.
- ◇ Students learn about target culture(s) through the use of technology or individuals associated with the target culture(s).
- ◇ Students ask questions about the target language and cultures.
- ◇ Students demonstrate an interest in target language and cultures.
- ◇ Students describe cultural insights gained through real or virtual travel, Web quests, and field trips.

Suggested Topics for Investigation:

- ◇ People, things, plans, events, feelings, emotions, geographic directions (i.e., asking for directions), and locations

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Virginia Foreign Language Standards of Learning

Modern World Languages:
Non-Roman Alphabet Language

Level III

INTERPERSONAL COMMUNICATION



STANDARDS

NWIII.1 The student will engage in original oral and written communications based on familiar topics in the target language.

NWIII.2 The student will initiate, sustain, and close oral and written exchanges in the target language using familiar vocabulary and structures.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

SPEAKING: Speakers at the Novice-High sublevel handle tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They are able to manage uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutors. Their language consists of short and sometimes incomplete sentences in the present and may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in

intelligible sentences, but will not be able to sustain sentence-level discourse.

WRITING: Writers at the Novice-High sublevel meet limited basic practical writing needs, using lists, short messages, postcards, and simple notes. They express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers recombine learned vocabulary and structures to create simple sentences about familiar topics but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives, but gaps in comprehension may occur.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can communicate and exchange information about familiar topics, using phrases and simple sentences, sometimes supported by memorized language.

I can usually handle short social interactions in everyday situations by asking and answering simple questions.

PERFORMANCE DESCRIPTORS—COMMUNICATION

Novice Range	}	Expresses self in conversations about very familiar topics, using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
Functions		Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.
Contexts/Content	}	Able to function in some personally relevant contexts about topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and the immediate environment.
Text Type		Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.
Language Control	}	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however, at times with difficulty.
Vocabulary		Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.
Communication Strategies	}	May use some or all of the following strategies to maintain communication: <ul style="list-style-type: none"> • Imitate modelled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding
Cultural Awareness		May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

PROGRESS INDICATORS

I can exchange some personal information.

I can ask and say a home address and e-mail address.

I can ask and say someone's nationality.

I can ask and talk about family members and their characteristics.

I can ask and talk about friends, classmates, teachers, or co-workers.

I can exchange information, using texts, graphs, or pictures.

I can ask about and identify familiar things in a picture from a story.

I can ask about and identify important information about the weather, using a map.

I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.

I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.

I can ask for and give simple directions.

I can ask for directions to a place.

I can tell someone how to get from one place to another such as go straight, turn left, or turn right.

I can tell someone where something is located such as next to, across from, or in the middle of.

I can make plans with others.

I can accept or reject an invitation to do something or go somewhere.

I can invite and make plans with someone to do something or go somewhere.

I can exchange information about where to go such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.

I can interact with others in everyday situations.

I can order a meal.

I can make a purchase.

I can buy a ticket.

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INTERPERSONAL COMMUNICATION



STANDARDS

NWIII.1 The student will engage in original oral and written communications based on familiar topics in the target language.

NWIII.2 The student will initiate, sustain, and close oral and written exchanges in the target language using familiar vocabulary and structures.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Resource for Grouping and Calling on Students

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random>
- ◇ <http://www.classtools.net/random-name-picker>

Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ GoogleClassroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYolu7v3MjcqkQrpnO3IXNllkH-DxIWbjQ/present#slide=id.i0>

Electronic Pen Pals

- ◇ <http://www.epals.com>
- ◇ <http://en-us.wespeke.com>

Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

Interpersonal Tools

- ◇ Google Voice
- ◇ Voice thread <http://voicethread.com>
- ◇ Wechat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

Conversation Starters

- ◇ <http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters>
- ◇ <http://iteslj.org/questions>
- ◇ <http://www.conversationexchange.com/resources/conversation-topics.php>

Screen Capture (audio/video)

- ◇ Jing: <http://www.techsmith.com/jing.html>
- ◇ ScreenOMatic: <http://www.screencast-o-matic.com>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

Key: SP = Speaking; W = Writing

- ◇ **Event Planning Role-Play (e.g., party, trip, date):** Students discuss and plan the details of an event such as time, location, weather, setting, food, occasion, clothing to wear, music, and decorations of the assigned event via simulated live chat or e-mail. SP/W
- ◇ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an ad for eBay or Craigslist to buy and sell an item. W
- ◇ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **Student Mentor:** Students simulate the roles of student mentors and new foreign students. Mentors are tasked with helping new students assimilate and adapt to a new school and educational system. SP
- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Can You Imagine?:** Students work in pairs. Student A is at the scene of an accident and student B is at another location. Student A and B text questions and answers, describing and discussing the events and details of the accident. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands – Who am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◇ **Gallery Walk:** Students conduct a gallery walk commenting orally and in writing on a variety of topics. SP
- ◇ **Geocoaching:** Students are paired. Student A leaves the classroom to a pre-assigned location. Student B uses his/her personal device and a platform such as Edmodo or GoogleDocs to direct Student A to another location. Upon arrival, Student A must report his or her location and request further instructions. This interpersonal communication continues until Student A returns to the classroom. SP/W
- ◇ **Where am I?:** Students work in pairs. Student A is in the classroom and Student B is at another location in the school. Students text questions and answers describing and discussing the location. SP/W
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

NWIII.3 The student will understand spoken and written target language presented through a variety of media based on new topics in familiar contexts.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

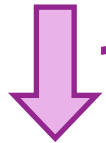
PERFORMANCE DESCRIPTORS—LISTENING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, or viewed.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can often understand words, phrases, and simple sentences related to everyday life.

I can recognize pieces of information and sometimes understand the main topic of what is being said.



PROGRESS INDICATORS

I can sometimes understand simple questions or statements about familiar topics.

I can recognize the difference between a question and a statement.

I can sometimes understand questions about how old I am, where I live, and what I do in my free time.

I can sometimes understand questions or statements about family.

I can sometimes understand questions or statements about my friends and classmates or workmates.

I can sometimes understand the main topic of conversations that I overhear.

I can sometimes understand if people are referring to me.

I can sometimes understand if people are talking about their homes or asking for directions.

I can sometimes understand a simple transaction between a customer and a sales clerk.

I can understand simple information when presented with pictures and graphs.

I can understand some facts about the weather when weather symbols are used.

I can understand when someone describes physical descriptions from a photo or an art work.

I can follow along with simple arithmetic problems when I can see the figures.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

NWIII.3 The student will understand spoken and written target language presented through a variety of media based on new topics in familiar contexts.

RESOURCES FOR INTERPERSONAL COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, voice messages, announcements, advertisements, and online video and audio, especially those that represent various regional dialects

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students listen to a target language audio/video source and, in the target language, write down the main ideas; identify key words; follow instructions and directions; respond to commands; select from a list; draw an illustration; or answer basic questions to demonstrate their comprehension.
- ◇ Students place a series of pictures in order according to the teacher's oral directions. Trace a route on a map or maze, based on the directions given.
- ◇ Students classify, categorize, compare, contrast, predict, recommend, advise, or evaluate when completing listening and/or viewing activities, using weather reports, traffic or travel advisories, tourist advertisements, holiday or cultural practices, to demonstrate their comprehension. For example, students view weather reports and make recommendations about the type of clothing to wear.
- ◇ Teachers provide instruction in the target language with the use of prompts, gestures, visual aids, and facial expressions to support listening comprehension.
- ◇ Teachers use cloze and fill-in-the-gap activities.
- ◇ Students listen for main ideas in various types of texts such as simple stories or short descriptive text comprised of connected sentences and paragraph-like discourse.
- ◇ Teachers provide guiding questions before listening activities.
- ◇ Students listen to or read questions and then select the appropriate responses from a list of possibilities.
- ◇ Students listen to authentic newscasts or commercials and identify main ideas, topics, or themes.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARD

NWIII.3 The student will understand spoken and written target language presented through a variety of media based on new topics in familiar contexts.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice-High sublevel are typically able to derive meaning from short, noncomplex texts that convey basic information for which there is contextual or extralinguistic support.

PERFORMANCE DESCRIPTORS—READING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, or viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

I can sometimes understand the main idea of what I have read.



PROGRESS INDICATORS

I can usually understand short simple messages about familiar topics.

- I can understand basic familiar information from an ad.
- I can sometimes identify the purpose of a brochure.
- I can identify information from a movie brochure or poster.
- I can understand simple information in a text message from a friend.

I can sometimes understand short, simple descriptions with the help of pictures or graphs.

- I can understand simple captions under photos.
- I can understand very basic information from a real estate ad.
- I can understand Web site descriptions of clothing items to make an appropriate purchase.
- I can identify the categories on a graph.

I can sometimes understand the main idea of published materials.

- I can distinguish a birthday wish from a note expressing thanks.
- I can identify destinations and major attractions on a travel brochure.
- I can locate places on city maps.

I can understand simple everyday notices in public places about topics that are familiar to me.

- I can understand a simple public transportation schedule.
- I can locate notices about where to park.
- I can understand notices that tell of street or metro closings.
- I can understand a store's hours of operation.
- I can read the labels on a recycling bin.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARD

NWIII.3 The student will understand spoken and written target language presented through a variety of media based on new topics in familiar contexts.

RESOURCES FOR INTERPERSONAL COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ School schedules, transportation schedules, maps, signs, ads, brochures, grocery lists, text messages, photo captions, online catalogs, online shopping Web sites, graphs, social media pages, text messages, e-pals, invitations, customs forms, hotel registrations, simple stories, and routine correspondence

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to a city and have students answer interactive questions and address challenges. For example, is the metro open; what does the schedule say; or what time are the guided tours at a museum?
- ◇ Students read a simple selection and answer questions get clues for a treasure or scavenger hunt.
- ◇ Students read a simple selection and restate the order of events.
- ◇ Students read simple descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students read a short, simple passage and answer questions about, dramatize, and reorder the passage if it is out of sequence.
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

NWIII.4 The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.

NWIII.5 The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Speakers at the Novice-High sublevel handle tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They manage successfully uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs.

Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and

sometimes incomplete sentences in the present, and may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Novice Range	{ Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	{ Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	{ Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	{ Produces words and phrases and highly practiced sentences or formulaic questions.
Language Control	{ Produces memorized language appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	{ Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.
Communication Strategies	{ May use some of all of the following strategies to communicate: <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts
Cultural Awareness	{ May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present basic information about familiar topics, using language I have practiced using phrases and simple sentences.



PROGRESS INDICATORS

- I can present information about my life, using phrases and simple sentences.**
 - I can describe my family and friends.
 - I can describe my school.
 - I can describe where I work and what I do.
- I can tell about a familiar experience or event, using phrases and simple sentences.**
 - I can tell what I do in class or at work.
 - I can tell about what I do during the weekend.
 - I can tell about what happens after school or work.
- I can present basic information about a familiar person, place, or thing, using phrases and simple sentences.**
 - I can describe a useful Web site.
 - I can talk about my favorite musical group, actor, or author.
 - I can describe a landmark, vacation location, or a place I visit.
 - I can talk about a famous person from history.
- I can present information about others, using phrases and simple sentences.**
 - I can talk about others' likes and dislikes.
 - I can talk about others' free-time activities.
 - I can give basic biographical information about others.
- I can give basic instructions on how to make or do something, using phrases and simple sentences.**
 - I can tell how to prepare something simple to eat.
 - I can describe a simple routine, like getting lunch in the cafeteria.
 - I can give simple directions to a nearby location or to an online resource.
- I can present basic information about things I have learned, using phrases and simple sentences.**
 - I can describe a simple process like a science experiment.
 - I can present a topic from a lesson based on pictures or photos.
 - I can present information about something I learned in a class or at work.
 - I can present information about something I learned in the community.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

NWIII.4 The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.

NWIII.5 The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students demonstrate classroom commands.
- ◇ Students create survey questions; interview their classmates; and present their findings to the class.
- ◇ At the beginning of the year, students create “Fakebook” pages in the target language.
- ◇ Students describe, with increasing vocabulary, main ideas after watching, listening to, or reading a short story, legend, or fairy tale.
- ◇ When provided with a visual, students talk, with increasing vocabulary, about animals, colors, sports, or historical figures.
- ◇ Students recite a short rhyme from the target language.
- ◇ When provided with a visual, students describe, with increased vocabulary, a house or office scene, including family members’ actions.
- ◇ Students study a culturally authentic artifact from the target culture and orally describe the main idea with supporting details.
- ◇ Teachers designate each student in the class to become an expert on a country/region that uses the target language by doing a Bloom Ball on assigned regions. Students need one-to-two days in a computer lab to do research. Students need one more day to create their Bloom Balls.
- ◇ Students outline conversations, using memorized vocabulary and graphic organizing tools.
- ◇ Students work in pairs to create a TPRS story, using memorized language chunks from class.
- ◇ Students give monologue presentations about thematic class units.
- ◇ Students orally present their school schedules, including days and times and how they feel about their classes.
- ◇ Students present their daily or weekend schedules, using adverbial markers for Asian languages.
- ◇ Students present detailed autobiographies to the class.
- ◇ Students tell a story when provided with a sequence of pictures. Students create a word wall with useful vocabulary and transition words. Students add to it throughout the year.
- ◇ Students keep simple journals and use the information recorded in their journals to prepare unrehearsed presentations about daily routines and recent activities.
- ◇ Students play add-a-line. One student is the recorder and writes/types each sentence. A student begins to tell a story by providing the first sentence. Teachers ask the rest of the class to provide additional sentences. To add variation, students revisit the story the next day and add additional details, or students use the sentences created as starting points for multimedia presentations.
- ◇ Students restate what a presenter said, using their own words (good practice for summarizing a position).
- ◇ Students sequence sentences from an authentic children’s song or poem.
- ◇ Students use collaborative conversation starters to develop their listening and speaking skills.
- ◇ Teachers actively practice question-and-answer strategies throughout the year.
- ◇ Students demonstrate their “voice” in the target language.
- ◇ Students practice culturally authentic gestures and mannerisms before giving presentations.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

NWIII.4 The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.

NWIII.5 The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Writers at the Novice-High sublevel meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers recombine learned vocabulary and structures to create simple sentences about very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives, but gaps in comprehension may occur.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL WRITING

Intermediate Range	{ Communicates information and expresses own thoughts about familiar topics, using sentences and series of sentences.
Functions	{ Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts/Content	{ Creates messages in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Text Type	{ Produces sentences, series of sentences, and some connected sentences.
Language Control	{ Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.
Vocabulary	{ Produces vocabulary about a variety of everyday topics, topics of personal interest, and topics that have been studied.
Communication Strategies	{ May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> • Show an increasing awareness of errors and able to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizer • Use reference resources as appropriate
Cultural Awareness	{ Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write short messages and notes about familiar topics related to everyday life.



PROGRESS INDICATORS

I can write information about my daily life in a letter, blog, discussion board, or e-mail message.

- I can introduce myself.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.

I can write short notes, using phrases and simple sentences.

- I can write a postcard message.
- I can write a special occasion message such as a birthday or congratulatory note.
- I can write a short announcement, invitation, or thank you note.

I can write about a familiar experience or event, using practiced material.

- I can write what I do in class or at work.
- I can write what happens after school or during the weekend.
- I can write about a Web site, a field trip, or an activity that I participated in.

I can write basic information about things I have learned.

- I can write up a simple process like a science experiment.
- I can write about a topic from a lesson, using pictures or photos.
- I can write about something I learned online, in a class, at work, or in the community.

I can ask for information in writing.

- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.
- I can request an application for a job, membership in a club, or admission to a school or program.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

NWIII.4 The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.

NWIII.5 The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create survey questions to ask a classmate.
- ◇ Students describe possible purchases and prices at a specified store.
- ◇ Students explain main ideas and supporting details from phone messages, conversations, or commercials.
- ◇ When provided with a sequence of pictures, students describe the main ideas and supporting details in sentences or a short paragraph.
- ◇ Students write simple descriptions of their classmates after they interview them.
- ◇ Students create business cards in the target language.
- ◇ Students write a letter of introduction to a host family.
- ◇ Students prepare a detailed brochure about common cultural products (e.g., houses, pastimes, sports, foods).
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Students read simple, authentic material on a variety of topics as a class. Students identify topic sentences and supporting details. Students apply what they have learned to their own writing when self-editing.
- ◇ Students peer edit.
- ◇ Students predict what will happen based on a visual or written prompt.
- ◇ Students describe what did happen based on a visual or written prompt.
- ◇ Students begin to incorporate Creating Independence through Student-owned Strategies (CRISS) strategies for reading and writing.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

CULTURE



STANDARD

NWIII.6 The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied and the ways these cultural aspects are interrelated.

TARGET PROFICIENCY LEVEL—NOVICE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in person and via technology in multilingual communities and various cultures at home and around the world, students come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Intermediate-Low language competencies should also be demonstrating the Intermediate level interculturality competencies.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can identify some common products and practices of cultures.
I can identify some basic cultural beliefs and values.
I can function at a survival level in an authentic cultural context.



PROGRESS INDICATORS

Products and Practices

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences between the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify some common habits of eating in other cultures.
- I can identify some habits of dress in other cultures.
- I can express the time and date as locals do.
- I can sometimes use the appropriate holiday greeting.

Understanding of Cultural Perspectives

I can identify some beliefs and values related to age, gender, social class and ethnicity.

- I can sometimes tell the way people address each other differently based on age and social standing.
- I can sometimes recognize that appropriate dress is determined by cultural traditions.
- I can recognize that gender and age can determine one's role in a family, school, and the workplace.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

I can identify some characteristics of national identity.

- I can identify some elements of geography that define a nation.
- I can identify symbols that represent a nation.
- I can identify the importance of some historical events through their celebration on national holidays and monuments.
- I can identify major religions of a nation.

I can identify ways in which cultures are globalized.

- I can identify some similar leisure activities across cultures.
- I can identify some similar forms of dress across cultures.
- I can identify common fast food restaurants across cultures.
- I can identify examples of common technology use across cultures.

Participation in Cultural Interaction

I can imitate some simple patterns of behavior in familiar settings across cultures.

- I can imitate appropriate greetings.
- I can recognize and imitate table manners.
- I can sometimes identify what is culturally appropriate to say when gift-giving in situations such as at a birthday party, New Year's, or a wedding.
- I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.

I can use memorized language and very basic cultural knowledge to interact with others.

- I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.
- I can understand and mention a general cultural reference such as a song, movie title, author, or composer in a conversation.
- I can play a simple board or card game with friends.

I can use memorized language and very basic knowledge of the culture to accomplish simple, routine tasks.

- I can use a city map, GPS, or signs to help me find my way.
- I can recognize and imitate how people count and use money in order to make a purchase.
- I can follow a team's win-loss record from a Web site.

CULTURE



STANDARD

NWIII.6 The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied and the ways these cultural aspects are interrelated.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ [Images.library.pitt.edu/v/visuals](https://images.library.pitt.edu/v/visuals)
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts to highlight different accents
- ◇ Pinterest Alenord – curator for authentic resources
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target language
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books, fairy tales, legends, and myths
- ◇ Traditional dressing practice, examples of writing styles and systems, name cards, [LINE Chinese-English Dictionary](#); Manga, Qatar Foundation, Weibo, [Taobao.com](https://www.taobao.com), [Wal-martchina.com](https://www.wal-martchina.com), and China Daily

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students simulate a dialogue between the shopkeeper and a customer for two to three stores chosen at random, incorporating key phrases for negotiating.
- ◇ Students imagine visiting a country in the target culture during a traditional holiday. Students role-play the conversation between the visitor and host during the preparations for and during the holiday.
- ◇ Students participate in student exchanges.
- ◇ Students write an article for the school newspaper about their visit to a country in the target culture.
- ◇ Students prepare a presentation with basic information about things they have learned, using phrases and simple sentences.
- ◇ Students describe a simple process like a science experiment.
- ◇ Students present a topic from a lesson based on pictures or photos.
- ◇ Students present information about something they learned in a class or at work.
- ◇ Students present information about something they learned in the community.
- ◇ Students view and listen to commercials, short informational clips or sequences of movies, correctly answering related questions and listing 2-3 culturally relevant points that were evident.
- ◇ Students create a menu and use it in a café/restaurant skit. Students write prices in target currency.
- ◇ Students write their daily schedule, including school and leisure activities. Students indicate similarities and differences between the U.S. and the target culture.
- ◇ Students introduce themselves to a pen pal in writing. Students respond to a pen pal’s letter.
- ◇ Students host a showcase of student-created cultural products and practices.
- ◇ Students bring in sample art or products to display. Students role-play docents.
- ◇ Students listen to and watch clips of different nationalities within the target language.
- ◇ Students explore some aspects of the geographical and historical perspectives of the target culture.
- ◇ Students go to an office supply site online and shop for 10 items. Students compare and contrast brands and cost. Students convert prices.
- ◇ Students use a sample menu from target culture to order food and drinks. Students incorporate table manners and traditions and customs from the target culture.
- ◇ Students use exit slips to demonstrate understanding of cultural ideas.
- ◇ Teachers embed aspects of culture into listening, speaking, reading and writing skills.
- ◇ Students perform traditional dances, counting time in the target language and wearing traditional clothing.
- ◇ Students use Google Voice, Wechat, Voxer and other apps to communicate opinions and activities related to culture points.
- ◇ Students Skype with native speakers and other language learners to acquire cultural information and communicate about topics.
- ◇ Students identify cognates and false cognates.
- ◇ Students explore the interrelation of the target language and English.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students perform dialogues, group conversations, chain sentences, and skits.
- ◇ Students give information about themselves, others, practices, and products in presentational tasks.
- ◇ Students express likes, dislikes, and preferences in presentational and interpersonal exchanges.
- ◇ Students play culturally authentic board games and outdoor games.
- ◇ Students perform fashion shows.
- ◇ Students create crafts and models.
- ◇ Students write simple poems and songs.
- ◇ Students shop for different products at different markets.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

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

CAN-DO STATEMENTS

I can use the target language to discuss aspects of the target language found in other subject areas.

