

# Virginia Board of Education Agenda Item



**Agenda Item:** C

**Date:** May 22, 2014

<b>Title</b>	Final Review of Proposed Revised <i>Foreign Language Standards of Learning</i>		
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**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:

Date: February 27, 2014

Action: First review of the proposed revised *Foreign Language Standards of Learning*

**Action Requested:**

Final review: Action requested at this meeting.

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

X	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

Goal One: The Board of Education’s comprehensive plan calls for a review of all Standards of Learning on a regular schedule.

Goal Two: The proposed revised *Foreign Language Standards of Learning* reflect rigorous, concise, and measurable standards for world language courses in Virginia.

The *Code of Virginia* also requires a review of Virginia’s Standards of Learning every seven years. *Code of Virginia* 22.1-253.13:1-2 The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

The *Foreign Language Standards of Learning* were adopted by the Board of Education on February 28, 2007. The current standards may be viewed online at [http://www.doe.virginia.gov/testing/sol/standards\\_docs/foreign\\_language/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/foreign_language/index.shtml) .

On February 27, 2013, the Board of Education approved the timeline for reviewing the current standards. Upon approval of the timetable, the following actions occurred:

- Received public comment on the 2007 *Foreign Language Standards of Learning*;
- Identified French, German, Latin, Spanish, and Modern Foreign Language Standards of Learning Revision team members;
- Met for three days on July 30 – August 1, 2013 with the five foreign language review teams that consisted of recommended individuals solicited from school divisions, to review the public comments and to consider recommendations and reports from stakeholder groups;
- Developed a draft of the proposed revised *Foreign Language Standards of Learning*;
- Presented for first review on February 27, 2014, the proposed revised *Foreign Language Standards of Learning*; and
- Collected public comment via two public hearings and electronic comment submission.

**Summary of Important Issues:**

On February 27, 2014, the Board of Education accepted the proposed revised standards for first review. The Board held two public hearings. The first hearing was held on Thursday, March 27, 2014, following the Board meeting in Richmond. The second hearing was held on Thursday, April 3, 2014, at Northside Middle School in Roanoke County. There were a total of two speakers on March 27 and three speakers on April 3.

In addition to comments received at the public hearings, 31 comments were received electronically. No comments were received via U.S. Mail. Of this total, 23 were unique comments submitted in one of the five language categories and 8 were the same two comments submitted in four separate categories. Verbatim comments from the public hearings and the online submission process are included in Attachment B. The number of comments received electronically is listed by language group below:

French	4
German	4
Spanish	10
Latin	4
Modern Foreign Language	9
Total Comments	31

The feedback was largely positive and indicated that the standards reflected high-quality instruction and current best practice in world language education. In particular, the following areas were praised:

- Development of the new set of standards for non-Roman alphabet languages;
- Inclusion of the three communicative modes in the organizing strands; and
- Use of the term “world language” in place of “foreign language” within the standards document.

The various concerns and priorities of those constituents who spoke at the public hearings and submitted online comments have been incorporated whenever possible within the proposed *Foreign Language Standards of Learning*. An updated strikethrough version of all sections of the *Foreign Language Standards of Learning* is presented in Attachment A. The attached version includes changes that reflect input from the Board’s first review as well as the public comments.

### **Summary of the Proposed Revised *Foreign Language Standards of Learning***

The major elements of the attached proposed revised *Foreign Language Standards of Learning* include:

- Edits to enhance clarity, specificity, and alignment of skills and content;
- Edits to reflect performance expectations that are sequential and developmental;
- Edits to the organizing strand titles to reflect current academic research and practice; and
- Addition of a new set of generic standards to address the language acquisition process for character-based and non-Roman alphabet languages.

The review committees also made recommendations for the development of technical assistance documents to address other concerns raised by the field and to supplement the *Foreign Language Standards of Learning*.

### **Summary of the Changes from First Review**

Given the favorable public comments, few changes were made to the proposed revised *Foreign Language Standards of Learning* the Board received on February 27, 2014. Edits to the document from the first review draft are marked using the double underline, double strikethrough method and include:

- Replacing the names *Western World Language* and *Non-Western World Language* with *Modern World Language: Roman Alphabet Languages* and *Modern World Language: Non-Roman Alphabet Languages*;
- Adjusting the description of the Korean alphabet system; and
- Minor edits to wording within some Latin standards to improve clarity.

Staff and team members carefully reviewed other suggestions that were offered and determined that they did not further enhance the content standards. Some suggestions will be further addressed in technical assistance documents.

**Impact on Fiscal and Human Resources:**

The Department of Education administers the state standards review process and the implementation of those standards, once approved by the Board. The agency's existing resources can absorb the standard review responsibility at this time.

**Timetable for Further Review/Action:**

Upon approval of the final revisions to the *Foreign Language Standards of Learning*, the Department of Education will post the revised standards on the Department's Web site and inform constituents through a variety of channels including a Superintendent's Memorandum.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed revisions to the *Foreign Language Standards of Learning*.

**PROPOSED**

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**Foreign Language  
Standards of  
Learning  
for  
Virginia  
Public Schools**



**Board of Education  
Commonwealth of Virginia**

**February ~~2007~~ 2014**

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## Introduction

The *Foreign Language Standards of Learning* for modern world languages and Latin identify essential content, processes, knowledge and skills for each level of language learning in Virginia's secondary schools. ~~There Included are:~~

- ~~specific Generic standards for levels I through IV of French, German, Spanish, and Latin as well as generic standards adaptable for levels I through IV of other modern languages, including non-Roman alphabet languages, such as Arabic, Chinese, Japanese, Korean, and Russian. Western Roman Alphabet World Languages;~~
- Generic standards for levels I through V of ~~Non-Western~~ Non-Roman Alphabet World Languages, including (a) non-Roman alphabet languages, such as Arabic and Russian, and (b) character-based languages, such as Chinese, Japanese, and Korean; and
- Language specific standards for levels I through IV of French, German, Spanish, and Latin.