I can use the target language to discuss aspects of the target culture found in other subject areas.

I can use the target language to relate topics studied in other subject areas with topics studied in the language class.

RESOURCES

- ◇ Virtual tours of museums (e.g., the Prado, the Louvre), Rome, and Pompeii; literature anthologies; videos of folkloric dancing; CD compilations of music; and maps (e.g., Google Earth)
- ◇ Web sites of restaurants
- ◇ Realia such as museum brochures, menus, advertisements, student class schedules, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, and magazines
- ◇ Target-culture Web sites such as hotel reservation sites and travel sites

Figures of Speech

- ◇ <http://www.pantheon.org> – (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Students research and discuss the influence of the target language and culture on other subject areas.
- ◇ Students research famous artists, composers, or authors who speak the target language and are from the target culture and present their findings to the class, using Aurasma, PowerPoint, Prezi, Animoto, iMovie, or MovieMaker.
- ◇ Students read and discuss the historical and cultural context of short literary forms such as short stories, fables, poems, and literature excerpts.
- ◇ Students use authentic media such as newspapers, films, and media Web sites (e.g., TV5, Deutschewelle) to expand their knowledge of history, economics, government, drama, literature, fashion, science, or social sciences.
- ◇ Students research a historical figure and role-play a debate about a historical topic (e.g., World War II, the French Revolution, Columbus' discovery of the Americas)
- ◇ Students connect bande-dessinées and manga to English literature.
- ◇ To celebrate European Union Day on May 9, students discuss the creation of the union, the governmental organization, shared monetary system, and cooperative agreements.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

NWIII.8 The student will develop a deeper understanding of English and other languages through study of the target language.

NWIII.9 The student will discuss similarities and differences that exist within and among cultures.

RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online.
- ◇ Advertisements taken from television and radio, conversations between people, menus, and maps

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students describe, discuss, or present in the target language the differences and similarities between languages, social practices, and cultures studied.
- ◇ Students compare a literal, direct, or word-by-word translation with an idiomatic translation.
- ◇ Students describe the differences and similarities between two cultures on such topics as geography, culture, food, clothing, dwellings, recreation, art, transportation, social practices, school, daily life, family, and/or life passages.
- ◇ Students initiate a pen pal, e-mail pal, or Skype pal exchange between students of different languages and cultures.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

NWIII.8 The student will develop a deeper understanding of English and other languages through study of the target language.

NWIII.9 The student will discuss similarities and differences that exist within and among cultures.

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

NWIII.10 The student will improve target language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language/ culture(s).

I can ask questions about historical events, global events, and global issues in the target-language.

I can, through the use of technology or individuals associated with the culture(s), describe cultural insights gained through real or virtual travel, Web quests and/or field trips.

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ www.sil.org/about

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students analyze target language infographics to access information about topics of investigation.
- ◇ Students compare and contrast discrete products, practices, and perspectives such as health issues, humanitarian concerns, and sports.
- ◇ Students investigate and present about professions and/or businesses in the community with cultural connections.
- ◇ Students investigate cultural and historical icons.
- ◇ Students communicate with pen pals to learn about an aspect of their society. Students compare responses.
- ◇ Students take a field trip to an international business. Students observe how cultural perspectives, practices, and products influence the everyday routines of the company.
- ◇ Students watch commercials from the target culture. Students discuss in simple target language how the society's perspectives are illustrated.
- ◇ Students watch movie trailers from the target culture. Students discuss in simple target language how the society's perspectives are evidenced.
- ◇ Students find authentic Web resources about suggested topics of investigation. Students analyze in simple target language how the products reflect target culture perspectives.

Suggested Topics for Investigation:

- ◇ Target society perspectives, practices, products, people, things, plans, events, feelings, and emotions

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

NWIII.10 The student will improve target language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

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Virginia Foreign Language Standards of Learning

Modern World Languages:
Non-Roman Alphabet Language

Level IV

INTERPERSONAL COMMUNICATION



STANDARDS

NWIV.1 The student will engage in original and spontaneous oral and written communications in the target language.

NWIV.2 The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

SPEAKING: Speakers at the Intermediate-Low sublevel successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target culture. These topics relate to basic personal information such as self, family, daily activities, personal preferences, and immediate needs like ordering food and making simple purchases. At the Intermediate-Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low speakers manage to sustain the functions of the Intermediate level, although just barely.

WRITING: Writers at the Intermediate-Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structures. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols. Their writing is understood by natives used to the writing of nonnatives, although additional effort may be required. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly, and their message may be left incomplete.

PERFORMANCE DESCRIPTORS—COMMUNICATION

Intermediate Range	}	Expresses self and participates in conversations about familiar topics, using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Communicates about self, others, and everyday life.
Functions		Communicates by understanding and creating personal meaning. Understands, asks, and answers a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”
Contexts/Content	}	Communicates in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
Text Type		Understands and produces discrete sentences, strings of sentences, and some connected sentences. Asks questions to initiate and sustain conversations.
Language Control	}	Understands straightforward language that contains mostly familiar structures. Controls language sufficiently to be understood by those accustomed to dealing with language learners.
Vocabulary		Communicates using high-frequency and personalized vocabulary within familiar themes or topics.
Communication Strategies	}	Uses some of the following strategies to maintain communication but not all of the time and inconsistently: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute
Cultural Awareness		Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can participate in conversations about a number of familiar topics, using simple sentences.

I can handle short social interactions in everyday situations by asking and answering simple questions.



PROGRESS INDICATORS

I can have a simple conversation about a number of everyday topics.

- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.

I can ask and answer questions about factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.

I can use the language to meet my basic needs in familiar situations.

- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation such as by train, bus, taxi, or with friends.

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INTERPERSONAL COMMUNICATION



STANDARDS

NWIV.1 The student will engage in original and spontaneous oral and written communications in the target language.

NWIV.2 The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Resources for Grouping and Calling on Students

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random>
- ◇ <http://www.classtools.net/random-name-picker>

Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ Google Classroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYolu7v3MjicqkQrpnO3IXNllkHDxIWbjQ/present#slide=id.i0>

Electronic Pen Pals

- ◇ <http://www.epals.com>
- ◇ <http://en-us.wespeke.com>

Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

Interpersonal Tools

- ◇ Google Voice
- ◇ VoiceThread <http://voicethread.com>
- ◇ WeChat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

Conversation Starters

- ◇ <http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters>
- ◇ <http://iteslj.org/questions>
- ◇ <http://www.conversationexchange.com/resources/conversation-topics.php>

Screen Capture (audio/video)

- ◇ Jing: <http://www.techsmith.com/jing.html>
- ◇ Screencast-O-Matic: <http://www.screencast-o-matic.com>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

KEY: SP = Speaking; W = Writing

- ◇ **Event-Planning Role-Play (e.g., party, trip, date):** Students discuss and plan the details of an event such as time, location, weather, setting, food, occasion, clothing to wear, music, and decorations of the assigned event via simulated live chat or e-mail. SP/W
- ◇ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W
- ◇ **Student Mentor:** Students simulate the roles of student mentors and new foreign students. Mentors are tasked with helping new students assimilate and adapt to a new school and educational system. SP
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **The Critic:** Students discuss recent movies, music albums, or TV shows. Students take opposing views. Students support and defend their opinions while responding to opposing views. SP
- ◇ **Information Review:** A student writes an extended service (e.g., restaurant, salon, health care, pet) review as if it was being posted to Yelp. Another student reads and reacts to the review. The author supports and defends the original review. SP/W
- ◇ **Gallery Walk:** Students conduct a gallery walk, commenting orally and in writing (using Educreation) about topics such as recommendations for school improvement and new clubs. SP/W
- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Can You Imagine?:** Students work in pairs. Student A is at the scene of an accident and student B is at another location. Students A and B text questions and answers, describing and discussing the events and details of the accident. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic, using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands – Who Am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **Trip Advisor:** Students role-play traveler and travel agent to arrange a trip, including location, type of accommodations, budget, length of stay, and method of travel. The simulation can be oral or in writing, simulating a live chat. W/SP
- ◇ **Geek Squad:** Students discuss the pros and cons of a new technological device as presented in an authentic ad or review. Students include ways to improve the product, supporting and defending their opinions. W/SP
- ◇ **Student Exchange:** Via Skype, FaceTime, Google Hangout, or simulation, students discuss details and potential activities of an exchange trip to a target-language country. Students address what they will do, and what they would do if they had an extra week in the country. SP
- ◇ **What Does the Future Hold?** Students assume the role of an exchange student and a host student. The two students discuss postsecondary plans and options in each country. SP

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

NWIV.3 The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

At the Intermediate-Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate-Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

PERFORMANCE DESCRIPTORS—LISTENING

Intermediate Range	{	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions	{	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content	{	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self, everyday life, school, community, and particular interest.
Text Type	{	Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control	{	Controls language (e.g., vocabulary, structures, conventions) sufficiently enough to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand more complex texts.
Vocabulary	{	Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness	{	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea in short, simple messages and presentations about familiar topics.

I can understand the main idea of simple conversations that I overhear.



PROGRESS INDICATORS

I can understand the basic purpose of a message.

- I can determine if I am hearing an announcement or an advertisement.
- I can understand what a radio advertisement is selling.
- I can understand when and where an event will take place.
- I can understand a voice message accepting or rejecting an invitation.

I can understand messages related to my basic needs.

- I can understand a clear and repeated announcement about a flight's departure time and/or gate.
- I can understand teacher announcements about when an assignment is due.
- I can understand the date and time of when a voice message was recorded.

I can understand questions and simple statements about everyday topics when I am part of the conversation.

- I can understand questions about my work or class schedule.
- I can understand questions about my likes and dislikes.
- I can understand simple compliments about what I am wearing or what I am doing.

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

NWIV.3 The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, online video and audio, announcements, advertisements, and voice messages relating to personal and/or social contexts

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to an airport and have students answer interactive questions and address challenges. For example, where are departure times and gate information found; what support facilities and transportation systems does the airport offer; or how is the schedule read?
- ◇ Students listen to a selection and answer questions to get clues for a treasure or scavenger hunt.
- ◇ Students listen to a selection and restate the order of events.
- ◇ Students listen to descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students listen to a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).
- ◇ Students match pictures with listening prompts, listing the main ideas with some supporting detail.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

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INTERPRETIVE COMMUNICATION: READING



STANDARD

NWIV.3 The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, road maps, and street signs. Readers at the Novice-High sublevel are typically able to derive meaning from short, noncomplex texts that convey basic information for which there is contextual or extralinguistic support.

PERFORMANCE DESCRIPTORS—READING

Novice Range	{	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.
Functions	{	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/Content	{	Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).
Text Type	{	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists to phrases to simple sentences, often with graphically organized information.
Language Control	{	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	{	Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes
Cultural Awareness	{	Uses own culture to derive meaning from texts that are heard, read, and viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

I can sometimes understand the main idea of what I have read.



PROGRESS INDICATORS

I can usually understand short, simple messages about familiar topics.

- I can understand basic familiar information from an ad.
- I can sometimes identify the purpose of a brochure.
- I can identify information from a movie brochure or poster.
- I can understand simple information in a text message from a friend.

I can sometimes understand short, simple descriptions with the help of pictures or graphs.

- I can understand simple captions under photos.
- I can understand very basic information from a real estate ad.
- I can understand Web site descriptions of clothing items to make an appropriate purchase.
- I can identify the categories on a graph.

I can sometimes understand the main idea of published materials.

- I can distinguish a birthday wish from a note expressing thanks.
- I can identify destinations and major attractions on a travel brochure.
- I can locate places on city maps.

I can understand simple everyday notices in public places about topics that are familiar to me.

- I can understand a simple public transportation schedule.
- I can locate notices on where to park.
- I can understand notices that tell of street or metro closings.
- I can understand a store's hours of operation.
- I can read the labels on a recycling bin.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARD

NWIV.3 The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Menus, school schedules, transportation schedules, maps, signs, ads, brochures, grocery lists, text messages, photo captions, online catalogs, online shopping Web sites, and graphs

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to a city and have students answer interactive questions and address challenges. For example, is the metro open; what does the schedule say; or what time are the guided tours at a museum?
- ◇ Students read a selection and answer questions to get clues for a treasure or scavenger hunt.
- ◇ Students read a selection and restate the order of events.
- ◇ Students read descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students read a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).
- ◇ Students recognize the radical components of a character by identifying each component in Chinese.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

NWIV.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.

NWIV.5 The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

NOTE: Students will likely be transitioning between these two proficiency levels some time during this academic year of study.

TARGET PROFICIENCY LEVEL–NOVICE-HIGH

Speakers at the Novice-High sublevel handle tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They manage successfully uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target-language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present tense, and it may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic

interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

TARGET PROFICIENCY LEVEL–INTERMEDIATE-LOW

Speakers at the Intermediate-Low sublevel successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information, including self, family, daily activities, personal preferences, and immediate needs such as ordering food and making simple purchases. At the Intermediate-Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low speakers manage to sustain the functions of the Intermediate level, although just barely.

PERFORMANCE DESCRIPTORS–PRESENTATIONAL SPEAKING

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

Novice-High

I can present basic information about familiar topics, using language I have practiced using phrases and simple sentences.

Intermediate-Low

I can present information about most familiar topics, using a series of simple sentences.



PROGRESS INDICATORS

Novice-High

I can present information about my life, using phrases and simple sentences.

- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.

I can present information about others, using phrases and simple sentences.

- I can talk about others' likes and dislikes.
- I can talk about others' free-time activities.
- I can give basic biographical information about others.

I can tell about a familiar experience or event, using phrases and simple sentences.

- I can tell about what I do in class or at work.
- I can tell about what I do during the weekend.
- I can tell about what happens after school or work.

Novice Range

Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.

Functions

Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.

Contexts/Content

Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.

Text Type

Produces words and phrases and highly practiced sentences or formulaic questions.

Language Control

Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.

Vocabulary

Produces a number of high-frequency words and formulaic expressions; uses a limited variety of vocabulary on familiar topics.

Communication Strategies

May use some or all of the following strategies to communicate:

- Rely on a practiced format
- Use facial expressions and gestures
- Repeat words
- Resort to first language
- Use graphic organizers to present information
- Rely on multiple drafts and practice sessions with feedback
- Support presentational speaking with visuals and notes
- Support presentational writing with visuals or prompts

Cultural Awareness

May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

Continued on next page

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

NWIV.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.

NWIV.5 The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

PROGRESS INDICATORS (CONTINUED)

Novice-High

I can present basic information about a familiar person, place, or thing, using phrases and simple sentences.

- I can describe a useful Web site.
- I can talk about my favorite musical group, actor, or author.
- I can describe a landmark, vacation location, or place I visit.
- I can talk about a famous person from history.

I can give basic instructions on how to make or do something, using phrases and simple sentences.

- I can tell how to prepare something simple to eat.
- I can describe a simple routine, like getting lunch in the cafeteria.
- I can give simple directions to a nearby location or to an online resource.

I can present basic information about things I have learned, using phrases and simple sentences.

- I can describe a simple process like a science experiment.
- I can present a topic from a lesson based on pictures or photos.
- I can present information about something I learned in a class or at work.
- I can present information about something I learned in the community.

Intermediate-Low

I can talk about people, activities, events, and experiences.

- I can describe the physical appearance of a friend or family member.

- I can describe another person's personality.
- I can describe a school or workplace.
- I can describe a famous place.
- I can describe a place I have visited or want to visit.
- I can present my ideas about something I have learned.

I can express my needs and wants.

- I can describe what I need for school or work.
- I can talk about what I want or need to do each day.
- I can present songs, short skits, or dramatic readings.
- I can retell a children's story.
- I can present a proverb, poem, or nursery rhyme.
- I can participate in a performance of a skit or a scene from a play.

I can express my preferences about topics of interest.

- I can give a presentation about a movie or television show that I like.
- I can give a presentation about a famous athlete, celebrity, or historical figure.
- I can express my thoughts about a current event I have learned about or researched.

I can present information on plans, instructions, and directions.

- I can explain the rules of a game.
- I can give multistep instructions for preparing a recipe.
- I can describe my weekend plans.
- I can describe my summer plans.
- I can describe my holiday or vacation plans.
- I can describe what is needed for a holiday or a celebration.
- I can describe what I plan to do next in my life.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students orally present their personal opinions when provided a prompt, such as a current issue, film or book, or commercial.
- ◇ Students interpret and present weather forecasts.
- ◇ Students orally compare and contrast holidays and traditions, dating, attitudes toward school, the concept of family, or approaches to a social issue.
- ◇ Students predict what will happen next based on a visual or written prompt.
- ◇ Students describe what happened next based on a visual or written prompt.
- ◇ Students orally present about a future career choice and explain why they chose that career.
- ◇ Students summarize and present the main ideas and supporting details of news articles.
- ◇ Students orally present on the life of a well-known person from the target culture.
- ◇ Students dramatize or recite skits, plays, monologues, or scenes from literature.
- ◇ Students give multistep directions for completing household tasks, following a recipe, and/or doing chores.
- ◇ Students create and present news reports about a natural disaster, current event, or local event.
- ◇ Students create and present a culturally appropriate public service announcement.
- ◇ Students create an original, culturally appropriate presentation about a thematic unit already studied.
- ◇ Students create and present a product, such as anime, in the style of a target-culture artist.
- ◇ Students write and perform an original story, song, rap, or skit that depicts the target culture.
- ◇ Students create a short oral presentation and accompanying visuals using multiple authentic cultural resources.
- ◇ Students keep journals or blogs and orally summarize a recent entry.
- ◇ Students peer edit.
- ◇ Students restate what a presenter said, using their own words (good practice for summarizing a position).
- ◇ Students sequence sentences from an authentic literary source.
- ◇ Students play the "extend-a-sentence" game.
- ◇ Students identify what the listener will need to know when beginning research for an oral presentation.
- ◇ Students use collaborative conversation starters to develop their listening and speaking skills.
- ◇ Teachers actively practice increasingly complicated question-and-answer strategies.
- ◇ Students demonstrate their "voice" in the target language.
- ◇ Students incorporate culturally authentic gestures and mannerisms into presentations to convey meaning.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

NWIV.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.

NWIV.5 The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

NOTE: Students will likely be transitioning between these two proficiency levels some time during this academic year of study.

TARGET PROFICIENCY LEVEL–NOVICE-HIGH

Writers at the Novice-High sublevel are able to meet limited basic practical writing needs, using lists, short messages, postcards, and simple notes. They express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers recombine learned vocabulary and structures to create simple sentences about very familiar topics but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives but gaps in comprehension may occur.

TARGET PROFICIENCY LEVEL–INTERMEDIATE-LOW

Writers at the Intermediate-Low sublevel meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structures. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols. Their writing is understood by natives used to the writing of nonnatives, although additional effort may be required. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

Writing (Novice-High)

I can write short messages and notes about familiar topics related to everyday life.

Writing (Intermediate-Low)

I can write briefly about most familiar topics and present information, using a series of simple sentences.



PROGRESS INDICATORS

Novice-High

I can write information about my daily life in a letter, blog, discussion board, or e-mail message.

I can introduce myself.

I can describe my family and friends.

I can describe my school.

I can describe where I work and what I do.

I can write short notes, using phrases and simple sentences.

I can write a postcard message.

I can write a special occasion message such as a birthday or congratulatory note.

I can write a short announcement, invitation, or thank-you note.

I can write basic information about things I have learned.

I can write up a simple process like a science experiment.

I can write about a topic from a lesson, using pictures or photos.

I can write about something I learned online, in a class, at work, or in the community.

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PERFORMANCE DESCRIPTORS–PRESENTATIONAL WRITING

Novice Range

Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.

Functions

Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.

Contexts/Content

Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.

Text Type

Produces words and phrases and highly practiced sentences or formulaic questions.

Language Control

Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.

Vocabulary

Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.

Communication Strategies

May use some or all of the following strategies to communicate:

- Rely on a practiced format
- Use facial expressions and gestures
- Repeat words
- Resort to first language
- Use graphic organizers to present information
- Rely on multiple drafts and practice sessions with feedback
- Support presentational speaking with visuals and notes
- Support presentational writing with visuals or prompts

Cultural Awareness

May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

NWIV.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.

NWIV.5 The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

PROGRESS INDICATORS (CONTINUED)

Novice-High

I can ask for information in writing.

- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.
- I can request an application for a job, membership in a club, or admission to a school or program.

I can write about a familiar experience or event, using practiced material.

- I can write about what I do in class or at work.
- I can write about what happens after school or during the weekend.
- I can write about a Web site, a field trip, or an activity in which I participated.

Intermediate-Low

I can write about people, activities, events, and experiences.

- I can describe the physical appearance and personality of a friend or family member.
- I can write about a school, workplace, famous place, or place I have visited.
- I can write about a holiday, vacation, or typical celebration.
- I can write about something I have learned.
- I can write about what I plan to do next in my life.

I can prepare materials for a presentation.

- I can write a draft for a presentation that I plan to present orally.
- I can write an outline for a project or presentation.
- I can write notes for a speech.

I can write about topics of interest.

- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity, or historical figure.
- I can write a brief explanation of a proverb or nursery rhyme.
- I can write a simple poem.

I can write basic instructions about how to make or do something.

- I can write the rules of a game.
- I can write about how to prepare something simple to eat.
- I can write about a simple routine such as getting lunch in the cafeteria.
- I can write simple directions to a nearby location or an online resource.

I can write questions to obtain information.

- I can post a question for discussion or reflection.
- I can develop a simple questionnaire or survey.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: WRITING

- ◇ Audacity
- ◇ Japanese, Russian, and Arabic typing support or keyboards

Chinese Input Learning Resources (Typing)

- ◇ eStroke (learning strokes): <http://www.eon.com.hk/online>

- ◇ Chinese tools overview (includes dictionary, translator, and other resources): <http://www.chinese-tools.com>
- ◇ Confucius Institute Web site: <http://learning.chinese.cn/en>
- ◇ E-learning huayu of Taiwan: <http://www.huayuworld.org>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students write about a future career choice and explain why this is their intended profession.
- ◇ Students summarize and present the main ideas and supporting details of news articles.
- ◇ Students write their personal opinions about a current issue, film, book, or commercial.
- ◇ Students write about the life of a well-known person from the target culture.
- ◇ Students write a skit, play, monologue, or scenes from literature.
- ◇ Students compare and contrast in writing holidays and traditions, dating, attitudes toward school, the concept of family, or approaches to a social issue such as health problems or pollution from the target culture and U.S. culture.
- ◇ Students peer edit writing for grammar, punctuation, capitalization, structure, and other elements.
- ◇ Students keep a journal or blog.
- ◇ Teachers actively teach word variations at the beginning of the year (e.g., nouns, adjectives, adverbial forms).
- ◇ Students play the “extend-a-sentence” game.
- ◇ Students identify what the reader will need to know when beginning research for writing.
- ◇ Students analyze syntax in the target language, comparing it to their native language.
- ◇ Given a topic sentence, students write 3-5 supporting sentences and a closing sentence.
- ◇ Teachers incorporate strategies from readwritethink.org into their instruction.

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CULTURE



STANDARD

NWIV.6 The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine relationships among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated *Intermediate-Low* language competencies should also be demonstrating the *Intermediate* level interculturality competencies.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can identify common patterns in the products and practices of cultures.
- I can compare familiar cultural beliefs and values.
- I can interact at a functional level in familiar cultural contexts.



PROGRESS INDICATORS

Products and Practices

I can explore and reference current and past examples of authentic cultural products and practices.

- I can understand the main idea and characters of short stories, folk tales, or graphic novels.
- I can recognize, reference, and compare famous artists and their works.
- I can understand, explain, and respond to the main idea of a movie clip, documentary, or full-length feature.
- I can talk about a historical figure.
- I can have a conversation about a festival.
- I can summarize the contributions of a culture in a blog or multimedia presentation.

I can compare and contrast some common products of other cultures and my own.

- I can describe similarities and differences in artwork.
- I can have a conversation about educational systems.
- I can provide basic information about countries' governments.
- I can identify similarities among folk tales.

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast eating habits.
- I can compare and contrast how people buy and sell.
- I can compare and contrast how families interact.
- I can compare and contrast how people celebrate.
- I can compare and contrast how my peers socialize.

Understanding of Cultural Perspectives

I can describe some basic cultural viewpoints.

- I can talk about the individual role of family members and the

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- importance of birth order.
- I can give examples that show the importance of academics vs. sports.
- I can describe the importance of time vs. money.
- I can make comparisons about the roles of men and women in society.
- I can describe the importance of religion.
- I can describe how other cultures view major historical events differently.

I can make some generalizations about a culture.

- I can sometimes identify cultural stereotypes or exaggerated views of a culture.
- I can compare some religious beliefs.
- I can classify the political beliefs of a nation in simple terms.
- I can determine which TV shows and films are popular in a given culture.

Participation in Cultural Interaction

I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.

- I can usually accept and refuse invitations in a culturally accepted way.
- I can usually offer and receive gifts in a culturally accepted way.
- I can usually request assistance in a culturally accepted way.
- I can respond when someone sneezes, toasts, or pays me a compliment in a culturally accepted way.
- I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, and agreeing when talking with others.

I can recognize and refer to elements of traditional and pop culture.

- I can refer to a historical event.
- I can describe the outcome in a recent election.
- I can talk about a hit song.
- I can mention the significance of a work of art in conversation.
- I can describe the difference between a traditional costume and a fashion trend.

I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.

- I can sometimes sense when my behavior or speech has offended someone and apologize appropriately.
- I can sometimes recognize when I have acted or spoken too informally and try to correct it.
- I can sometimes recognize when my attempt at humor is misguided.

CULTURE



STANDARD

NWIV.6 The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target language
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books, fairy tales, legends, and myths
- ◇ For Non-Roman languages: traditional dressing practices; examples of writing styles and writing systems; name cards; [LINK Chinese-English Dictionary](#); manga; Qatar Foundation; Weibo; [Taobao.com](#); [Wal-martchina.com](#); China Daily
- ◇ Pinterest: Alenord and Ohio Foreign Language Association (curators for authentic resources)

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use information from [Mapping the Nation](#) and prepare a presentation on their town as an international community. Share information with local government, schools, or international visitors.
- ◇ Students use information from Doctors Without Borders, daily news, and/or TV stations in the target culture to learn about global challenges and to discuss and present relevant issues and possible solutions.
- ◇ Students retrieve information about population migrations within the target culture, historical and current, and discuss their key findings.
- ◇ Students discuss the diversity of U.S. culture and its influence on other world cultures.
- ◇ Students interview a native speaker about higher-education options and career opportunities.
- ◇ Students present orally or in writing about which famous author or historical figure they would like to meet and why.
- ◇ Students prepare a presentation about the “dos and don’ts” in the professional world of the target culture, conduct mock interviews, and complete a job application.
- ◇ Students create a cookbook of recipes from the target culture.
- ◇ Students introduce themselves to a guest and role-play a hosting situation.
- ◇ Students host a showcase of student-created cultural products and practices.
- ◇ Students visit a local international business and write a follow-up e-mail or letter thanking the business for the visit and mentioning something that they learned.
- ◇ Students visit a local museum and create a tour in the target language.
- ◇ Students plan a multidestination trip to a country from the target culture, including several means of transportation, and find a solution for an unanticipated complication.
- ◇ Students celebrate holidays as they would be celebrated in the target culture.
- ◇ Students use advertisements and products to explore perspectives.
- ◇ Students research and present about how historical figures continue to impact society.
- ◇ Students perform traditional dances, counting time in the target language and wearing traditional clothing.
- ◇ Students use Google Voice, Twitter, WeChat, Voxer and other apps to communicate opinions and activities related to culture points.
- ◇ Students Skype with native speakers and other language learners to communicate about various topics and acquire cultural information.
- ◇ Students watch a movie that incorporates issues about social class and/or gender roles in the target society and write an editorial response.
- ◇ Students present information on culture, using a format such as PhotoStory, Prezi, or student-made movies and skits.
- ◇ Students research and present about a product of their choice related to contemporary life in the target culture.
- ◇ Students report on current events, making connections between the U.S. and target cultures where possible, and anticipate future events.
- ◇ Students exchange letters recommending movies and music.
- ◇ Students maintain a class blog.
- ◇ Teachers facilitate Edmodo or Skype exchanges between classmates or students from the target culture.
- ◇ Students participate in and/or attend cultural festivals, performing songs and dances.
- ◇ Students participate in student exchanges.
- ◇ Students create a book of authentic recipes.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students incorporate idiomatic expressions into dialogues or skits.
- ◇ Students write poems and songs.
- ◇ Students read or tell jokes and watch humorous exchanges in the target language.
- ◇ Students research music styles, musicians, and lyrics as poetry.
- ◇ Students go to a local restaurant of the target language and/or cuisine, read the menu, and order in the target language.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

NWIV.7 The student will use the target language to expand and deepen understanding of connections between the target language and other subject areas.

CAN-DO STATEMENTS

I can use the target language to discuss aspects of the target language found in other subject areas.

I can use the target language to discuss aspects of the target culture found in other subject areas.

I can use the target language to examine topics studied in other subject areas and topics studied in the language class.

I can use authentic target-language resources (e.g., print, audio, visual) to expand and extend knowledge learned in other subject areas.

RESOURCES

- ◇ Virtual tours of museums (e.g., the Prado, the Louvre), Rome, and Pompeii; literature anthologies; videos of folkloric dancing; CD compilations of music; and maps (e.g., Google Earth)
- ◇ Web sites of restaurants
- ◇ Realia such as museum brochures, menus, advertisements, student class schedules, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, and magazines
- ◇ Target-culture Web sites such as hotel reservation sites and travel sites

Figures of Speech

- ◇ <http://www.pantheon.org> – (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

NWIV.7 The student will use the target language to expand and deepen understanding of connections between the target language and other subject areas.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Students read literature excerpts and write book reviews analyzing literary elements and the author's influence on the literary world.
- ◇ Students participate in the Model United Nations club.
- ◇ Students perform a role-play of a news conference or press briefing on a current or historical event such as World War II, the Algerian Revolution, or the bombing of Hiroshima.
- ◇ Students perform a role-play of a newscast about elections in a target-language country.
- ◇ Students create a "Fakebook" profile and blog about the merits of digital and social media.
- ◇ Students research authentic recipes and videotape themselves as they narrate the steps of food preparation.
- ◇ Students Skype with peers in other countries and discuss the environment, ecology, health care, transportation, or technology.
- ◇ Students research authentic target-language Web sites to obtain information about other subject areas such as the environment, ecology, health care, transportation, or technology. Students analyze the information and write a paper or present orally.
- ◇ Students research authentic target-language Web sites to obtain information about systems in other countries (e.g., public transportation, water purification, health care). In writing or orally, students compare and contrast these systems with those in their community.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

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

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

RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online
- ◇ Video/audio clips of various dialects and accents
- ◇ Advertisements taken from television, radio, movies; conversations between people; and any other listening or reading resources cited in WIV.3 that illustrate dialects and accents

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ In the target language, students describe, discuss, or present the differences and similarities between languages and social practices from the target cultures studied.
- ◇ Students compare and contrast two cultures on such topics as social, economic, and political relationships in the global community.
- ◇ Students initiate pen pal, e-mail pal, or Skype pal exchanges with students who speak different languages and are from different cultures in order to correspond about their various global perspectives.
- ◇ Students partner with a class in the target-language country. Each class researches and describes a cultural topic related to the target culture as mentioned in the standards of learning. Students share their research with the partner school for verification and discussion.
- ◇ Students continue to develop a deeper understanding of the writing patterns of Chinese characters such as a radical.
- ◇ Students paraphrase or use circumlocution when describing Chinese idioms.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

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

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

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

NWIV.10 The student will apply target language skills to expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language/ culture(s).

I can, through the use of technology or individuals associated with the culture(s), describe cultural insights gained through real or virtual travel, Web quests, and/or field trips.

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ www.sil.org/about

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students analyze target-language infographics to access information about topics of investigation.
- ◇ Students compare and contrast products, practices, and perspectives from the target culture and their own.
- ◇ Students investigate and present about professions and/or businesses in the community with cultural connections.
- ◇ Students investigate societal and global concerns.
- ◇ Students communicate with a pen pal to learn about an aspect of their society. Students compare responses with other students in the class.
- ◇ Students watch commercials or movie trailers from the target culture and discuss in the target language how the society's perspectives are illustrated.
- ◇ Students find authentic Web resources about suggested topics of investigation. In simple target language, students analyze how their research reflects target-culture perspectives.

Suggested Topics for Investigation

- ◇ Topics and events found in a variety of print and nonprint target language sources, including personal opinions and preferences; and target-society perspectives, practices, and products.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

NWIV.10 The student will apply target language skills to expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

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Virginia Foreign Language Standards of Learning

Modern World Languages:
Non-Roman Alphabet Language

Level V

INTERPERSONAL COMMUNICATION



STANDARDS

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

NWV.2 The student will sustain extended oral and written exchanges in the target language.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

SPEAKING: Speakers at the Intermediate-Mid sublevel handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, name, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information, such as directions, prices, and services, to satisfy basic needs. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary, pronunciation, grammar, and/or syntax, Intermediate-Mid speakers are generally understood by

PERFORMANCE DESCRIPTORS—COMMUNICATION

Intermediate Range	}	Expresses self and participates in conversations about familiar topics, using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Communicates about self, others and everyday life.
Functions		Communicates by understanding and creating personal meaning. Understands, asks, and answers a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”
Contexts/Content	}	Communicates in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
Text Type		Understands and produces discrete sentences, strings of sentences, and some connected sentences. Asks questions to initiate and sustain conversations.
Language Control	}	Understands straightforward language that contains mostly familiar structures. Controls language sufficiently to be understood by those accustomed to dealing with language learners.
Vocabulary		Communicates using high-frequency and personalized vocabulary within familiar themes or topics.
Communication Strategies	}	Uses some of the following strategies to maintain communication but not all of the time and inconsistently: <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute
Cultural Awareness		Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

sympathetic interlocutors accustomed to dealing with nonnatives.

Overall, Intermediate-Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

WRITING: Writers at the Intermediate-Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse.

Writers at the Intermediate-Mid sublevel show evidence of control of basic sentence structures and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate-Mid writers can be understood readily by natives used to the writing of nonnatives. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can participate in conversations about familiar topics, using sentences and series of sentences.

I can handle short social interactions in everyday situations by asking and answering a variety of questions.

I can usually say what I want to say about myself and my everyday life.



PROGRESS INDICATORS

I can start, maintain, and end a conversation about a variety of familiar topics.

I can be the first to start a conversation.

I can ask for information, details, and explanations during a conversation.

I can bring a conversation to a close.

I can interview someone for a project or a publication.

I can talk about my daily activities and personal preferences.

I can talk about my daily routine.

I can talk about my interests and hobbies.

I can give reasons for my preferences.

I can give some information about activities I did.

I can give some information about something I plan to do.

I can talk about my favorite music, movies, and sports.

I can use my language to handle tasks related to my personal needs.

I can request services such as repair for a phone, computer, or car.

I can schedule an appointment.

I can inquire about membership in an organization or club.

I can exchange information about subjects of special interest to me.

I can talk about artists from other countries.

I can talk about historical events.

I can talk about a mathematics, technology, or science project.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPERSONAL COMMUNICATION



STANDARDS

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

NWV.2 The student will sustain extended oral and written exchanges in the target language.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Resource for Grouping and Calling on Students

- ◇ <http://www.aschool.us/random/random-pair.php>
- ◇ <http://www.aschool.us/random>
- ◇ <http://www.classtools.net/random-name-picker>

Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ Google Classroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rjNWa4qABGxYolu7v3MjicqkQrpnO3IXNlkHDxIWbjQ/present#slide=id.i0>

Electronic Pen Pals

- ◇ <http://www.epals.com>
- ◇ <http://en-us.wespeke.com>

Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

Interpersonal Tools

- ◇ Google Voice
- ◇ VoiceThread <http://voicethread.com>
- ◇ WeChat: <http://www.wechat.com/en>
- ◇ Skype: <http://www.skype.com/en>
- ◇ FaceTime: <http://www.apple.com/mac/facetime>

Conversation Starters

- ◇ <http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters>
- ◇ <http://iteslj.org/questions>
- ◇ <http://www.conversationexchange.com/resources/conversation-topics.php>

Screen Capture (audio/video)

- ◇ Jing: <http://www.techsmith.com/jing.html>
- ◇ ScreenOMatic: <http://www.screencast-o-matic.com>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

KEY: SP = Speaking; W = Writing

- ◇ **Event-Planning Role-Play (e.g., party, trip, date):** Students discuss and plan the details of an event such as time, location, weather, setting, food, occasion, clothing to wear, music, and decorations of the assigned event via simulated live chat or e-mail. SP/W
- ◇ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W
- ◇ **Student Mentor:** Students simulate the roles of student mentors and new foreign students. Mentors are tasked with helping new students assimilate and adapt to a new school and educational system. SP
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **The Critic:** Students discuss recent movies, music albums, or TV shows. Students take opposing views. Students support and defend their opinions while responding to opposing views. SP
- ◇ **Information Review:** A student writes an extended service (e.g., restaurant, salon, health care, pet) review as if it was being posted to Yelp. Another student reads and reacts to the review. The author supports and defends the original review. SP/W
- ◇ **Gallery Walk:** Students conduct a gallery walk, commenting orally and in writing (using Educreation) about topics such as recommendations for school improvement and new clubs. SP/W
- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Can You Imagine?:** Students work in pairs. Student A is at the scene of an accident and student B is at another location. Student A and B text questions and answers, describing and discussing the events and details of the accident. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic, using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands – Who Am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **Trip Advisor:** Students role-play traveller and travel agent to arrange a trip, including location, type of accommodations, budget, length of stay, and method of travel. The simulation can be oral or in writing, simulating a live chat. W/SP
- ◇ **Geek Squad:** Students discuss the pros and cons of a new technological device as presented in an authentic ad or review. Students include ways to improve the product, supporting and defending their opinions. W/SP
- ◇ **Student Exchange:** Via Skype, FaceTime, Google Hangout, or simulation, students discuss details and potential activities of an exchange trip to a target-language country. Students address what they will do, and what they would do if they had an extra week in the country. SP
- ◇ **What Does the Future Hold?** Students assume the role of an exchange student and a host student. The two students discuss postsecondary plans and options in each country. SP

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

NWIV.3 The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

At the Intermediate-Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate-Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

PERFORMANCE DESCRIPTORS—LISTENING

Intermediate Range	}	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions		Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content		Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self, everyday life, school, community, and particular interest.
Text Type		Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control		Controls language (e.g., vocabulary, structures, conventions) sufficiently enough to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand more complex texts.
Vocabulary		Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies		May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness		Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea in messages and presentations about a variety of topics related to everyday life and personal interests and studies.

I can understand the main idea in conversations that I overhear.



PROGRESS INDICATORS

I can understand basic information in ads, announcements, and other simple recordings.

I can understand when, where, and who is playing in a concert from a radio advertisement.

I can understand the main message of an e-card greeting.

I can understand what service is being offered in a TV advertisement.

I can identify the type of film from a movie preview.

I can understand messages related to my everyday life.

I can understand a voice message about the time and place of meeting.

I can understand a box-office recording about the times of the performances or events.

I can understand that an event is being postponed or cancelled.

I can understand the main idea of what I listen to for personal enjoyment.

I can understand basic questions or statements during a video conference.

I can understand a short YouTube clip.

I can understand peers' recorded descriptions about themselves or their avatars.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

NWIV.3 The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

RESOURCES FOR LISTENING FOR UNDERSTANDING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, online video and audio, announcements, advertisements, and voice messages relating to personal and/or social contexts

Chinese Input learning resources (typing)

- ◇ E-stroke (learning stroke): <http://www.eon.com.hk/online>
- ◇ Chinese tools overview (includes dictionary, translator, and other resources): <http://www.chinese-tools.com>
- ◇ Confucius Institute Web site: <http://learning.chinese.cn/en>
- ◇ E-learning huayu of Taiwan: <http://www.huayuworld.org>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to an airport and have students answer interactive questions and address challenges. For example, where are departure times and gate information found; what support facilities and transportation systems does the airport offer; or how is the schedule read?
- ◇ Students listen to a selection and answer questions to get clues for a treasure or scavenger hunt.
- ◇ Students listen to a selection and restate the order of events.
- ◇ Students listen to descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students listen to a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).
- ◇ Students match pictures with listening prompts, listing the main ideas with some supporting detail.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARD

NWIV.3 The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

At the Intermediate-Low sublevel, readers understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Intermediate Range	{	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions	{	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content	{	Comprehends information related to basic personal and social needs and the immediate environment such as self, everyday life, school, community, and particular interest.
Text Type	{	Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control	{	Controls language (e.g., vocabulary, structures, conventions) sufficiently to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand some more complex texts.
Vocabulary	{	Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness	{	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea of short and simple texts when the topic is familiar.



PROGRESS INDICATORS

I can understand messages in which the writer tells or asks me about topics of personal interest.

- I can understand what an e-pal writes about interests and daily routines.
- I can understand a simple posting on a friend's social media page.
- I can understand a text from a friend about our plans.
- I can understand if a friend accepts or rejects an invitation.

I can identify some simple information needed on forms.

- I can understand what is asked for on a customs form.
- I can understand what is asked for on a hotel registration form.
- I can understand what is asked for on an ID card.

I can identify some information from news media.

- I can understand personal information about sports stars from photo captions.
- I can understand some information on job postings.
- I can understand basic information on weather forecasts.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: READING



STANDARD

NWIV.3 The student will understand the spoken and written target language found in a variety of short, noncomplex authentic sources.

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, online video and audio, announcements, advertisements, simple stories, routine correspondence, voice messages relating to personal and/or social contexts

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Teachers simulate a visit to a city and have students answer interactive questions and address challenges. For example, is the metro open; what does the schedule say; or what time are the guided tours at a museum?
- ◇ Students read a selection and answer questions to get clues for a treasure or scavenger hunt.
- ◇ Students read a selection and restate the order of events.
- ◇ Students read descriptions of people and take on the described persona or role-play the character.
- ◇ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
- ◇ Students read a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).
- ◇ Students match pictures with reading prompts.
- ◇ Students complete reading gap or fill-in activities.
- ◇ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).
- ◇ Students recognize the radical components of a character by identifying each component in Chinese.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

NWIV.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.

NWIV.5 The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

NOTE: Students will likely be transitioning between these two proficiency levels some time during this academic year of study.

TARGET PROFICIENCY LEVEL–NOVICE-HIGH

Speakers at the Novice-High sublevel are able to handle tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They are able to successfully manage uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture such as basic personal information; basic objects; and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutors. Their language consists primarily of short and sometimes incomplete sentences in the present tense, and they may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by their first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences but will not be able to sustain sentence-level discourse.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Novice Range	{ Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	{ Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	{ Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	{ Produces words and phrases and highly practiced sentences or formulaic questions.
Language Control	{ Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	{ Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.
Communication Strategies	{ May use some or all of the following strategies to communicate. Able to: <ul style="list-style-type: none">• Rely on a practiced format• Use facial expressions and gestures• Repeat words• Resort to first language• Use graphic organizers to present information• Rely on multiple drafts and practice sessions with feedback• Support presentational speaking with visuals and notes• Support presentational writing with visuals or prompts
Cultural Awareness	{ May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present basic information about familiar topics, using language I have practiced using phrases and simple sentences.

PROGRESS INDICATORS

Novice-High

I can present information about my life, using phrases and simple sentences.

I can describe my family and friends.

I can describe my school.

I can describe where I work and what I do.

I can tell about a familiar experience or event, using phrases and simple sentences.

I can tell about what I do in class or at work.

I can tell about what I do during the weekend.

I can tell about what happens after school or work.

I can present basic information about a familiar person, place, or thing, using phrases and simple sentences.

I can describe a useful Web site.

I can talk about my favorite musical group, actor, or author.

I can describe a landmark, vacation location, or a place I visit.

I can talk about a famous person from history.

I can present information about others, using phrases and simple sentences.

I can talk about others' likes and dislikes.

I can talk about others' free-time activities.

I can give basic biographical information about others.

I can give basic instructions on how to make or do something, using phrases and simple sentences.

I can tell how to prepare something simple to eat.

I can describe a simple routine such as getting lunch in the cafeteria.

I can give simple directions to a nearby location or an online resource.

I can present basic information about things I have learned, using phrases and simple sentences.

I can describe a simple process like a science experiment.

I can present a topic from a lesson based on pictures or photos.

I can present information about something I learned in a class or at work.

I can present information about something I learned in the community.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

NWIV.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.

NWIV.5 The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

◊ See previous levels and Modern World Languages: Roman Alphabet documents for ideas

NOTE: Students will likely be transitioning between these two proficiency levels some time during this academic year of study.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

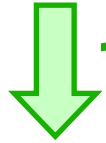
Speakers at the Intermediate-Low sublevel successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information, including self, family, daily activities, personal preferences, and immediate needs such as ordering food and making simple purchases. At the Intermediate-Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low speakers manage to sustain the functions of the Intermediate level, although just barely.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

Intermediate Range	{ Communicates information and expresses own thoughts about familiar topics, using sentences and series of sentences.
Functions	{ Expresses own thoughts and presents information and personal preferences about familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts/Content	{ Creates messages in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Text Type	{ Produces sentences, series of sentences, and some connected sentences.
Language Control	{ Controls language sufficiently to be understood by audiences accustomed to language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.
Vocabulary	{ Produces vocabulary about a variety of everyday, personal interest, and previously studied topics.
Communication Strategies	{ May use some or all of the following strategies to communicate and maintain audience interest: <ul style="list-style-type: none"> • Show an increasing awareness of errors and the ability to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizers • Use reference resources as appropriate
Cultural Awareness	{ May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can present basic information about familiar topics, using language I have practiced using phrases and simple sentences.



PROGRESS INDICATORS

Intermediate-Low

I can talk about people, activities, events, and experiences.

- I can describe the physical appearance of a friend or family member.
- I can describe another person's personality.
- I can describe a school or workplace.
- I can describe a famous place.
- I can describe a place I have visited or want to visit.
- I can present my ideas about something I have learned.

I can express my needs and wants.

- I can describe what I need for school or work.
- I can talk about what I want or need to do each day.
- I can present songs, short skits, or dramatic readings.
- I can retell a children's story.
- I can present a proverb, poem, or nursery rhyme.
- I can participate in a performance of a skit or a scene from a play.

I can express my preferences about topics of interest.

- I can give a presentation about a movie or television show that I like.
- I can give a presentation about a famous athlete, celebrity, or historical figure.
- I can express my thoughts about a current event I have learned about or researched.

I can present information on plans, instructions, and directions.

- I can explain the rules of a game.
- I can give multistep instructions for preparing a recipe.
- I can describe what my weekend plans are.
- I can describe what my summer plans are.
- I can describe my holiday or vacation plans.
- I can describe what is needed for a holiday or a celebration.
- I can describe what I plan to do next in my life.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

NWIV.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.

NWIV.5 The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

NOTE: Students will likely be transitioning between these two proficiency levels some time during this academic year of study.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Writers at the Novice-High sublevel meet limited basic practical writing needs, using lists, short messages, postcards, and simple notes. They express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers recombine learned vocabulary and structures to create simple sentences about very familiar topics but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives, but gaps in comprehension may occur.

PERFORMANCE DESCRIPTORS—WRITING

Novice Range	{ Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	{ Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	{ Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	{ Produces words, phrases, and highly practiced sentences or formulaic questions.
Language Control	{ Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	{ Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.
Communication Strategies	{ May use some or all of the following strategies to communicate: <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts
Cultural Awareness	{ May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write short messages and notes about familiar topics related to everyday life.



PROGRESS INDICATORS

Novice-High

I can write information about my daily life in a letter, blog, discussion board, or e-mail message.

- I can introduce myself.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.

I can write short notes, using phrases and simple sentences.

- I can write a postcard message.
- I can write a special occasion message such as a birthday or congratulatory note.
- I can write a short announcement, invitation, or thank-you note.

I can write basic information about things I have learned.

- I can write up a simple process like a science experiment.
- I can write about a topic from a lesson, using pictures or photos.
- I can write about something I learned online, in a class, at work, or in the community.

I can ask for information in writing.

- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.
- I can request an application for a job, membership in a club, or admission to a school or program.

I can write about a familiar experience or event, using practiced material.

- I can write what I do in class or at work.
- I can write what happens after school or during the weekend.
- I can write about a Web site, a field trip, or an activity that I participated in.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

NWIV.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.

NWIV.5 The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.

NOTE: Students will likely be transitioning between these two proficiency levels sometime during this academic year of study.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

Writers at the Intermediate-Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structures. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols. Their writing is understood by natives used to the writing of nonnatives, although additional effort may be required. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

PERFORMANCE DESCRIPTORS—WRITING

Intermediate Range	{ Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions	{ Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content	{ Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interest.
Text Type	{ Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control	{ Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand some more complex texts.
Vocabulary	{ Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	{ May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness	{ Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write briefly about most familiar topics and present information, using a series of simple sentences.



PROGRESS INDICATORS

Intermediate-Low

I can write about people, activities, events, and experiences.

- I can describe the physical appearance and personality of a friend or family member.
- I can write about a school, workplace, famous place, or place I have visited.
- I can write about a holiday, vacation, or a typical celebration.
- I can write about something I have learned.
- I can write about what I plan to do next in my life.

I can prepare materials for a presentation.

- I can write a draft for a presentation that I plan to present orally.
- I can write an outline of a project or presentation.
- I can write notes for a speech.

I can write about topics of interest.

- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity, or historical figure.
- I can write a brief explanation of a proverb or nursery rhyme.
- I can write a simple poem.

I can write basic instructions on how to make or do something.

- I can write the rules of a game.
- I can write about how to prepare something simple to eat.
- I can write about a simple routine such as getting lunch in the cafeteria.
- I can write simple directions to a nearby location or an online resource.

I can write questions to obtain information.

- I can post a question for discussion or reflection.
- I can develop a simple questionnaire or survey.

RESOURCES FOR WRITING

- ◊ See Modern World Languages: Roman Alphabet documents for ideas
- ◊ <http://www.lmp.ucla.edu/k-12/resources.aspx>
- ◊ [Unicef Japan](#)

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

CULTURE



STANDARDS

NWIV.6 The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationships among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in person and via technology in multilingual communities and various cultures at home and around the world, students come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Intermediate-Low language competencies should also be demonstrating the Intermediate level interculturality competencies.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can identify common patterns in the products and practices of cultures.
- I can compare familiar cultural beliefs and values.
- I can interact at a functional level in familiar cultural contexts.



PROGRESS INDICATORS

Products and Practices

I can explore and reference current and past examples of authentic cultural products and practices.

- I can understand the main idea and characters of short stories, folk tales, or graphic novels.
- I can recognize, reference, and compare famous artists and their works.
- I can understand, explain, and respond to the main idea of a movie clip, documentary, or full-length feature.
- I can talk about an historical figure.
- I can have a conversation about a festival.
- I can summarize the contributions of a culture in a blog or multimedia presentation.

I can compare and contrast some common products of other cultures and my own.

- I can describe similarities and differences in artwork.
- I can have a conversation about educational systems.
- I can provide basic information about countries' governments.
- I can identify similarities among folk tales.

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast eating habits.
- I can compare and contrast how people buy and sell.
- I can compare and contrast how families interact.
- I can compare and contrast how people celebrate.
- I can compare and contrast how my peers socialize.

Understanding of Cultural Perspectives

I can describe some basic cultural viewpoints.

- I can talk about the individual role of family members and the

importance of birth order.

I can give examples that show the importance of academics vs. sports.

I can describe the importance of time vs. money.

I can make comparisons about the roles of men and women in society.

I can describe the importance of religion.

I can describe how other cultures view major historical events differently.

I can make some generalizations about a culture.

I can sometimes identify cultural stereotypes or exaggerated views of a culture.

I can compare some religious beliefs.

I can classify the political beliefs of a nation in simple terms.

I can determine which TV shows and films are popular in a given culture.

Participation in Cultural Interaction

I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.

I can usually accept and refuse invitations in a culturally accepted way.

I can usually offer and receive gifts in a culturally accepted way.

I can usually request assistance in a culturally accepted way.

I can respond when someone sneezes, toasts, or pays me a compliment in a culturally accepted way.

I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, and agreeing when talking with others.

I can recognize and refer to elements of traditional and pop culture.

I can refer to a historical event.

I can describe the outcome in a recent election.

I can talk about a hit song.

I can mention the significance of a work of art in conversation.

I can describe the difference between a traditional costume and a fashion trend.

I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.

I can sometimes sense when my behavior or speech has offended someone and apologize appropriately.

I can sometimes recognize when I have acted or spoken too informally and try to correct it.

I can sometimes recognize when my attempt at humor is misguided.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

CULTURE



STANDARDS

NWIV.6 The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Podcasts
- ◇ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target language
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
- ◇ Online shopping sites, restaurant menus, virtual tours, and sports sites
- ◇ Children’s books, fairy tales, legends, and myths
- ◇ For Non-Roman languages: traditional dressing practice; examples of writing styles and writing systems; name cards; [LINE Chinese-English Dictionary](#); manga; Qatar Foundation; Weibo; [Taobao.com](#); [Wal-martchina.com](#); China Daily
- ◇ Pinterest: Alenord and Ohio Foreign Language Association (curators for authentic resources)
- ◇ See Modern World Languages: Roman Alphabet documents for ideas
- ◇ [UCLA Language Materials Project](#)
- ◇ [Unicef Japan](#)

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

NWIV.7 The student will use the target language to expand and deepen understanding of connections between the target language and other subject areas.

CAN-DO STATEMENTS

I can use the target language to discuss aspects of the target language found in other subject areas.

I can use the target language to examine topics studied in other subject areas and topics studied in the language class.

I can use the target language to discuss aspects of the target culture found in other subject areas.

I can use authentic target-language resources (e.g., print, audio, visual) to expand and extend knowledge learned in other subject areas.

RESOURCES

- ◇ Target-culture Web sites such as hotel reservation sites, travel sites, and restaurant sites
- ◇ Realia such as museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, and magazines
- ◇ Web sites for museums with Asian collections (e.g., Free, Sackler)
- ◇ Google Earth

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

NWIV.7 The student will use the target language to expand and deepen understanding of connections between the target language and other subject areas.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Students read literature excerpts and write book reviews analyzing literary elements and the author's influence on the literary world.
- ◇ Students participate in the Model United Nations club.
- ◇ Students perform a role-play of a news conference or press briefing on a current or historical event such as World War II, the Algerian Revolution, or the bombing of Hiroshima.
- ◇ Students perform a role-play of a newscast about elections in a target-language country.
- ◇ Students create a "Fakebook" profile and blog about the merits of digital and social media.
- ◇ Students research authentic recipes and videotape themselves as they narrate the steps of food preparation.
- ◇ Students Skype with peers in other countries and discuss the environment, ecology, health care, transportation, or technology.
- ◇ Students research authentic target-language Web sites to obtain information about other subject areas such as the environment, ecology, health care, transportation, or technology. Students analyze the information and write a paper or present orally.
- ◇ Students research authentic target-language Web sites to obtain information about systems in other countries (e.g., public transportation, water purification, health care). In writing or orally, students compare and contrast these systems with those in their community.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

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

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

RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online
- ◇ Video/audio clips of various dialects and accents
- ◇ Advertisements taken from television, radio, movies; conversations between people; and any other listening or reading resources cited in WIV.3 that illustrate dialects and accents

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ In the target language, students describe, discuss, or present the differences and similarities between languages and social practices from the target cultures studied.
- ◇ Students compare and contrast two cultures on such topics as social, economic, and political relationships in the global community.
- ◇ Students initiate pen pal, e-mail pal, or Skype pal exchanges with students who speak different languages and are from different cultures in order to correspond about their various global perspectives.
- ◇ Students partner with a class in the target-language country. Each class researches and describes a cultural topic related to the target culture as mentioned in the standards of learning. Students share their research with the partner school for verification and discussion.
- ◇ Students continue to develop a deeper understanding of the writing patterns of Chinese characters such as a radical.
- ◇ Students paraphrase or use circumlocution when describing Chinese idioms.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

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

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

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

NWIV.10 The student will apply target language skills to expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

CAN-DO STATEMENTS

I can demonstrate an interest in learning about the target language/culture(s).

I can, through the use of technology or individuals associated with the culture(s), describe cultural insights gained through real or virtual travel, Web quests, and/or field trips.

RESOURCES

- ◇ Materials from embassies, government resources, travel agencies, and publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) – data from and infographics of local origins, languages, and international business activities in the U.S.
- ◇ Library of Congress – contributions of U.S. immigrants
- ◇ Calendars – school schedules, observed holidays, or historical events
- ◇ Maps of and statistics from countries, regions, and cultures
- ◇ Access to and interaction with infographics
- ◇ www.sil.org/about

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students analyze target-language infographics to access information about topics of investigation.
- ◇ Students compare and contrast products, practices, and perspectives from the target culture and their own.
- ◇ Students investigate and present about professions and/or businesses in the community with cultural connections.
- ◇ Students investigate societal and global concerns.
- ◇ Students communicate with a pen pal to learn about an aspect of their society. Students compare responses with other students in the class.
- ◇ Students watch commercials or movie trailers from the target culture and discuss in the target language how the society's perspectives are illustrated.
- ◇ Students find authentic Web resources about suggested topics of investigation. In simple target language, students analyze how their research reflects target-culture perspectives.

Suggested Topics for Investigation

- ◇ Topics and events found in a variety of print and nonprint target language sources, including personal opinions and preferences; and target-society perspectives, practices, and products

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

NWIV.10 The student will apply target language skills to expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Pairing – Random Name Picker

<http://www.aschool.us/random/random-pair.php>

<http://www.aschool.us/random/>

<http://www.classtools.net/random-name-picker/>

Discussion Boards

Edmodo: <https://www.edmodo.com/>

Google Classroom: <https://www.google.com/edu/classroom/>

Google+: <https://plus.google.com>

Electronic Pen Pals

<http://www.epals.com>

Online Newspapers for Weather Reports

<http://www.onlinenewspapers.com>

Interpersonal Tools

Google Voice

VoiceThread: <http://voicethread.com>

WeChat: <http://www.wechat.com/en>

Skype: <http://www.skype.com/en>

FaceTime: <https://www.apple.com/facetime>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◆ **Shopping Role Play (e.g., school supplies, food):** Each student has a shopping list and a budget. Each clerk has an inventory list with prices. Students assume the role of store clerk and shopper and must accomplish the shopping task within their budget. SP
- ◆ **Letter/E-mail Exchange:** Students exchange information in writing about topics such as family, likes, dislikes, or personal information, using two different colors of ink. W
- ◆ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an ad for eBay or Craigslist to buy and sell an item. W
- ◆ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◆ **Name in the Hat:** Students put their name into the hat when they enter the classroom and are paired randomly by the names drawn by either the teacher or another student. SP
- ◆ **Fill in the Grid:** Students describe visuals and receiving students draw or illustrate what is described. SP
- ◆ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◆ **Text Messaging:** Students simulate text conversations about a given topic. W
- ◆ **Discussion Forum:** Students exchange information about an assigned topic, using a platform such as Edmodo or a discussion board. W
- ◆ **Headbands – Who Am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◆ **People Bingo:** Students move about the classroom to interview and identify classmates that fit a given criteria. SP
- ◆ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◆ **Six Degrees of Separation:** Students complete personal information (e.g., likes, dislikes, family, personal characteristics, birthday) inventories. Next, they search for and find another person in the classroom with like characteristics (number determined by teacher). Then, that pair must find an additional student that has at least one common factor to complete their group. SP

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Virginia Foreign Language Standards of Learning

Latin

Level I

READING FOR UNDERSTANDING



STANDARD

LI.1 The student will understand simple written Latin texts about a variety of topics.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases, across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages. Readers at the Novice-High sublevel are typically able to derive meaning from short, noncomplex texts that convey basic information for which there is contextual or extralinguistic support.

RESOURCES FOR READING FOR UNDERSTANDING

- ◇ Level-appropriate passages from publisher materials on the state-approved list, supplemented by Web resources such as the National Latin Exam past test collections
- ◇ [The Latin Library](#)
- ◇ [Perseus Digital Library](#)

BENCHMARKS

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

I can sometimes understand the main idea of what I have read.

PROGRESS INDICATORS

I can read simple questions in Latin.

I can read simple Latin passages which may include: **subject nouns, being verbs/action verbs in the present, direct objects, and some prepositional phrases, plus adjectives and adverbs.**

I can analyze a Latin passage for content and mechanics appropriate to the Novice-High level.

I can identify English derivatives from Latin unit vocabulary about Roman daily life.

I can read and understand cultural information about the Romans' daily life.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Oral and written checking for understanding, including but not limited to true/false questions, content questions, acting out portions of sections, and rearranging English or Latin phrases into story chronology.
- ◇ Act out entire story, draw the story, or label/diagram sentences for grammar and syntax.
- ◇ Silent sustained reading.
- ◇ Label, diagram, grammatically parse sentences.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

READING FOR UNDERSTANDING



STANDARD

LI.1 The student will understand simple written Latin texts about a variety of topics.

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.

TARGET PROFICIENCY LEVEL—NOVICE-MID

At the Novice-Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

BENCHMARK

I can recognize some familiar words and phrases when I hear them spoken.



PROGRESS INDICATORS

I can understand short Latin classroom commands and courtesy phrases.

I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Look on YouTube for student videos of chapter readings for your textbook
- ◇ Audio-Visual Classics Database: <http://people.hsc.edu/drjclassics/avclassics>
- ◇ Latin Pronunciation Online Tutorial

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Play *Simon Dicit*.
- ◇ Act out simple Latin sentences that use assigned Latin names or terms (e.g., *puer, puella*).
- ◇ Perform basic commands given in Latin.
- ◇ Ask students questions with options presented (e.g., “*Estne puer in pictura laetus aut tristis?*”).
- ◇ Greet students at the door in Latin.
- ◇ Give classroom commands in Latin.
- ◇ Express what you need students to do using “*necesse est tibi/vobis ...*”
- ◇ As an introduction to Latin pronunciation, have students take dictation. Show the text to the students and discuss what they learned from the differences between the Latin spelling revealed to them and what they wrote.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.

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INTERPRETIVE COMMUNICATION: INTERPERSONAL SPEAKING



STANDARD

LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Listening: At the Novice-Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Speaking: Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

BENCHMARK

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can respond to the teacher's or another student's commands or greetings in Latin.

I can respond to the teacher's Latin classroom commands.

I can ask and answer simple questions.

RESOURCES FOR INTERPERSONAL COMMUNICATION: SPEAKING

- ◇ Sequential Latin — classic Latin texts adapted as graphic novels/Web comics, original stories about Latin boys and girls, a game, and more to come. There is a blog and they issue updates via e-mail from <http://sequentiallatin.org>.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students ask each other *“Quomodo sentis hodie?”* and respond with words from a word bank for which they choose the correct gendered form
- ◇ Identify a picture based on a prepositional phrase stated in Latin by a partner.
- ◇ Engage in a scripted dialogue with a partner to share information about one another's family.
- ◇ Ask students how they are doing as they walk into the room and encourage them to ask you the same.
- ◇ Have students pick Latin names. Use these for a variety of interpersonal activities.
- ◇ Hang posters in the room with questions students can ask in Latin in order to meet daily needs (e.g., go to bathroom, borrow a pencil).
- ◇ “Quiz Up” — a phone/tablet app game that includes categories for English Grammar, Ancient Rome, Mythology and Folklore and Greek Mythology. While there are always some debatable or inaccurate questions, it does seem to be generally school-friendly with the only questionable items being ones that include pictures of classically nude statues/frescoes.
- ◇ “Twenty Questions” based on classroom objects or chapter vocabulary. A list of question starters could be included, and, depending on the level of complexity (historical figures or events in upper levels), this could be a way for Latin students to speak and interact.
- ◇ Have an investigation, such as the one in *Vesuvius and Other Latin Plays*, by Dick Burnell (ISBN 0-521-40959-4, Cambridge University Press, pp. 58-59), in which an improvised play is put on and the cast solves the murder mystery akin to the game of “Clue.”

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: INTERPERSONAL SPEAKING



STANDARD

LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.

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INTERPRETIVE COMMUNICATION: PRESENTATIONAL SPEAKING



STANDARD

LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.

Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

BENCHMARK

I can present on very familiar topics, using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can read words aloud using the appropriate **c, g, and v** sounds and diphthongs used within classical pronunciation.

I can perform a dramatic reading of a Latin sentence.

I can state information in a simple Latin sentence.

RESOURCES FOR INTERPRETIVE COMMUNICATION: INTERPERSONAL SPEAKING

- ◇ [Vocaroo.com](https://www.vocaroo.com/) (voice recording)
- ◇ ["Classroom Habits to Promote Oral Latin"](#) (PDF)
- ◇ Latin Pronunciation Guide

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Answer where, where from, and where to, based on a reading that includes prepositional phrases.
- ◇ Watch a video that explores a Roman house. Students call out the Latin words for rooms, furniture, and decoration.
- ◇ State members of one's family in Latin.
- ◇ Create and present a sentence that includes prepositional phrases to describe what is in a picture, or to act out within a skit.
- ◇ Ask students questions in Latin that expect basic answers from the text while going through a reading passage.
- ◇ Have students mimic your expressive reading of a passage. Discuss why emphasis and pauses were placed where they were.
- ◇ Students scan a reading passage and only say the words that contain a certain letter with a unique pronunciation in Latin (e.g, c, g, v, vowels, diphthongs).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: PRESENTATIONAL SPEAKING



STANDARD

LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Writers at the Novice-Mid sublevel can reproduce from memory a modest number of words and phrases in context. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics, using limited formulaic language. With less-familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills.

BENCHMARK

I can write lists and memorized phrases on familiar topics.



PROGRESS INDICATORS

- I can label pictures based on the unit vocabulary.
- I can write basic memorized phrases.
- I can collaborate with others to write basic Latin sentences.
- I can write a translation of simple stories in Latin.

RESOURCES FOR INTERPRETIVE COMMUNICATION: WRITING

- ◇ Tar Heel Reader. Short, illustrated stories at a variety of proficiency levels. Illustrations support language. Students can create stories on this site. <http://tarheelreader.org/find/?search=&category=&reviewed=R&audience=E&language=la&page=1>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Dictation.
- ◇ Whiteboard writing exercises.
- ◇ Write statements about family relationships using the genitive, based on information in a family tree.
- ◇ Label pictures of Roman family members, clothing, and rooms in a Roman house.
- ◇ Pretend you are a Roman slave. Write a list of your wishes and abilities using *volo*, *nolo*, and *possum* with infinitives.
- ◇ Complete basic sentences with prepositional phrases to describe what is going on in a picture.
- ◇ After viewing a picture or tableau, work together to say what individuals were wearing, using the imperfect tense and clothing vocabulary.
- ◇ Use cloze sentences to focus on specific vocabulary or grammar points.
- ◇ Compose sentences or manipulate endings to adjust meaning, using individual whiteboards.
- ◇ Compose sentences using words on cards color-coded for different case uses.
- ◇ Use foldables to manipulate the changing of endings on a stem.

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.

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CULTURE



STANDARDS

- LI.3** The student will develop an awareness of perspectives, practices, and products of Roman culture.
- LI.4** The student will recognize that perspectives, practices, and products of Roman culture are interrelated.

TARGET PROFICIENCY LEVEL—NOVICE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Novice-High language competencies should also be demonstrating the Novice level interculturality competencies.

RESOURCES FOR INTERCULTURALITY

- ◇ Family tree of the Julio-Claudians or Olympian gods
- ◇ See Latin items in the Additional Resources document

BENCHMARKS

I can identify some common products and practices of cultures.

I can identify some basic cultural beliefs and values.

PROGRESS INDICATORS

Products and Practices

I can identify some common products related to home and community life of other cultures and my own.

I can identify some geographical features of other countries.

I can identify familiar landmarks.

I can recognize some traditional and popular songs.

I can recognize some similarities and differences between the designs of houses, buildings, or towns.

I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.

I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

I can identify some common practices related to home and community life of other cultures and my own.

I can identify some common habits of eating in other cultures.

I can identify some habits of dress in other cultures.

I can express the time and date as locals do.

I can sometimes use the appropriate holiday greeting.

Understanding of Cultural Perspectives

I can identify some beliefs and values related to age, gender, social class, and ethnicity.

I can sometimes tell the way people address each other differently based on age and social standing.

I can sometimes recognize that appropriate dress is determined by cultural traditions.

I can recognize that gender and age can determine one's role in a family, school, and the workplace.

I can identify some characteristics of national identity.

I can identify some elements of geography that define a nation.

I can identify symbols that represent a nation.

I can identify the importance of some historical events through their celebration on national holidays and monuments.

I can identify major religions of a nation.

I can identify ways in which cultures are globalized.

I can identify some similar leisure activities across cultures.

I can identify some similar forms of dress across cultures.

I can identify common fast food restaurants across cultures.

I can identify examples of common technology use across cultures.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

CULTURE



STANDARDS

- LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture.
- LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas.

CAN-DO STATEMENTS

I can provide examples of the use Latin derivatives, numerals, mottoes, phrases, and symbols in other subject areas.

I can provide examples of how the names and symbols of the Olympian gods are used in other subject areas.

I can use my knowledge of current events to inform my understanding of aspects of Roman culture and history.

I can use my knowledge of history to understand the time periods and historical figures studied in Latin class.

I can use my knowledge of math to manipulate numbers in the target-language class.

I can use my knowledge of geography to identify major areas of the Roman empire.

I can recognize elements of classical art and architecture within the art and architecture of later time periods and cultures.

RESOURCES

- ◇ Museum Web sites (e.g., virtual tours of the Prado, the Louvre)
- ◇ Restaurant Web sites
- ◇ Maps, Google Earth, virtual tours of relevant cities (e.g., Rome, Pompeii)
- ◇ Realia (e.g., museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, magazines)
- ◇ Collections of literature, music, and other art (e.g., literature anthologies, videos of folkloric dancing, music compilations)
- ◇ Target culture Web sites such as hotel reservation sites, and travel sites.

Figures of Speech

- ◇ <http://www.pantheon.org> (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. It broadly reflects conditions around 200 CE but also covers a few sites and roads created in late antiquity. Place names are in Latin. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use infographics from the target language to access basic information about topics of interest, including families, weather, leisure activities, etc.
- ◇ Create nonlinguistic representations to show similarities and differences of the above-listed topics.
- ◇ Compare/contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure and sports, etc.
- ◇ Investigate and present about professions and/or community businesses with cultural connections.
- ◇ Examine Latin state mottoes and explain how they fit the state.
- ◇ Create posters/slide presentations demonstrating the uses of the names and symbols of the Olympian gods in the modern world.
- ◇ Make infographics to demonstrate the presence of Latin derivatives in the terms used in other subject areas.
- ◇ Create a flip-book map to demonstrate the growth and decline of the Roman Empire into present modern countries.
- ◇ Make labeled photo collages of buildings in the community that incorporate Greek and Roman architecture.

Suggested topics for investigation:

- ◇ Simple requests, likes/dislikes, simple greetings and salutations, farewells and expressions of courtesy, directions, self-description, and other familiar topics.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LI.6 The student will compare basic elements of the Latin language to those of the English language.
- LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States.

RESOURCES FOR LINGUISTIC AND CULTURAL COMPARISONS

◇ See Latin items in the Additional Resources document

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LI.6 The student will compare basic elements of the Latin language to those of the English language.
- LI.7 The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States.

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Virginia Foreign Language Standards of Learning

Latin

Level II

READING FOR UNDERSTANDING



STANDARD

LII.1 The student will understand simple written Latin texts based on various topics.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

At the Intermediate-Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

RESOURCES FOR READING FOR UNDERSTANDING

- ◇ Level-appropriate passages from publisher materials on the state-approved list, supplemented by Web resources such as the National Latin Exam past test collections
- ◇ [The Latin Library](#)
- ◇ [Perseus Digital Library](#)

BENCHMARK

I can read simple Latin with several noun declensions and cases, and more than one tense of indicative verb.



PROGRESS INDICATORS

I can read simple questions in Latin.

I can read simple Latin passages, which may include: **subject nouns, being verbs/action verbs in the present, direct objects, and some prepositional phrases, plus adjectives and adverbs.**

I can analyze a Latin passage for content and mechanics appropriate to the Novice-Mid level.

I can identify English derivatives from Latin unit vocabulary about Roman daily life.

I can read and understand cultural information about the Romans' daily life.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Oral and written checking for understanding, including but not limited to true/false questions, content questions, acting out portions of sections, and rearranging English or Latin phrases into story chronology.
- ◇ Act out aentire story, draw the story, or label/diagram sentences for grammar and syntax.
- ◇ Silent sustained reading.
- ◇ Label, diagram, grammatically parse of sentences.

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READING FOR UNDERSTANDING



STANDARD

LII.1 The student will understand simple written Latin texts based on various topics.

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INTERPERSONAL COMMUNICATION: LISTENING



STANDARD(S)

LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.

TARGET PROFICIENCY LEVEL—NOVICE-MID

At the Novice-Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

BENCHMARK

I can recognize some familiar words and phrases when I hear them spoken.



PROGRESS INDICATORS

I can understand short Latin classroom commands and courtesy phrases.

I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

RESOURCES FOR INTERPERSONAL COMMUNICATION: LISTENING

- ◇ Look on YouTube for student videos of chapter readings for your textbook
- ◇ Audio-Visual Classics Database: <http://people.hsc.edu/drjclassics/avclassics>
- ◇ Latin Pronunciation Online Tutorial

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Play *Simon Dicit*
- ◇ Act out simple Latin sentences that use assigned Latin names or terms (e.g., *puer, puella*).
- ◇ Perform basic commands given in Latin.
- ◇ Ask students questions with options presented (e.g., “*Estne puer in pictura laetus aut tristis?*”).
- ◇ Greet students at the door in Latin.
- ◇ Give classroom commands in Latin.
- ◇ Express what you need students to do using “*necesse est tibi/vobis ...*”
- ◇ As an introduction to Latin pronunciation, have students take dictation. Show the text to the students and discuss what they learned from the differences between the Latin spelling revealed to them and what they wrote.

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INTERPERSONAL COMMUNICATION: LISTENING



STANDARD(S)

LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.

Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

BENCHMARK

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can respond to the teacher's or another student's commands or greetings in Latin.

I can respond to the teacher's Latin classroom commands.

I can ask and answer simple questions.

RESOURCES FOR INTERPERSONAL COMMUNICATION: SPEAKING

- ◇ Sequential Latin — classic Latin texts adapted as graphic novels/Web comics, original stories about Latin boys and girls, a game, and more to come. There is a blog and they issue updates via e-mail from <http://sequentiallatin.org>.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students ask each other “*Quomodo sentis hodie?*” and respond with words from a word bank for which they choose the correct gendered form.
- ◇ Identify a picture based on a prepositional phrase stated in Latin by a partner.
- ◇ Engage in a scripted dialogue with a partner to share information about one another's family.
- ◇ Ask students how they are doing as they walk into the room and encourage them to ask you the same.
- ◇ Have students pick Latin names. Use these for a variety of interpersonal activities.
- ◇ Hang posters in the room with questions students can ask in Latin in order to meet daily needs (e.g., go to bathroom, borrow a pencil).
- ◇ “Quiz Up” — a phone/tablet app game that includes categories for English Grammar, Ancient Rome, Mythology and Folklore and Greek Mythology. While there are always some debatable or inaccurate questions, it does seem to be generally school friendly with the only questionable items being ones that include pictures of classically nude statues/frescoes.
- ◇ “Twenty Questions” based on classroom objects or chapter vocabulary. A list of question starters could be included, and, depending on the level of complexity (historical figures or events in upper levels), this could be a way for Latin students to speak and interact.
- ◇ Have an investigation, such as the one in *Vesuvius and Other Latin Plays*, by Dick Burnell (ISBN 0-521-40959-4, Cambridge University Press, pp. 58-59), in which an improvised play is put on and the cast solves the murder mystery akin to the game of “Clue.”

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.

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PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARD

LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.

Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

BENCHMARK

I can present information about myself and some other very familiar topics, using a variety of words, phrases, and memorized expressions.



PROGRESS INDICATORS

I can read words aloud, using the appropriate c, g, and v sounds and diphthongs used within classical pronunciation.

I can perform a dramatic reading of a Latin sentence.

I can state information in a simple Latin sentence.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ [Vocaroo.com](https://www.vocaroo.com/) (voice recording)
- ◇ [“Classroom Habits to Promote Oral Latin”](#) (PDF)
- ◇ Latin Pronunciation Guide

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Answer where, where from, and where to, based on a reading that includes prepositional phrases.
- ◇ Watch a video that explores a Roman house. Students call out the Latin words for rooms, furniture, and decoration.
- ◇ State members of one's family in Latin.
- ◇ Create and present a sentence that includes prepositional phrases to describe what is in a picture or to act out within a skit.
- ◇ Ask students questions in Latin that expect basic answers from the text while going through a reading passage.
- ◇ Have students mimic your expressive reading of a passage. Discuss why emphasis and pauses were placed where they were.
- ◇ Students scan a reading passage and only say the words that contain a certain letter with a unique pronunciation in Latin (e.g., c, g, v, vowels, diphthongs).
- ◇ Ask students to scan a reading passage and only say a particular grammatical chunk (e.g., prepositional phrase, subject and verb).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

PRESENTATIONAL COMMUNICATION: Speaking



STANDARD

LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Writers at the Novice-Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics, using limited formulaic language. With less-familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to nonnative writers.

BENCHMARK

I can write lists and memorized phrases on familiar topics.

PROGRESS INDICATORS

- I can label pictures based on the unit vocabulary.
- I can write basic memorized phrases.
- I can collaborate with others to write basic Latin sentences.
- I can write a translation of simple stories in Latin.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: WRITING

- ◇ Tar Heel Reader. Short, illustrated stories at a variety of proficiency levels. Illustrations support language. Students can create stories on this site.
<http://tarheelreader.org/find/?search=&category=&reviewed=R&audience=E&language=la&page=1>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Dictation.
- ◇ Whiteboard writing exercises.
- ◇ Write statements about family relationships, using the genitive based on information in a family tree.
- ◇ Label pictures of Roman family members, clothing, and rooms in a Roman house.
- ◇ Pretend you are a Roman slave. Write a list of your wishes and abilities using *volo*, *nolo*, and *possum* with infinitives.
- ◇ Complete basic sentences with prepositional phrases to describe what is going on in a picture.
- ◇ After viewing a picture or tableau, work together to say what individuals were wearing, using the imperfect tense and clothing vocabulary.
- ◇ Use cloze sentences to focus on specific vocabulary or grammar points.
- ◇ Compose sentences or manipulate endings to adjust meaning, using individual whiteboards.
- ◇ Compose sentences using words on cards color-coded for different case uses.
- ◇ Use foldables to manipulate the changing of endings on a stem.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.

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CULTURE



STANDARD

LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are inter-related.

TARGET PROFICIENCY LEVEL—NOVICE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Novice-High language competencies should also be demonstrating the Novice level interculturality competencies.

RESOURCES FOR INTERCULTURALITY

- ◇ Family tree of the Julio-Claudians or Olympian gods.
- ◇ See Latin items in the Additional Resources document.

BENCHMARKS

I can identify some common products and practices of cultures.

I can identify some basic cultural beliefs and values.



PROGRESS INDICATORS

Culture: Products and Practices

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences between the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify some common habits of eating in other cultures.
- I can identify some habits of dress in other cultures.
- I can express the time and date as locals do.
- I can sometimes use the appropriate holiday greeting.

Culture: Understanding of Cultural Perspectives

I can identify some beliefs and values related to age, gender, social class, and ethnicity.

- I can sometimes tell the way people address each other differently based on age and social standing.
- I can sometimes recognize that appropriate dress is determined by cultural traditions.
- I can recognize that gender and age can determine one's role in a family, school, and the workplace.

I can identify some characteristics of national identity.

- I can identify some elements of geography that define a nation.
- I can identify symbols that represent a nation.
- I can identify the importance of some historical events through their celebration on national holidays and monuments.
- I can identify major religions of a nation.

I can identify ways in which cultures are globalized.

- I can identify some similar leisure activities across cultures.
- I can identify some similar forms of dress across cultures.
- I can identify common fast food restaurants across cultures.
- I can identify examples of common technology use across cultures.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

CULTURE



STANDARD

LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are inter-related.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa.

CAN-DO STATEMENTS

I can give examples of how the Latin language has influenced other subject areas, for example law, medicine, and science.

I can give examples of how Roman culture has influenced other subject areas, for example drama, government,

literature, art, and architecture.

I can compare and contrast information learned in other subject areas with information learned in Latin class.

RESOURCES

- ◇ Museum Web sites (e.g., virtual tours of the Prado, the Louvre)
- ◇ Restaurant Web sites
- ◇ Maps, Google Earth, virtual tours of relevant cities (e.g., Rome, Pompeii)
- ◇ Realia (e.g., museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, magazines)
- ◇ Collections of literature, music, and other art (e.g., literature anthologies, videos of folkloric dancing, music compilations)

Figures of Speech

- ◇ <http://www.pantheon.org> (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of neoLatin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. It broadly reflects conditions around 200 CE but also covers a few sites and roads created in late antiquity. Place names are in Latin. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LII.4 The student will identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use infographics from the target language to access basic information about topics of interest, including families, weather, leisure activities, etc.
- ◇ Create nonlinguistic representations to show similarities and differences of the above-listed topics.
- ◇ Compare/contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure and sports, etc.
- ◇ Investigate and present about professions and/or community businesses in the community with cultural connections.

Suggested topics for investigation:

- ◇ Simple requests, likes/dislikes, simple greetings and salutations, farewells and expressions of courtesy, directions, self-description, and other familiar topics.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LII.5 The student will develop a deeper understanding of English and other languages through study of Latin.
- LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LII.5 The student will develop a deeper understanding of English and other languages through study of Latin.
- LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States.

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Virginia Foreign Language Standards of Learning

Latin

Level III

READING FOR UNDERSTANDING



STANDARD

LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

At the Intermediate-Mid sublevel, readers are able to understand short, noncomplex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

BENCHMARK

I can understand the main idea of texts related to everyday life and personal interests or studies.



PROGRESS INDICATORS

- I can read Latin passages that contain concepts from previous levels with the addition of such grammar points as active and passive voice verbs in the indicative and subjunctive moods and their uses.
- I can create and interpret a translation of unit stories and exercises in oral or written form and answer questions in Latin.
- I can analyze a Latin passage for content and mechanics, including the recognition and explanation of figures of speech and stylistic features.
- I can read and interpret unit cultural information from created and authentic materials on Roman sociopolitical life throughout the empire.

RESOURCES FOR READING FOR UNDERSTANDING

- ◇ Level-appropriate passages from publisher materials on the state-approved list, supplemented by Web resources such as the National Latin Exam past test collections.
- ◇ www.thelatinlibrary.com
- ◇ www.Perseus.tufts.edu
- ◇ Lacus Curtius: Penelope.uchicago.edu
- ◇ vroma.org
- ◇ [National Junior Classical League](http://NationalJuniorClassicalLeague.org)
- ◇ [Virginia Junior Classical League](http://VirginiaJuniorClassicalLeague.org)
- ◇ [The American Classical League](http://TheAmericanClassicalLeague.org)
- ◇ [Dickinson College Commentaries](http://DickinsonCollegeCommentaries.org) by Chris Francese (section-by-section commentary and vocabulary)
- ◇ Barnard Columbia Ancient Drama Group: <https://ancientdrama.wordpress.com/past-plays/> (videos of modern productions of ancient plays, especially for theater units)
- ◇ Forum Romanum: <http://www.forumromanum.org/index2.html> (digital versions of older books; useful for student research)
- ◇ The Ara Pacis Museum: <http://en.arapacis.it> (incredible virtual tours)
- ◇ Theoi: <http://www.theoi.com> (encyclopedia of mythology; useful for students to look up unknown references in literature)
- ◇ Latin tutorial: <https://www.youtube.com/user/latintutorial> (videos of grammar; especially useful for flipped classroom, student self-study)
- ◇ TED Talks – David Macaulay: An Illustrated Journey Through Rome http://www.ted.com/talks/david_macaulay_s_rome_antics?language=en
- ◇ Ephemeris: <http://ephemeris.alcuinus.net> (a current events newspaper entirely in Latin, especially good as tweets)
- ◇ Latin Wikipedia: http://la.wikipedia.org/wiki/Vicipaedia:Pagina_prima (can be hit or miss, as all Wikipedia sites, but it *is* in Latin)
- ◇ Weather Underground has an option to report your local weather entirely in Latin. <http://www.weatherunderground.com>

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

READING FOR UNDERSTANDING



STANDARD

LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Act out an entire story.
- ◇ Draw a story to indicate conceptual understanding.
- ◇ Label/diagram sentences for grammar and syntax.
- ◇ Sight or pre-read passages from the same authors or similar genres for content/understanding.
- ◇ Synthesize grammar and cultural concepts through reading.
- ◇ Debate/explain from the point of view of famous figures or characters from passages.
- ◇ Act out battles, incorporating learned military strategies.
- ◇ Literal translation.
- ◇ Summarize a limited passage for content/information.
- ◇ Paraphrase.
- ◇ Incorporate pre-reading strategies for story anticipation, including but not limited to:
 - ◇ Vocabulary introduction, especially as it distinct to the story
 - ◇ Grammar introduction
 - ◇ Thematic discussion
 - ◇ Silent sustained reading.
- ◇ Label/diagram grammatical portions of sentences, especially for advanced structures.
- ◇ Translate Latin into English to develop reading skills.
- ◇ Jigsaw a story or passage.
- ◇ Give an expert report on a grammar point, figure of speech, rhetorical device, or portion of a passage.
- ◇ Oral and written checks for understanding, including but not limited to:
 - ◇ True/False questions
 - ◇ Content questions
 - ◇ Acting out portions of stories
 - ◇ Rearranging English or Latin phrases into story chronology.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

BENCHMARK

I can often understand words, phrases, and simple sentences.



PROGRESS INDICATORS

I can sometimes understand the difference between a question and a statement.

I can sometimes understand questions or statements about characters in texts.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Look on YouTube for student videos of chapter readings for your textbook
- ◇ [Audio-Visual Classics Database](#)
- ◇ Latin Pronunciation Online Tutorial

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Perform basic commands given in Latin.
- ◇ Respond to basic questions about a text without prompted answers.
- ◇ Draw or identify pictures that reflect the meaning of simple Latin sentences.
- ◇ Greet students at the door in Latin.
- ◇ Give classroom commands in Latin.
- ◇ Express what you need students to do using “*necesse est tibi/vobis...*”
- ◇ As an introduction to Latin pronunciation, have students take dictation. Show the text to the students and discuss what they learned from the differences between the Latin spelling revealed to them and what they wrote.
- ◇ Read a previously translated text aloud without the students being able to view it. Stop at random points in the text and have students identify at what point the teacher stopped.
- ◇ For texts with a plot, the teacher tells/reads a simplified version of the story while the students draw a comic strip of it.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.

Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

BENCHMARK

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can respond to the teacher's or another student's commands or greetings in Latin.

I can respond to the teacher's Latin classroom commands.

I can ask and answer simple questions.

RESOURCES FOR INTERPERSONAL COMMUNICATION

- ◇ Sequential Latin — classic Latin texts adapted as graphic novels/Web comics, original stories about Latin boys and girls, a game, and more to come. There is a blog and they issue updates via e-mail from <http://sequentiallatin.org>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Paired students independently come up with one half of a result clause. They share out their half in front of the class, which must then translate their clause.
- ◇ A group of students comes up with an indirect command or gerund of purpose directed towards another group of students. If it is correct, the targeted group must follow through with the command. If there is an error, the creating group must follow through with the command.
- ◇ One student says a direct statement. Another makes it indirect.
- ◇ Ask students how they are doing as they walk into the room and encourage them to ask you the same.
- ◇ Have students pick Latin names. Use these for a variety of interpersonal activities.
- ◇ Have students mimic your expressive reading of a passage. Discuss why emphasis and pauses were placed where they were.
- ◇ Hang posters in the room of basic questions and responses students can use for daily interaction.
- ◇ Use information gap activities with indirect statements.
- ◇ Use a verb timeline to demonstrate the sequence of tenses for indirect statements and subjunctive constructions
- ◇ “Quiz Up” — a phone/tablet app game that includes categories for English Grammar, Ancient Rome, Mythology and Folklore and Greek Mythology. It does seem to be generally school friendly, with the only questionable items being ones that include pictures of classically nude statues/frescoes.
- ◇ “Twenty Questions” based on classroom objects or chapter vocabulary. A list of question starters could be included, and, depending on the level of complexity (historical figures or events in upper levels), this could be a way for Latin students to speak and interact.
- ◇ Have an investigation, such as the one in *Vesuvius and Other Latin Plays* by Dick Burnell (ISBN 0-521-40959-4, Cambridge University Press, pp. 58-59), in which an improvised play is put on and the cast solves the murder mystery akin to the game of “Clue.”

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

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PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.

Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

BENCHMARKS

I can read aloud authentic Latin texts with appropriate classical pronunciation, word stresses, and expression that conveys the meaning of the text.

I present information on very familiar topics using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can read full sentences aloud, using classical pronunciation and word stresses.

I can perform an oral reading of an authentic Latin passage with appropriate expression to convey its meaning.

I can state information in a simple Latin sentence.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ Vocaroo.com (voice recording)
- ◇ <http://www.voki.com> (create customized speaking characters)
- ◇ “[Classroom Habits to Promote Oral Latin](#)” (PDF)
- ◇ Latin Pronunciation Guide
- ◇ Meter Tutorial
- ◇ Society for the Oral Reading of Greek and Latin Literature
- ◇ Oratory and Dramatic Interpretation Passages and Rubrics, [National Junior Classical League](#)

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create simple sentences that would be said by a member of Roman society. They say them while they act them out. The class must guess what type of Roman they are.
- ◇ Student groups come up with a humorous response to, “*Cur pullus viam transivit?*”
- ◇ Recite a portion of an oration of Cicero with appropriate pronunciation, word stress, and expression.
- ◇ Recite and act out a dramatic interpretation passage from the National Junior Classical League competition.
- ◇ Ask students questions in Latin that expect basic answers from the text while going through a reading passage.
- ◇ Hang posters in the room of basic expressions students can use in the classroom (e.g., *O me hercule! Eugepae!*).
- ◇ Learn gestures to use with oratory.

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PRESENTATIONAL COMMUNICATION: Speaking



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Writers at the Novice-High sublevel are able to meet limited basic practical writing needs, using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives, but gaps in comprehension may occur.

BENCHMARK

I can write a short series of sentences, some with multiple clauses, on familiar topics using familiar grammatical structures.



PROGRESS INDICATORS

- I can label a picture related to a passage using appropriate words and phrases from the passage.
- I can convert a sentence in the active voice to the passive voice.
- I can write basic Latin sentences on my own, some with multiple clauses.
- I can compose a simple paragraph in Latin.
- I can write basic sentences that reflect the content of a reading passage.

RESOURCES FOR INTERPRETIVE COMMUNICATION: WRITING

- ◇ Tar Heel Reader. Short, illustrated stories at a variety of proficiency levels. Illustrations support language. Students can create stories on this site. <http://tarheelreader.org/find/?search=&category=&reviewed=R&audience=E&language=la&page=1>
- ◇ Ascanius' SCRIBO writing contest

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Call out a grammatical element for students to write on a whiteboard to start off a sentence. Pass the whiteboards to another student to add another sentence element. Continue passing until a complete sentence is formed. Share out.
- ◇ Convert sentences from the active voice to the passive voice.
- ◇ Post gossip about a character in a text on Edmodo, using indirect statements.
- ◇ Label a picture that reflects a reading with appropriate words and phrases from the passage.
- ◇ Add a participle or participial phrase to an existing Latin sentence.
- ◇ Create an entry for the Ascanius SCRIBO contest.
- ◇ Use cloze sentences to focus on specific vocabulary or grammar points.
- ◇ Compose sentences or manipulate endings to adjust meaning, using individual whiteboards.
- ◇ Compose sentences, using words on cards color-coded for different case uses.
- ◇ Use foldables to manipulate the changing of endings on a stem.
- ◇ Use a verb timeline to demonstrate the sequence of tenses for indirect statements and subjunctive constructions.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

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CULTURE



STANDARD

LIII.3 The student will examine interrelationships among the perspectives, practices, and products of Roman civilization.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

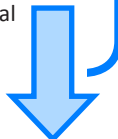
Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Intermediate-Low language competencies should also be demonstrating the Intermediate-level interculturality competencies.

BENCHMARKS

I can identify common patterns in the products and practices of cultures.
I can compare familiar cultural beliefs and values.
I can interact at a functional level in familiar cultural contexts.



PROGRESS INDICATORS

Products and Practices

I can explore and reference current and past examples of authentic cultural products and practices.

- I can understand the main idea and characters of short stories, folk tales, or graphic novels.
- I can recognize and reference famous artists and their works.
- I can understand the main idea of a movie clip or documentary.
- I can talk about an historical figure.
- I can have a simple conversation about a festival.
- I can summarize the contributions of a culture in a blog or multimedia presentation.

I can compare and contrast some common products of other cultures and my own.

- I can describe similarities and differences in artwork.
- I can have a simple conversation about educational systems.
- I can provide basic information about countries' governments.
- I can identify similarities among folk tales.

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast eating habits.
- I can compare and contrast how people buy and sell.
- I can compare and contrast how families interact.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

I can compare and contrast how people celebrate.

I can compare and contrast how my peers socialize.

I can provide basic information about countries' governments.

I can identify similarities among folk tales.

Understanding of Cultural Perspectives

I can describe some basic cultural viewpoints.

- I can talk about the individual role of family members and the importance of birth order.
- I can give examples that show the importance of academics vs. sports.
- I can describe the importance of time vs. money.
- I can make simple comparisons about the roles of men and women in society.
- I can describe the importance of religion.
- I can describe how other cultures view major historical events differently.

I can make some generalizations about a culture.

- I can sometimes identify cultural stereotypes or exaggerated views of a culture.
- I can compare some religious beliefs.
- I can classify the political beliefs of a nation in simple terms.

CULTURE



STANDARD

LIII.3 The student will examine interrelationships among the perspectives, practices, and products of Roman civilization.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials/visit of embassies, government resources, travel agencies, publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) (data and infographics of local origins, languages, international business activities in the United States)
- ◇ Library of Congress (contributions of U.S. immigrants)
- ◇ Calendars (school schedules, observed holidays, and historical events)
- ◇ Maps and statistics of countries, regions, and cultures
- ◇ Podcasts
- ◇ Movies or clips from the target culture with English subtitles or familiar American movies without subtitles in the target languages; movie trailers
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, commercials
- ◇ Online sites: shopping sites, restaurant menus, virtual tours, sports sites
- ◇ Children’s books, fairy tales, legends, myths
- ◇ Pinterest: Alenord and Ohio Foreign Language Association (curators for authentic resources)
- ◇ See Latin items in the Additional Resources document.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Role-play various shopping situations chosen at random.
- ◇ Discuss the background of holidays, including the religious perspective, if applicable.
- ◇ Present orally or in writing about: “If you could travel to any country, where would it be and why?”
- ◇ Prepare a presentation about the “dos and don’ts” in the target culture, including appropriate dress, expressions of courtesy, and social behaviors.
- ◇ View and listen to commercials, short informational clips, or sequences of movies, correctly answering related questions and listing 2-3 culturally relevant points that were evident.
- ◇ Create a cookbook, using recipes from the target culture.
- ◇ Introduce yourself to a guest and role-play a hosting situation.
- ◇ Host a showcase of student-created cultural products and practices.
- ◇ Bring in sample art or products to display. Role-play docents.
- ◇ Present information on culture, using a format such as PhotoStory, Prezi, student-made movies, and skits.
- ◇ Introduce and compare your culture to the target culture, with information such as schools, foods, sports, and social interactions.
- ◇ Report on current events, making connections between the United States and the target culture where possible.
- ◇ Exchange letters recommending movies and music.
- ◇ Maintain a class blog.
- ◇ Facilitate Edmodo or wiki exchanges between classmates or students from the target culture.
- ◇ Participate in student exchanges.
- ◇ Participate in and/or attend cultural festivals, performing songs and dances.
- ◇ Create a book of authentic recipes.
- ◇ Acquire cultural information by interviewing native speakers.
- ◇ Incorporate idiomatic expressions into dialogues or skits.
- ◇ Write poems and songs.
- ◇ Shop for different products at different markets. Utilize target currency. Negotiate prices with shop owners.
- ◇ Plan a multi-destination trip to a country in the target culture, including several means of transportation.
- ◇ Celebrate holidays as they would be celebrated in the target culture.
- ◇ Use advertisements and products to explore perspectives.
- ◇ Research aspects of the geographical and historical perspectives of the target culture.
- ◇ Embed aspects of culture into listening, speaking, reading and writing skills.
- ◇ Perform traditional dances, counting time in Latin and wearing traditional clothing.
- ◇ Use Google Voice, Twitter, Wechat, Voxer, and other apps to communicate opinions and activities related to culture points.
- ◇ Skype with native speakers and other language learners to acquire cultural information and communicate on a topic.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas.

CAN-DO STATEMENTS

I can give examples of how aspects Roman culture are present in modern cultures, for example drama, government, literature, art, and architecture.

I can give examples of how the Latin language has influenced other subject areas, for example law, medicine, and science.

RESOURCES

- ◇ Museum Web sites (e.g., virtual tours of the Prado, the Louvre)
- ◇ Restaurant Web sites
- ◇ Maps, Google Earth, virtual tours of relevant cities (e.g., Rome, Pompeii)
- ◇ Realia (e.g., museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, magazines)
- ◇ Collections of literature, music, and other art (e.g., literature anthologies, videos of folkloric dancing, music compilations)
- ◇ Target-culture Web sites, such as hotel reservation sites and travel sites.

Figures of Speech

- ◇ <http://www.pantheon.org> (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. It broadly reflects conditions around 200 CE but also covers a few sites and roads created in late antiquity. Place names are in Latin. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use infographics from the target language to access basic information about topics of interest, including families, weather, leisure activities, etc.
- ◇ Create nonlinguistic representations to show similarities and differences of the above-listed topics.
- ◇ Compare/contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure and sports, etc.
- ◇ Investigate and present about professions and/or community businesses with cultural connections.
- ◇ Research and discuss the influence of the target language and culture on other subject areas.
- ◇ Research famous artists, composers, or authors in the target language and culture and present to the class via Aurasma, PowerPoint, Prezi, Animoto, iMovie, MovieMaker.
- ◇ Develop blueprints or Google SketchUps of a building for modern use with classical elements.
- ◇ Compare and contrast persuasive literature from the modern and ancient worlds (e.g., President George Bush's post-9/11 speech with Caesar's *Gallic Wars*). Analyze the persuasive techniques they have in common and discuss the different ways the authors relate to their modern audience.
- ◇ Analyze the use of literary devices in Latin literature and write stylistic translations that mimic the use of those devices while maintaining the essential meaning of the text.
- ◇ Identify the use of common ancient literary devices in modern literature and speeches (e.g., President John F. Kennedy's inaugural address, post-classical poetry). Discuss how they impact the reader's reception of the text.
- ◇ Examine what was written in ancient Roman graffiti and compare with graffiti today.
- ◇ Compare and contrast leadership styles of Roman leaders with later leaders in history.
- ◇ Compare and contrast how the Romans and Americans deal with major social issues like poverty, human rights, and disease.
- ◇ Discuss how democratic Roman government was and why. Follow up with a discussion of how democratic American government is and why.
- ◇ Investigate what made the Roman military successful. Invite a veteran to discuss what makes the American military successful.
- ◇ Generate questions about modern politics based on their study of ancient politics. Invite a modern politician to the class or contact through Skype to answer them.

Suggested topics for investigation:

- ◇ Time, weather, simple requests, likes/dislikes, simple greetings and salutations, farewells and expressions of courtesy, self-description (including personal belongings, family, leisure, and sports).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LIII.5** The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language.
- LIII.6** The student will discuss why similarities and differences exist within and among cultures.

RESOURCES

- ◊ See Latin items in the Additional Resources document.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◊ Identify the elements, such as more complex grammar, syntactical pattern, and/or usage, in a sentence.
- ◊ Demonstrate knowledge in both Latin-to-English translations and English-to-Latin translations.
- ◊ Expand knowledge of the English vocabulary by noting the relationship of Latin words to their English derivatives.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LIII.5** The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language.
- LIII.6** The student will discuss why similarities and differences exist within and among cultures.

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Virginia Foreign Language Standards of Learning

Latin

Level IV

READING FOR UNDERSTANDING



STANDARD

LIV.1 The student will interpret and analyze authentic Latin texts in selected genres.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-HIGH

At the Intermediate High sublevel, readers are able to understand fully and with ease short, noncomplex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration, although there will be occasional gaps in understand due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

BENCHMARK

I can easily understand the main idea of texts related to everyday life, personal interests, and studies.

I can sometimes follow stories and descriptions about events and experiences in various time frames.



PROGRESS INDICATORS

I can read, interpret, and evaluate the nuances of poetic devices and rhetorical figures in text.

I can create and interpret a translation of unit stories and exercises in oral and written form and answer questions in Latin.

I can analyze and evaluate a Latin passage for content, mechanics, and author's intent.

I can include detailed cultural information in my interpretation of authentic passages.

RESOURCES FOR READING FOR UNDERSTANDING

- ◇ Level-appropriate passages from publisher materials on the state-approved list, supplemented by Web resources such as the National Latin Exam past test collections.
- ◇ www.thelatinlibrary.com
- ◇ www.Perseus.tufts.edu
- ◇ Lacus Curtius: Penelope.uchicago.edu
- ◇ vroma.org
- ◇ National Junior Classical League
- ◇ Virginia Junior Classical League
- ◇ The American Classical League
- ◇ Dickinson College Commentaries by Chris Francese (section-by-section commentary and vocabulary)
- ◇ Barnard Columbia Ancient Drama Group: <https://ancientdrama.wordpress.com/past-plays/> (videos of modern productions of ancient plays, especially for theater units)
- ◇ Forum Romanum: <http://www.forumromanum.org/index2.html> (digital versions of older books; useful for student research)
- ◇ The Ara Pacis Museum: <http://en.arapacis.it> (incredible virtual tours)
- ◇ Theoi: <http://www.theoi.com> (encyclopedia of Mythology; useful for students to look up unknown references in literature)
- ◇ Latin tutorial: <https://www.youtube.com/user/latintutorial> (videos of grammar; especially useful for flipped classroom, student self-study)
- ◇ TED Talks – David Macaulay: An Illustrated Journey Through Rome http://www.ted.com/talks/david_macaulay_s_rome_antics?language=en
- ◇ Ephemeris: <http://ephemeris.alcuinus.net> (a current events newspaper entirely in Latin, especially good as tweets)
- ◇ Latin Wikipedia: http://la.wikipedia.org/wiki/Vicipaedia:Pagina_prima (can be hit or miss, as all Wikipedia sites, but it *is* in Latin)
- ◇ Weather Underground has an option to report your local weather entirely in Latin. <http://www.weatherunderground.com>

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READING FOR UNDERSTANDING



STANDARD

LIV.1 The student will interpret and analyze authentic Latin texts in selected genres.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Act out an entire story.
- ◇ Draw a story.
- ◇ Label/diagram sentences for grammar and syntax.
- ◇ Literary analysis of familiar and unfamiliar passages.
- ◇ Write a well-organized literary analysis of familiar and unfamiliar passages.
- ◇ Synthesize grammar and cultural concepts through reading.
- ◇ Debate/explain from the point of view of famous figures or characters from passages.
- ◇ Act out battles, incorporating learned military strategies.
- ◇ Literal translation.
- ◇ Summarize a passage for content/information.
- ◇ Paraphrase.
- ◇ Incorporate pre-reading strategies for story anticipation, including but not limited to:
 - ◇ Vocabulary introduction, especially as it distinct to the story
 - ◇ Grammar introduction
 - ◇ Thematic discussion
 - ◇ Silent sustained reading.
- ◇ Label/diagram grammatical portions of sentences, especially for advanced structures.
- ◇ Translate Latin into English to develop reading skills.
- ◇ Jigsaw a story or passage.
- ◇ Give an expert report on a grammar point, figure of speech, rhetorical device, or portion of a passage.
- ◇ Oral and written checks for understanding, including but not limited to:
 - ◇ True/False questions
 - ◇ Content questions
 - ◇ Acting out portions of stories
 - ◇ Rearranging English or Latin phrases into story chronology.

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INTERPERSONAL COMMUNICATION: LISTENING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

At the Intermediate-Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate-Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

BENCHMARK

I can often understand words, phrases, and simple sentences.



PROGRESS INDICATORS

I can sometimes understand the difference between a question and a statement.

I can sometimes understand questions or statements about characters in texts.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Look on YouTube for student videos of chapter readings for your textbook
- ◇ [Audio-Visual Classics Database](#)
- ◇ Latin Pronunciation Online Tutorial
- ◇ Catullus Poems Sung in Latin
- ◇ Society for the Oral Reading of Greek and Latin Literature

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Perform basic commands given in Latin.
- ◇ Respond to basic questions about a text without prompted answers.
- ◇ Draw or identify pictures that reflect the meaning of simple Latin sentences.
- ◇ Greet students at the door in Latin.
- ◇ Give classroom commands in Latin.
- ◇ Express what you need students to do using “*necesse est tibi/vobis...*”
- ◇ Read a previously translated text aloud without the students being able to view it. Stop at random points in the text and have students identify at what point the teacher stopped.
- ◇ For texts with a plot, the teacher tells/reads a simplified version of the story while the students draw a comic strip of it.

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INTERPERSONAL COMMUNICATION: LISTENING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Speakers at the Novice-High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target-language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnative speakers. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

BENCHMARK

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can respond to the teacher's or another student's commands or greetings in Latin.

I can respond to the teacher's Latin classroom commands.

I can ask and answer simple questions.

RESOURCES FOR INTERPERSONAL COMMUNICATION

- ◇ Sequential Latin — classic Latin texts adapted as graphic novels/Web comics, original stories about Latin boys and girls, a game, and more to come. There is a blog and they issue updates via e-mail from <http://sequentiallatin.org>.

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Paired students independently come up with one half of a result clause. They share out their half in front of the class, which must then translate their clause.
- ◇ A group of students comes up with an indirect command or gerund of purpose directed towards another group of students. If it is correct, the targeted group must follow through with the command. If there is an error, the creating group must follow through with the command.
- ◇ One student says a direct statement. Another makes it indirect.
- ◇ Ask students how they are doing as they walk into the room and encourage them to ask you the same.
- ◇ Have students pick Latin names. Use these for a variety of interpersonal activities.
- ◇ Have students mimic your expressive reading of a passage. Discuss why emphasis and pauses were placed where they were.
- ◇ Hang posters in the room of basic questions and responses students can use for daily interaction.
- ◇ Use information gap activities with indirect statements.
- ◇ Use a verb timeline to demonstrate the sequence of tenses for indirect statements and subjunctive constructions
- ◇ “Quiz Up” — a phone/tablet app game that includes categories for English Grammar, Ancient Rome, Mythology and Folklore and Greek Mythology. It does seem to be generally school friendly, with the only questionable items being ones that include pictures of classically nude statues/frescoes.
- ◇ “Twenty Questions” based on classroom objects or chapter vocabulary. A list of question starters could be included, and, depending on the level of complexity (historical figures or events in upper levels), this could be a way for Latin students to speak and interact.
- ◇ Have an investigation, such as the one in *Vesuvius and Other Latin Plays* by Dick Burnell (ISBN 0-521-40959-4, Cambridge University Press, pp. 58-59), in which an improvised play is put on and the cast solves the murder mystery akin to the game of “Clue.”

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PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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BENCHMARKS

I can read aloud authentic Latin texts with appropriate classical pronunciation, word stresses, meter, and expression that conveys the meaning of the text.

I present information on very familiar topics, using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can read full sentences aloud, using classical pronunciation and word stresses.

I can read texts aloud in a manner that reflects the poetic meter.

I can perform an oral reading of an authentic Latin passage with appropriate expression and phrasing to convey its meaning.

I can state information in a simple Latin sentence.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ Vocaroo.com (voice recording)
- ◇ <http://www.voki.com> (create customized speaking characters)
- ◇ [“Classroom Habits to Promote Oral Latin”](#) (PDF)
- ◇ Latin Pronunciation Guide
- ◇ Meter Tutorial
- ◇ Society for the Oral Reading of Greek and Latin Literature
- ◇ Oratory and Dramatic Interpretation Passages and Rubrics, [National Junior Classical League](#)

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PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create simple sentences that would be said by a member of Roman society. They say them while they act them out. The class must guess what type of Roman they are.
- ◇ Student groups come up with a humorous response to, “*Cur pullus viam transivit?*”
- ◇ Recite a portion of an oration of Cicero with appropriate pronunciation, word stress, and expression.
- ◇ Recite and act out a dramatic interpretation passage from the National Junior Classical League competition.
- ◇ Ask students questions in Latin that expect basic answers from the text while going through a reading passage.
- ◇ Hang posters in the room of basic expressions students can use in the classroom (e.g., *O me hercule! Eugepae!*).

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-LOW

Writers at the Intermediate-Low sublevel can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols. Their writing is understood by natives used to the writing of nonnatives, although additional effort may be required. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

BENCHMARK

I can write a short series of sentences, some with multiple clauses, on familiar topics, using familiar grammatical structures.



PROGRESS INDICATORS

- I can write basic Latin sentences on my own, some with multiple clauses.
- I can compose a simple paragraph in Latin.
- I can write basic sentences that reflect the content of a reading passage.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: WRITING

- ◇ Tar Heel Reader. Short, illustrated stories at a variety of proficiency levels. Illustrations support language. Students can create stories on this site. <http://tarheelreader.org/find/?search=&category=&reviewed=R&audience=E&language=la&page=1>
- ◇ Ascanius' SCRIBO writing contest

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Whiteboard writing exercises.
- ◇ Call out a grammatical element for students to write on a whiteboard to start off a sentence. Pass the whiteboards to another student to add another sentence element. Continue passing until a complete sentence is formed. Share out.
- ◇ Post gossip about a character in a text on Edmodo, using indirect statements.
- ◇ Label a picture that reflects the imagery within a poem with appropriate words and phrases from the poem.
- ◇ Write unique sentences using only words from authentic texts that have been read.
- ◇ Write a piece for the Ascanius SCRIBO contest.
- ◇ Use cloze sentences to focus on specific vocabulary or grammar points.
- ◇ Compose sentences or manipulate endings to adjust meaning, using individual whiteboards.
- ◇ Compose sentences using words on cards color-coded for different case uses.
- ◇ Use foldables to manipulate the changing of endings on a stem.
- ◇ Use a verb timeline to demonstrate the sequence of tenses for indirect statements and subjunctive constructions.

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LIV.2 The student will refine skills in reading and interpreting Latin orally.

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CULTURE



STANDARD

LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices, and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Intermediate-Low language competencies should also be demonstrating the Intermediate-level interculturality competencies.

BENCHMARKS

I can identify common patterns in the products and practices of cultures.
I can compare familiar cultural beliefs and values.
I can interact at a functional level in familiar cultural contexts.

I can compare and contrast how people celebrate.
I can compare and contrast how my peers socialize.
I can provide basic information about countries' governments.
I can identify similarities among folk tales.

Understanding of Cultural Perspectives

I can describe some basic cultural viewpoints.

I can talk about the individual role of family members and the importance of birth order.
I can give examples that show the importance of academics vs. sports.
I can describe the importance of time vs. money.
I can make simple comparisons about the roles of men and women in society.
I can describe the importance of religion.
I can describe how other cultures view major historical events differently.

I can make some generalizations about a culture.

I can sometimes identify cultural stereotypes or exaggerated views of a culture.
I can compare some religious beliefs.
I can classify the political beliefs of a nation in simple terms.

PROGRESS INDICATORS

Products and Practices

I can explore and reference current and past examples of authentic cultural products and practices.

I can understand the main idea and characters of short stories, folk tales, or graphic novels.
I can recognize and reference famous artists and their works.
I can understand the main idea of a movie clip or documentary.
I can talk about an historical figure.
I can have a simple conversation about a festival.
I can summarize the contributions of a culture in a blog or multimedia presentation.

I can compare and contrast some common products of other cultures and my own.

I can describe similarities and differences in artwork.
I can have a simple conversation about educational systems.
I can provide basic information about countries' governments.
I can identify similarities among folk tales.

I can compare and contrast some behaviors or practices of other cultures and my own.

I can compare and contrast eating habits.
I can compare and contrast how people buy and sell.
I can compare and contrast how families interact.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

CULTURE



STANDARD

LIV.3 The student will discuss how various perspectives reflect the practices and products of the Roman world.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials/visit of embassies, government resources, travel agencies, publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) (data and infographics of local origins, languages, international business activities in the United States)
- ◇ Library of Congress (contributions of U.S. immigrants)
- ◇ Calendars (school schedules, observed holidays, and historical events)
- ◇ Maps and statistics of countries, regions, and cultures
- ◇ Podcasts
- ◇ Movies or clips from the target culture with English subtitles or familiar American movies without subtitles in the target languages; movie trailers
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, commercials
- ◇ Online sites: shopping sites, restaurant menus, virtual tours, sports sites
- ◇ Children’s books, fairy tales, legends, myths
- ◇ Pinterest: Alenord and Ohio Foreign Language Association (curators for authentic resources)
- ◇ See Latin items in the Additional Resources document.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use information from [Mapping the Nation](#) and prepare a presentation on your town as an international community. Share information with local government, schools, or international visitors.
- ◇ Use information from Doctors Without Borders, daily news, or TV stations in the target culture to learn about global challenges and to discuss and present relevant issues and possible solutions.
- ◇ Retrieve information from various sources about population migrations within the target culture, historical and current. Discuss your key findings.
- ◇ Discuss the diversity of the United States’ culture and its influence on other world cultures (i.e., incorporation of language use and products, science and technology, beauty and aesthetics, contemporary life).
- ◇ Interview a native speaker about higher education options, communities, and career opportunities.
- ◇ Present orally or in writing about, “If you could meet a famous author or historical figure, who would it be and why?”
- ◇ Prepare a presentation about the “dos and don’ts” in the professional world of the target culture. Conduct mock interviews and complete a job application.
- ◇ Create a cookbook using recipes from the target culture.
- ◇ Introduce yourself to a guest and role-play a hosting situation.
- ◇ Host a showcase of student-created cultural products and practices.
- ◇ Watch a movie that incorporates issues about social class and/or gender roles in the target society. Write an editorial response based on what you saw.
- ◇ Present information on culture, using a format such as PhotoStory, Prezi, or student-made movies and skits.
- ◇ Continue exploration of and present a product of your choice related to contemporary life in the target culture.
- ◇ Report on current events, making connections between the United States and the target culture where possible. Anticipate future events.
- ◇ Exchange letters recommending movies and music.
- ◇ Maintain a class blog.
- ◇ Facilitate Edmodo exchanges between classmates or students from the target culture.
- ◇ Participate in and/or attend cultural festivals, performing songs and dances.
- ◇ Participate in student exchanges.
- ◇ Create a book of authentic recipes.
- ◇ Acquire cultural information by interviewing native speakers.
- ◇ Incorporate idiomatic expressions into dialogues or skits.
- ◇ Write poems and songs.
- ◇ Read or tell jokes and watch humorous exchanges in the target language.
- ◇ Research music styles, musicians, and lyrics as poetry.
- ◇ Go to a local restaurant of the target language and/or cuisine.
- ◇ Visit a local international business. Write a follow-up email thanking the business for the visit and mentioning something that you learned.
- ◇ Visit a local museum and create a tour in the target language.
- ◇ Plan a multi-destination trip to a country in the target culture, including several means of transportation. Problem solve an unanticipated complication.
- ◇ Celebrate holidays as they would be celebrated in the target culture.
- ◇ Use advertisements and products to explore perspectives.
- ◇ Research and present how historical figures continue to impact society today.
- ◇ Perform traditional dances, counting time in Latin and wearing traditional clothing.
- ◇ Use Vidpop, Twitter, Wechat, Voxer, and other apps to communicate opinions and activities related to culture points.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas.

CAN-DO STATEMENTS

I can describe and explain the influences of the Latin language and classical culture upon other subject areas, for example politics and psychology.

I can identify aspects of classical literature within the literature of other time periods and cultures, for example genre characteristics and literary devices.

RESOURCES

- ◇ Museum Web sites (e.g., virtual tours of the Prado, the Louvre)
- ◇ Restaurant Web sites
- ◇ Maps, Google Earth, virtual tours of relevant cities (e.g., Rome, Pompeii)
- ◇ Realia (e.g., museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, magazines)
- ◇ Collections of literature, music, and other art (e.g., literature anthologies, videos of folkloric dancing, music compilations)

Target-culture Web sites, such as hotel reservation sites and travel sites.

- ◇ <http://www.pantheon.org> (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. It broadly reflects conditions around 200 CE but also covers a few sites and roads created in late antiquity. Place names are in Latin. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use infographics from the target language to access basic information about topics of interest, including families, weather, leisure activities, etc.
- ◇ Create nonlinguistic representations to show similarities and differences of the above-listed topics.
- ◇ Compare/contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure and sports, etc.
- ◇ Investigate and present about professions and/or community businesses with cultural connections.
- ◇ Analyze the use of literary devices in Latin literature and write stylistic translations that mimic the use of those devices while maintaining the essential meaning of the text.
- ◇ Identify the use of common ancient literary devices in modern literature and poetry. Discuss how they impact the reader's reception of the text.
- ◇ Examine the various interpretations and uses of a famous line of Latin poetry in later contexts (e.g., Horace 3.2's "*dulce et decorum est*" in Wilfred Owen's World War II poem; on military medals and monuments; in modern YouTube music videos; Catullus' *Odi et Amo* and what modern musicians have done with it).
- ◇ Compare and contrast examples of art throughout multiple time periods and styles that are inspired by stories from Ovid's *Metamorphoses*.
- ◇ Examine the transformation of Ovid's stories into later cultural contexts within modern films (e.g., *Romeo and Juliet* and *West Side Story*, *Pygmalion* and *My Fair Lady*).
- ◇ Compare and contrast how the Romans and Americans deal with major social issues like poverty, human rights, and disease.
- ◇ Compare and contrast social mores present in Latin literature with the social mores students find present in their social circles and American society in general.
- ◇ Examine modern psychological theories and evaluate to what extent they could be applied to characters in classical texts (e.g., does Dido go through the contemporary understanding of the stages of grief?).
- ◇ Perform skits that place the characters of classical texts in a modern context (e.g., Dido and Aeneas go to a marriage counselor, Catullus meets with a social worker to work out his issues with Lesbia).
- ◇ Prepare for an interview with a modern-day refugee, using questions generated from the students' understanding of Aeneas' experience as a refugee from Troy.
- ◇ Create a mock trial for a character in classical literature.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LIV.5** The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of Latin.
- LIV.6** The student will discuss the social, economic, political, and artistic influences of the Roman world on the modern global community.

RESOURCES

- ◇ See Latin items in the Additional Resources document.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Demonstrate knowledge in both Latin-to-English translations and English-to-Latin translations.
- ◇ Students will expand their knowledge English vocabulary by noting the relationship of Latin words to their English derivatives (LII.5.1) and more advanced syntax.
- ◇ Make comparisons and draw conclusions about the influences of Roman culture on art, music, literature, and engineering.
- ◇ Discuss contributions of the Romans to modern law, philosophy, and governmental administration.
- ◇ Compare Roman views of public and private life with those of the modern world.

The suggested proficiency targets provide informed guidance to local language programs and in no way should be interpreted as a state mandate.

LINGUISTIC AND CULTURAL COMPARISONS



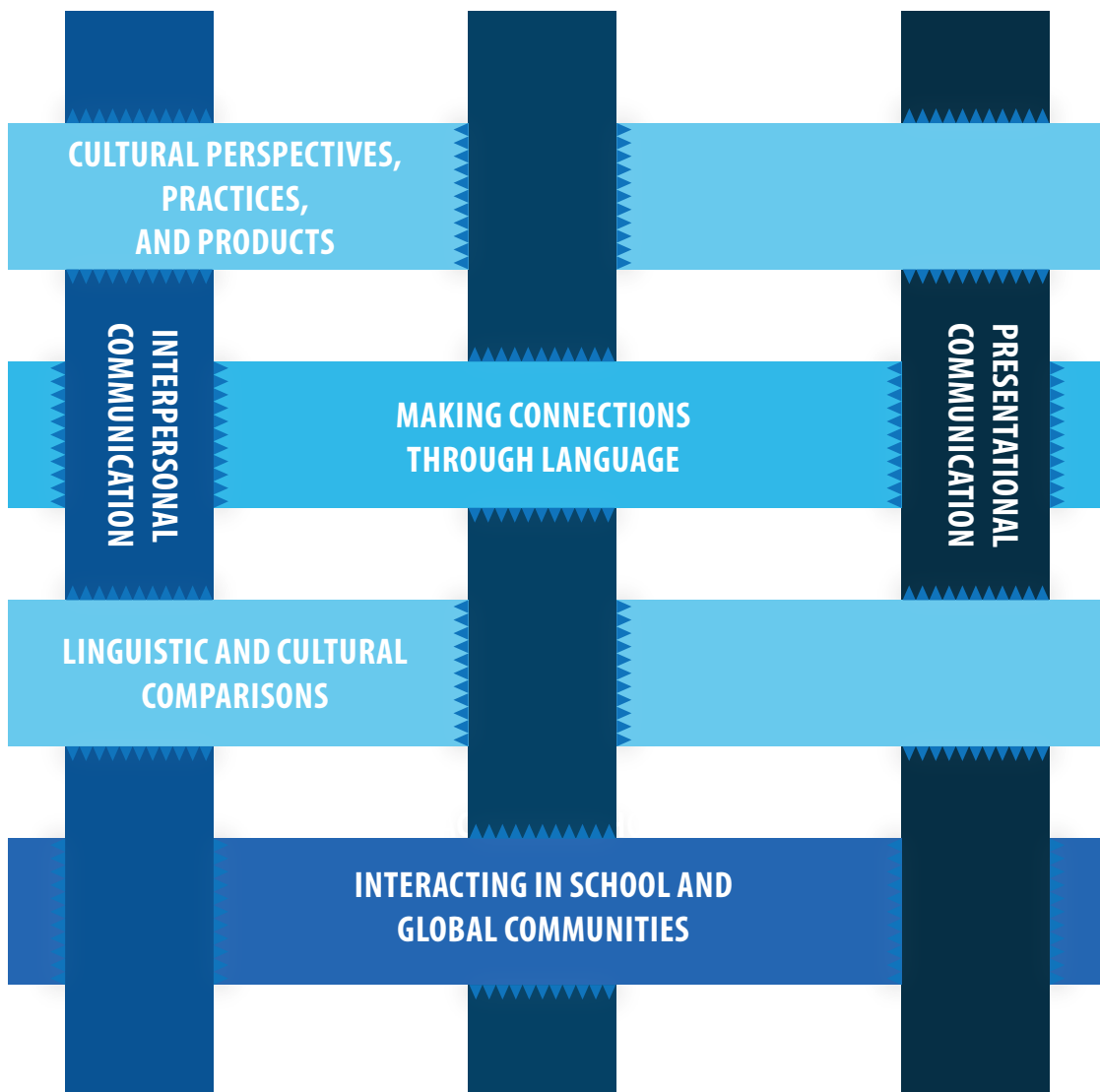
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Part III

Additional Resources



Community Connections (Web sites and resources)

- Embassies in Washington, D.C.: <http://www.embassy.org/embassies/>
- Organization of the American States: <http://www.oas.org/en/default.asp> (Also in French, Spanish, and Portuguese)
- Resource for Collaborative Project Work: <http://www.connectallschools.org/node/132295#globalorgs>
- Resources for MERLOT: <http://worldlanguages.merlot.org/>
- The Lunchbox Project: <http://lunchboxproject.wikispaces.com/>
- What the World Eats: http://world.time.com/2013/09/20/hungry-planet-what-the-world-eats/photo/nor_130523_139_x/
- Asia Society: <http://asiasociety.org/education>
- The United Nations: <http://www.un.org/cyberschoolbus/>
- Greater Richmond Partnership of Virginia: <http://www.grpva.com/>
- Virginia Economic Development Partnership: <http://virginiascan.yesvirginia.org/International/IntlOwned/table.aspx>
- ePals: <http://www.epals.com/>
- Peace Corps Classroom Resources: <http://www.peacecorps.gov/www/classroom/>
- Red Cross Teaching Resources: <http://www.redcross.org/what-we-do/international-services/educating-future-humanitarians/ihl-tools-resources>
- Doctors Without Borders: <http://www.doctorswithoutborders.org/support-us/share-msf/classroom>, <http://www.msf.org.uk/schools-resources>
- Google Maps: <https://www.google.com/maps/@37.2786604,-76.703422,13z>
- Google Tour Builder: <https://tourbuilder.withgoogle.com/> or <http://www.gearthblog.com/blog/archives/2014/01/use-new-google-earth-tour-builder.html>
- Virginia Museum of Fine Arts Resources for Educators: http://vmfa-resources.org/?yop_poll_answer=6&yop_poll_tr_id=&yop-poll-nonce-2_yp54529f5b-849da=9b56568b38 and <http://vmfa.museum/programs/educators/teacher-workshops/>
- Chrysler Museum of Norfolk Resources for Educators: <http://www.chrysler.org/learning-programs/online-learning-resources/>
- 100people.org: a world portrait: <http://www.100people.org/>

Discussion lists/group discussions by textbook

- <http://nxport.com/mailman/listinfo/latinteach>
- <http://nxport.com/mailman/listinfo/oerberg>
- <http://cambridgelatin.org/egroup.html>
- <http://groups.yahoo.com/group/HenleLatin>
- <http://groups.yahoo.com/group/latinforamericans>
- <http://groups.yahoo.com/group/ecceromani>

French

The **France Bienvenue** Web site is run by cohorts of students at IUT at Marseille. Each year students make videos accompanied with transcripts and other support materials, intended for learners of French. This is a wonderful source of listening material! <https://francebienvenue1.wordpress.com/>

Madame's Musings: A site about proficiency-based foreign language instruction. <http://madameshepard.com>

Latin—General Resources, Latin Texts

- Wikipedia in Latin (Vicimedia): http://la.wikipedia.org/wiki/Pagina_Prima
- Latin podcast compendium of sites: <http://latinum.mypodcast.com>
- Latin poetry podcasts: http://www.dickinson.edu/info/20033/classical_studies/2018/digital_projects
- Learning Latin via proverbs: <http://latinviaproverbs.pbwiki.com>
- Fables, proverbs, blogs about Latin: <http://bestiariablog.bestlatin.net>

Japanese

Japanese Language, Culture, and History

- Web Japan: <http://web-japan.org>
- NIHONGO—Portal for Learning Japanese: <http://nihongo-e-na.com/>
- JGuide—Stanford guide to Japan information resources: <http://jguide.stanford.edu>
- Japan National Tourist Organization: www.jnto.go.jp/
- Japanese government: <http://www.stat.go.jp/english/index.htm> (portal site of official statistics of Japan, data updated monthly)
- CIA Factbook: <https://www.cia.gov/library/publications/the-world-factbook/index.html> (extensive data on each country, published on the Web annually)
- Japan Fact Sheet: <http://web-japan.org/factsheet/index.html>
- Web Japan, Japan Atlas: <http://web-japan.org/atlas/index.html>
- Minorities: <http://www.minorityrights.org/?lid=5363>
- Ainu: <http://www.ainu-museum.or.jp/>
- Burakumin: <http://blhrri.org/>
- Japan Foundation New York: <http://www.jfny.org/> (JFNY's mission is to promote international cultural exchange and mutual understanding between Japan and other countries.)
- The Japan Forum: <http://www.tjf.or.jp/eng/index.html>
- Keizai Koho Center: <http://www.kkc.or.jp/> (Japanese Institute for Social and Economic Affairs)
- Consulate General of Japan in Atlanta (Georgia, Alabama): <http://www.atlanta.us.emb-japan.go.jp/>
- Consulate General of Japan in Chicago (Wisconsin, Iowa): <http://www.chicago.us.emb-japan.go.jp/>
- Consulate General of Japan in Nashville (Tennessee): <http://www.nashville.us.emb-japan.go.jp/>
- Consulate General of Japan in Detroit (Michigan): <http://www.detroit.us.emb-japan.go.jp/>
- National Association of Japan America Societies (NAJAS): <http://www.us-japan.org/resources/index.html>

Japanese Language

BBC

This site (<http://www.bbc.co.uk/languages/japanese/>, sponsored by the British Broadcasting Corporation) offers a smattering of Japanese language facts that are tied together with bits and pieces of history and culture in an appealing format. Although there are no written exercises, the site has an audio component, including 20 useful phrases, examples of kana pronunciation, and audio accompaniments to a basic introduction of the Japanese writing system, using lay explanations. This resource also offers quick links to two other useful sites with audio for continued acquisition of Japanese vocabulary: phrases for travelers (<http://japanese-phrases.sakura.ne.jp/>) and topical vocabulary categorized by numbers, colors, days and months, fruits and vegetables, and animals. The second link, Digital Dialects (<http://www.digitaldialects.com/Japanese.htm> [Note: Do not add an l after the htm when typing this Web address]), is recommended for its pedagogically sound approach of offering gradually more challenging digital exercises and quizzes to reinforce and affirm new learners' understanding.

University of Alabama

Web course on Japanese language for both high school and college credit. <http://www.nihongo.as.ua.edu/index.html>

Learn Japanese Language Free and Easy: <http://www.japanese-language.aiyori.org/index.html>

Tae Kim's Guide to Learning Japanese

An educational tool that makes Japanese fluency accessible to a large audience, this site offers everything detailed in the previous site and more. Arranged like the progression of a language book with its table of contents on a side menu, the site enables users to easily maneuver through the different aspects of language learning. Kim breaks down grammatical concepts in comprehensible components and lays a solid foundation of lessons that allows beginning learners to build comprehension of simple to very complex sentences. The author has a candid approach and seems to be intuitively aware of what any student of a new language is thinking and wondering. The site also offers printer-friendly versions of individual lessons for those who prefer hard copies. <http://www.guidetojapanese.org/learn/>

Japanese History, Economy, and International Relations

Japan: The Official Guide, Japan National Tourism Organization

This site offers cultural quintessence through extensive visual and informational resources, including a photo gallery and a movie channel containing videos of promotional footage that take the viewer through a number of different regions and cultural experiences. I would compare this Web site to being the cultural Louvre of Japan in that the extent of it is impressive not just its immensity but in the quality of what it contains as well. With this well-organized and well-developed site, the Japan National Tourism Organization does a great job of providing a huge variety of attractions and cultural explanations that depict the many flavors of this rich people group and their heritage. <http://www.jnto.go.jp/eng/>

U.S. Department of State

This site gives factual information about the United States' relations with Japan. It elaborates on our common democratic ideology, economic relations, and mutual membership in world organizations. From this page, one can access the Japan Page, where additional information is available on the United States ambassador to Japan (Caroline Kennedy) and the U.S. embassy in Tokyo. <http://www.state.gov/r/pa/ei/bgn/4142.htm>

About Japan: A Teacher's Resource

Sponsored by the Japan Society, this is an interactive Web site for K–12 educators that features lesson plans, essays, a wide variety of resources, and numerous opportunities for discussion and participation. http://aboutjapan.japansociety.org/page/japaneducation_home

Snapshots from Japan: The Lives of Seven Japanese High School Students

This is a CGP (Center for Global Partnership)–sponsored publication, a 171-page (downloadable) booklet of curriculum materials developed primarily for use in middle and junior high school social studies classes. http://www.cgp.org/pdf/DeAi_PDF/Snapshots_From_Japan.pdf

The Japan Forum (TJF)

Geared toward K–12 teachers, this organization supports programs where elementary and secondary school students from around the world can learn each other's languages and deepen their understanding of different cultures. It also manages online and offline forums where students can meet and engage in dialogue and exchange. Home page's statement: "Towards mutual understanding among students around the world: learning languages, learning cultures; discovering yourself, understanding others; transcending differences of language and culture; getting along with all kinds of people; widening your world, changing the world." <http://www.tjf.or.jp/eng/index.html>

Visualizing Cultures

Sponsored by Massachusetts Institute of Technology, this unique approach is an exploration of periods in Japanese history through art for high school teachers. <http://ocw.mit.edu/ans7870/21f/21f.027j/menu/index.html>

Contemporary Japan: Culture & Society

Columbia University offers a number of video segments with transcripts on urban and rural life, the Japanese family, education and work, Japanese society, pop culture, and religions. http://afe.easia.columbia.edu/at_japan_soc/

Japan and Other East Asian Cultures

Asia for Educators

Also from Columbia University, this is a broader source of classroom materials and faculty guides for various subjects on East Asian cultures. <http://afe.easia.columbia.edu>

NCTA—National Consortium for Teaching about Asia

This is an initiative designed to encourage and facilitate teaching and learning about East Asia in K-12 schools all across the United States—a good place to find introductory seminars. www.nctasia.org/

Stanford Program on International and Cross-Cultural Education

The Stanford Program on International and Cross-Cultural Education (SPICE) provides K–12 schools and community colleges with multidisciplinary curricular materials on international topics; it also conducts teacher professional development seminars and teaches distance-learning courses. <http://spice.stanford.edu>

Five College Center for East Asian Studies

This site supports, encourages, and is dedicated to the improvement of the teaching of East Asian cultures in K–12 schools in the Northeast. The center maintains an extensive resource library, publishes a newsletter three times a year, and conducts seminars, institutes, conferences, and workshops for college

and precollege educators. <http://www.smith.edu/fceas/>

Asia Society Education

Asia Society's Global Learning and Leadership's mission is to develop students' and young leaders' global competence through the development and spread of effective models. <http://askasia.org/education/index.html>

Online Exercises and Games

- For the Cambridge Latin course: www.cambridgescp.com/page.php?p=clc^oa_intro^intro
- For the Oxford Latin course: <http://artemis.austincollege.edu/acad/cml/rcape/latin/>
- For Wheelock's Latin course: www.wheelockslatin.com/wheelockslinks.htm
- Publisher's Web site for *Ecce Romani*: <http://www-unix.oit.umass.edu/~glawall/ecceteach.html>
- User-created Web site for *Ecce Romani*: <http://www-unix.oit.umass.edu/~glawall/ecceteach.html>
- Designed for use with Lingua Latina (Oerberg) but can be used by others: <http://funarg.nfshost.com/r2/code/languages/conjugations.html>
- Handouts on cultural and grammar topics: <http://www.rosierwilliams.com/teachingaids.html>
- Exercises and many wonderful links from the gentleman who wrote "A Cabinet of Roman Curiosities": <http://www.jcmckeown.com>
- LatinTeach resources: <http://www.latinteach.com/Site/RESOURCES/RESOURCES.html>
- Study tips: http://cornellcollege.edu/classical_studies/latin/tips.shtml
- Teacher-created games and drills: <http://www.quia.com/shared/latin/>
- Online Companion to the *Worlds of Roman Women*: <http://www.cnr.edu/home/sas/araia/companion.html>

Online Study Groups

- For use with Wheelock: <http://atrium-media.com/latin/atriumlatin.htm>
- For a variety of ancient and neo-Latin texts: <http://quasillum.com/latin/latin-activities.php>
- For classical, medieval and neo-Latin: <http://quasillum.com/study/latinstudy.php>
- For an exchange of technology and pedagogy ideas, and general information, open to teachers and students at all levels: <http://eclassics.ning.com>

Resources for Educators

International Education and Resource Network

iEARN (International Education and Resource Network) is the world's largest nonprofit global network that enables teachers and youth to use the Internet and other technologies to collaborate on projects that enhance learning and make a difference in the world. <http://iearn.org>

National Capital Language Resource Center

NCLRC is a joint project of Georgetown University, the George Washington University, and the Center for Applied Linguistics. They are one of 15 nonprofit Language Resource Centers funded by the U.S. Department of Education. As a nationally recognized organization, their focus is improving the teaching and learning of foreign languages through development of resources for all world languages and professional development for teachers and teacher educators. <http://www.nclrc.org/>

Center for Applied Linguistics

The Center for Applied Linguistics (CAL) is a private, nonprofit organization that conducts research, develops language assessments and instructional materials, provides professional development and technical assistance services, offers online courses, and disseminates information and resources related to language and culture. <http://www.cal.org/>

ASCD (the Association for Supervision and Curriculum Development)

Founded in 1943, ASCD is the global frontrunner in providing programs, products, and services through expert and innovative resources that are essential for empowering educators to learn, teach, and lead. Its membership comprises superintendents, principals, teachers, professors, and advocates from more than 138 countries and also includes 56 affiliate organizations. The nonprofit's diverse, nonpartisan membership is its greatest strength, projecting a powerful, unified voice to decision makers around the world. <http://www.ascd.org/Default.aspx>

BBC Languages

This web page is a user-friendly and unthreatening place to start for introductory guides to 20 influential world languages. Sponsored by the British Broadcasting Corporation, it exposes you to 10 revealing facts about the target language; an audio recording of 20 useful phrases; an introduction to that language's writing system, including explanations and audio examples of letters; and a few informative videos that introduce the language's use and culture. Not directed toward any particular age group, it speaks on an easy-to-understand, elementary level without insulting your intelligence. On a general level of language learning, the right-hand menu bar offers essential phrases in 40 languages (including the 20 on which it details); tips on how to learn a language; links to BBC News in 30 different languages; and related BBC links to the history, politics, and economic background of countries.

<http://www.bbc.co.uk/languages/guide/languages.shtml>

Language Guide

This is a collaborative project to develop interactive, sound-integrated language-learning resources.

<http://www.languageguide.org>

Foreign Language Immersion Programs: Features and Trends over Thirty-Five Years

This is one of the best comprehensive articles for learning everything about language immersion programs. Prepared by a director of the Foreign Language Education Center for Applied Linguistics, this article has great information about the features and trends of immersion programs over the years. <http://www.carla.umn.edu/immersion/acie/vol10/BridgeFeb07.pdf>

Directory of Foreign Language Immersion Programs in U.S. Schools

This is a comprehensive list of elementary and secondary schools around the United States that have a curriculum for teaching a second language, broken down by category of complete immersion, partial immersion, and two-way immersion programs. Designed for students with English as their native language, it encourages bilingualism among students and works excellently toward developing progressive cognitive skills. <http://www.publicschoolreview.com/articles/630>

Bab.la News

This site offers a world language map that enables you to see the most-spoken languages on each continent. It also offers links to the current year's top 25 language-learning blogs, professional blogs, language Facebook pages, language Twitter users, and language videos on YouTube. <http://en.bab.la/news/world-languages.html>

Ethnologue: Languages of the World

An encyclopedic reference work cataloging all of the world's 6,912 known living languages, this Web site is easily navigable and contains two parts. Part I, Languages of the World, provides an exhaustive list of specific languages and language families. Part II offers a summary view of the world language situation, specifically numerical tabulations of languages and number of speakers by world area, language size, language family, and country. <http://archive.ethnologue.com/15/web.asp>

Omniglot

This is an online encyclopedia of writing systems and languages. The site contains details of more than 180 writing systems, including abjads, alphabets, abugidas, syllabaries, and semanto-phonetic scripts, and information on more than 600 languages. <http://omniglot.com/about.htm>

SIL International

The Summer Institute of Linguistics Inc. (SIL) is a nonprofit organization for sustainable language development, serving language communities worldwide through research, translation, training, and materials development. With over 4,400 staff members from 86 countries, this site offers an interactive map of the world's languages, access to international resources, and downloadable software for fonts and language development. <http://www.sil.org/about>

The World Factbook

The CIA World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities. It also offers inclusive world rankings on a variety of statistical data.

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

The Library of Congress Country Studies

Published by the Federal Research Division, the Country Studies Series presents a thorough description and analysis of the historical setting and the social, economic, political, and national security systems and institutions of more than 100 countries throughout the world, all arranged by chapters with headings and subheadings for easy navigation. <http://lcweb2.loc.gov/frd/cs/jptoc.html>

Internet World Stats

This Web site features an alphabetical list of world languages by country, indicating first the official language or languages, and including all other prominently spoken ones as well. From here, one can also access the latest regional information on Internet usage and penetration data and, for 233 individual countries, it offers population statistics, telecommunications information reports, Facebook statistics, and Internet market research data. <http://www.internetworldstats.com/languages.htm>

Radio/Television

These sites offer international radio and television broadcasts from 25 countries and in languages from around the world.

<http://broadcast-live.com/nations.html>

<http://broadcast-live.com/television/index.html>

<http://delicast.com/>

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Glossary of Terms

These definitions are intended to be context-specific to the ACTFL Proficiency Guidelines and to the Foreign Language Standards of Learning for Virginia Public Schools and are not intended to be comprehensive or exhaustive.

abstract language	Expression that signifies a concept, quality, or idea rather than material or physical reality. (Opposite of concrete language)
aspect	A verbal category that refers to some characteristic of the activity or state of a verb. It indicates whether an action or state is viewed as completed or in progress (I went/I was going), instantaneous or enduring (The sun came out/The sun was shining), momentary or habitual (They vacationed at the shore/They used to vacation at the shore). Aspect is often indicated by prefixes, suffixes, infixes, phonetic changes in the root verb, and the use of auxiliaries.
authentic materials	Also “culturally authentic materials,” meaning materials that have been created for and by native speakers of the language and that have been derived from the culture itself.
authentic text	Oral and written communication produced by native language users and directed to an audience of native language users in the target culture, such as a newspaper article. This contrasts with a text that is created for learners in the target language solely for instructional or assessment purposes, such as many textbook reading passages.
circumlocution	The use of language that one does know in order to explain a specific word that one does not know.
code-switching	Switching from one language to another to complete an idea, thought, or sentence, often when one lacks the word or phrase in the language in which one started.
cognates	Words between languages that have a common origin and are therefore readily understood. For example, the French word <i>leçon</i> and the English word “lesson.”
cohesive devices	Language components that link ideas for smooth flow within and among sentences and paragraphs, such as conjunctions, relative pronouns, pronoun substitutions (subject, verb), adverbs of time, and subordinate clauses.
communicative competence	The ability to function in a communicative setting by using not only grammatical knowledge but gestures and intonation, strategies for making oneself understood, and risk-taking in attempting communication. [Shrum & Glisan, 13]

communicative modes

interpersonal Direct communication (e.g., face-to-face or telephonic) between individuals who are in personal contact; direct written communication between individuals who come into personal contact.

interpretive Receptive communication of oral or written messages; facilitated communication via print and nonprint materials; listener, viewer, reader works with visual or recorded materials whose creator is absent.

presentational Productive communication using oral or written language; spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode; author or creator of visual or recorded material not known personally to listener. (*Standards for Foreign Language Learning: Preparing for the 21st Century*. [1996], p. 33)

comprehensible input Students should be able to understand the essence of what is being said or presented to them. This does not mean, however, that teachers must use only words students understand. In fact, instruction can be incomprehensible even when students know all of the words. Students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. In other words, students may understand most, but not all, words the teacher is using. (Retrieved from www.teachervision.fen.com/learning-disabilities/bilingual-education/10260.html)

connected discourse Coherent, sequential speech or writing.

connected sentences A series or string of sentences or text that is topically related. Unlike paragraphs, sentences are interchangeable; altering the order of the sentences does not affect the meaning of the message.

concrete language Language that is used to refer to particular persons, places, and objects.

context The meanings that words or texts have for listeners or readers that are dependent on situational factors, such as the other words that surround them, the physical setting in which words are uttered, gestures and other non-linguistic signs that accompany speech, the history of the relationship between a speaker and listener, and so on. <http://labspace.open.ac.uk/mod/oucontent/view.php?id=445539§ion=1.4>

contextual clues Hints within the communication or its context that facilitate the comprehension of unfamiliar words.

conventions of language Matters of implicit mutual agreement among language users such, as grammar and vocabulary. Such agreement is necessary for successful communication.

cultural competence	Refers to the appropriateness of a response within a social context.
cultural framework	A term used to describe traditions, value systems, myths, and symbols that are common in a given society.
perspective	Traditional ideas, attitudes, meanings, and values of members of a society. [Shrum & Glisan, 155-56]
practice	The patterns of behavior accepted by a society; they represent knowledge of “what to do when and where” (e.g., how individuals address one another, the social strata, the use of space, gestures, and mealtime etiquette). [Shrum & Glisan, 155]
product	What is created by members of the culture, both tangible and intangible (e.g., a house, an eating utensil, a painting, a piece of literature as well as a system of education, a ritual, an oral tale, or a dance). [Shrum & Glisan, 155]
cultural references	Allusions to shared ideas, beliefs, values, and knowledge of a particular culture/society.
description	The verbal representation of a person, place, thing, event, or process.
discourse	Unit of structured speech or writing.
discrete sentences	Stand-alone sentences that lack further organization, such as into paragraphs.
extended discourse	The extensive treatment of a topic that results in connected paragraphs; a communicative building process in both form and meaning.
extralinguistic	Not included in the language itself, such as a visual or contextual clue that supports understanding.
false cognates	Words between languages that appear to have a common origin and thus the same meaning, but do not. For example the French word <i>anniversaire</i> (birthday) and the English word “anniversary.”
fluency	The flow in spoken or written language as perceived by the listener or reader. Flow is made possible by clarity of expression, the acceptable ordering of ideas, use of vocabulary and syntax appropriate to the context.
formal correspondence	For example: business letter, professional report.
formal settings	For example: academic conferences, the professional workplace.
formal/informal writing	Features of writing (format, punctuation, choice of vocabulary) that reflect different audiences and purposes for communication.

formulaic (expressions)	Constituting or containing a verbal formula or set form of words such as “How are you?/Fine, thank you.” “Thanks very much./You’re welcome.”
functional language ability	A language user’s ability to accomplish real world communicative tasks such as handling a simple social transaction or resolving a situation with a complication.
generic vocabulary	Words and expressions that serve equally well in a variety of categories and contexts. Such vocabulary is readily intelligible to most people but does not normally deepen meaning. See <i>specialized vocabulary</i> .
genre	Any category of art, music, film, literature, etc., based on a set of stylistic criteria.
goal	A broad, general statement about the aims or purposes of what the program, course, or activity intends to accomplish.
grammatical	Correct linguistic form or structure.
heritage language students	Those who have backgrounds in a language other than English or who come from immersion experiences—formal or informal.
hypothetical discourse	Language used to speculate or express conjecture.
idiom	A common figurative expression separate from the literal meaning of the component words.
inflection (voice)	
grammatical	Alteration of the form of a word by the addition of a suffix, English <i>dog</i> > <i>dogs</i> ; changing the form of a base: English <i>spoke</i> < <i>speak</i> that indicates grammatical features such as number, person, mood, or tense.
voice	Alteration in the pitch or tone of the voice.
informal settings	For example: in the home, with friends, with family, casual everyday situations.
Interculturality	The interaction of people from different cultural backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of the cultures.
interlocutor	The person with whom one is speaking; a conversation partner.
intonation	The rise and fall in pitch of the voice in speech.

learning outcome	Identifies what the learner will know and be able to do by the end of a course or program; specific, demonstrable characteristics—knowledge, skills, values, attitudes, interests—that allow evaluation of the extent to which course goals have been met.
less commonly taught languages	Some of the most commonly spoken languages in the world, including Chinese, Arabic, Russian, Korean, and Japanese non-Roman script and alphabet and character-based (logographic) languages.
level appropriate	The content, process, skill, or material described requires students to function at the level at which they are studying.
lexical	Of or relating to the words or the vocabulary of a language as distinguished from its grammar and structure.
low-frequency structures	Complex language constructions that are seldom used or required in a given language in its less formal expression but often necessary in the most formal types of high-level communicative tasks, such as persuading and hypothesizing.
narrative	The relating of a story or account of events, experiences, etc., whether true or fictitious, told in a logical and chronological order.
nonalphabetic symbols	Those elements of meaning that appear in both Roman and non-Roman languages that indicate stress, punctuation, syllabification; including ideographs and pictograms. (^ ? \$) * + 8 .
nonverbal communication	Communication through sending and receiving wordless (mostly visual) cues between people—through gestures and touch, body language or posture, physical distance, facial expression, and eye contact.
nuance	A subtle or slight degree of difference, as in meaning, feeling, or tone; a gradation.
objective	A brief, clear statement that describes the desired learning outcome of a course or program (i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals).
oral discourse	Spoken communication.
paragraph	A self-contained, cohesive unit of spoken or written discourse that generally consists of multiple sentences linked by internal organization and connectors.
paraphrase	An alternative way of communicating a similar message.

performance	The ability to use language that has been learned and practiced in an instructional setting (i.e., language ability that has been practiced and that is within familiar contexts and content areas).
persuasive discourse	Language that attempts to persuade the reader or listener to adopt an idea, attitude, or action.
proficiency	The ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language; one's functional language ability.
proficiency target	Reasonable expectations of language use for assessment at different levels of study.
proficiency range	The scope of ability to communicate in a foreign language, incorporating a breadth of receptive and productive skills (listening comprehension, speaking, reading, and writing).
recombinations	The ways in which speakers and writers put together linguistic elements they have learned (for example, words, phrases, and sentences) to create an original message.
redundancy	The repetition of linguistic information.
reflective writing	Written material that is planned and organized through the entire writing process. This type of writing is generally necessary to produce texts at high proficiency levels.
register	The level of formality or informality used in a specific context for a specific audience.
familiar	Synonymous with informal; casual, colloquial, natural, relaxed, simple, unceremonious, unconstrained, unofficial.
formal	Language use characterized by spoken or written speech used before an audience; the assumption of a role by the speaker, such as a sermon, political speech, lecture, letter, poetry. Marked by an impersonal, objective, and precise use of language; a formal prose style is typically used in scholarly books and articles, technical reports, research papers, and legal documents. (http://grammar.about.com/od/fh/g/formalstyleterm.htm)
informal	Marked by a casual, familiar, and generally colloquial use of language; often more direct than formal language and may rely more heavily on contractions, abbreviations, short sentences, and ellipses. (http://grammar.about.com/od/il/g/informalstyleterm.htm)

rephrasing	To restate or rewrite in a new, clearer, or different way.
rhetorical structures	Devices of language that create a literary effect, such as personification, understatement, metaphor, or hyperbole.
specialized vocabulary	Words, expressions, technical terms, etc., that are meaningful to members of a specific group or field of study or endeavor.
spontaneous writing	Writing that is produced when preparation and production need to occur at the same time. It does not allow sufficient opportunity for revision, rewriting, or editing.
strings of sentences	A series of isolated or discrete sentences typically referring to a given topic but not grammatically or syntactically connected.
syllabic writing system	A writing system that uses symbols to represent syllables rather than individual sounds (such as letters). The Japanese writing system is syllabic.
syntactic	The principles and rules that govern the construction of phrases, sentences, paragraphs, etc.
tailoring of language	Adjusting language so that it is the appropriate register for a particular individual or audience.
target language	The language being studied, second language (L2).
text modality	The purpose for which a text is written. For example, there is the instructive mode that refers to texts that instruct by communicating factual information (newspaper report), and there is the evaluative mode that refers to texts that make evaluative statements (that is judgments) with both factual and abstract content (newspaper editorial).
time frames	General periods of time — past, present, or future — however these may be indicated in a particular language. For example, “future time” is indicated in French and Spanish by the near future (aller/ir + infinitive); immediate past (venir de/acabar de + infinitive).
time markers	Words that indicate the time frame of an event such as adverbs or adverbial phrases such as “yesterday,” “two years ago.”
writing protocols	A set of language-specific guidelines used by writers. For example, in English, an essay begins with a topic sentence and always has a concluding paragraph.

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