~~Levels I–IV, as well as generic Modern Foreign Language Standards adaptable for courses in other modern languages. The Western Roman Alphabet World Language standards for level IV and Non-Western Non-Roman Alphabet World Language standards for level V focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. In addition, a curriculum framework for American Sign Language has been developed for levels I through III and is published as a separate document.~~

~~The new Standards of Learning for Non-Western Non-Roman Alphabet World Languages levels I and II are similar to those of Western Roman Alphabet Languages; levels III and IV have been spread out over three years, culminating in level V, which has been added to these standards to address the need for a longer time frame to achieve similar proficiency levels as those in the Western Roman alphabet languages. Non-Western Non-Roman alphabet languages call for significantly more time to achieve a level of functional proficiency for several reasons:~~

- Written Arabic uses fewer vowels, making it more difficult to read the language.
- Chinese is a tonal language—meaning changes as the tone of a word changes. Chinese also has thousands of characters and a complex writing system.
- Japanese also has thousands of characters as well as three different writing systems and two syllabary systems.
- Korean has ~~different sentence structure, a complicated writing system,~~ as well as different syntax and verb conjugations. ~~Written Korean relies on many Chinese characters.~~

Research indicates when learning languages whose writing systems are unfamiliar to them, learners face the greatest challenge in interpretive reading and presentational writing, and less of a challenge with interpersonal listening and speaking. For this reason, these Standards of Learning include explanations of the need for and use of transliterated text and romanized alphabets.

Each level of the modern ~~foreign-world~~ language standards is organized around seven content strands and contains a total of 10 to 12 standards that outline the knowledge, skills, and processes

essential for language ~~learning, use,~~ focusing on communication. Each level of the Latin standards is organized into six content strands and contains a total of seven or eight standards that focus on interpretation of text. Each standard is followed by two or more essential components of the standard. Between ten and twelve standards have been written for each level. Two or more indicators that describe student performance in meeting that standard follow each standard. The indicators are assessable in numerous ways, thereby allowing a variety of instructional possibilities. See individual language documents for examples that clarify or expand upon individual standards. The ~~E~~examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements.

The emphasis on communication and interpretation ensures that students completing long-term, sequential ~~foreign~~ world language programs in Virginia's public schools will be able, within reasonable limits, to interact with users of the language and gain insight into their culture. The level of proficiency reached depends largely on the amount of ~~contact~~ actual practice and experience with the target language. Therefore, school divisions are encouraged to offer sequential foreign world language instruction beginning in the elementary schools. ~~However, the ability to communicate comfortably with native speakers of the language about most topics is not obtained solely through classroom study. Students should be encouraged to pursue opportunities beyond the normal classroom setting, including long-term contact with, or immersion in, the target language and culture(s), such as participation in the Virginia Governor's Foreign Language Academies.~~

Effective language instruction must provide significant levels of meaningful communication (communication for a classical language refers to an emphasis on reading ability) and interactive feedback in the target language in order for students to develop language and cultural proficiency.

Learning another language is much more than simply learning about the language system; language study includes the rich cultural content that makes languages and their communities unique. Specific course content should be determined in part by the ages of students, location, interests, and needs of the community, incorporating those unique age- and level-appropriate cultural elements that shape the target language communities. The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community. The standards of learning do not ~~comprise~~ encompass the entire curriculum for a given course or prescribe how the content should be taught. The vocabulary, concepts, and structures for each level should be presented in a spiraling fashion that reintroduces them with increasing complexity at subsequent stages of language development. The standards for any level beyond level I incorporate the standards for all levels that precede it. ~~In addition,~~ local assessments designed to measure students' ability to use the target language should be aligned ~~to~~ with local ~~curricular~~ and state standards.

Several terms that have particular significance within world language education are used throughout the document. Reference is often made to "culturally authentic materials,"<sup>22</sup> which are materials that have been created for and by native speakers of the language, and ~~that~~ which have been derived from the culture itself. In addition, because language courses are sequential, reference is made to "level-appropriate"<sup>22</sup> linguistic elements, and skills, such as vocabulary and grammatical structures or

instructional materials, such as reading selections or videos. “Level-appropriate” means that the content, context, process, ability, skill, or material described should requires students to function adequately at a level ~~they have attained~~ at which they are studying. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by ~~simply matching~~ making the linguistic task assigned to the students ~~with relevant~~ to their level of language proficiency level. “Cultural competence” refers to the appropriateness of an action or response within a social context.

## **Goals and Strands for Modern World Languages**

The Foreign Language Standards of Learning for modern world languages are organized into broad learning outcomes and concepts or goals, i.e., what students are to learn. The intent of each goal is specified by strands that describe categories of desired learning outcomes in foreign world languages. For each strand, standards identify specifically what students will know and be able to do in each area by the end of a course.

### **Goals**

Achieving linguistic proficiency and cultural understanding is a long-term endeavor, requiring further experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in ~~each of the~~ four areas below:-

#### **Effective Communication**

Students will:

- ~~Students will learn to e~~ Communicate with others in a language other than English.
- ~~Students will i~~ Improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

#### **Enhanced Cultural Understanding**

Students will:

- ~~Students will d~~ Develop an awareness of and an appreciation for another people’s unique way of life, the patterns of behavior which order their world, and the ideas and perspectives which guide their behaviors.
- ~~Students will learn about~~ Develop an understanding of the contributions of other cultures’ contributions to the world and how these contributions have shaped international perspectives.

#### **Expanded Access to Information**

Students will:

- ~~Students will e~~ Connect with other disciplines through language study, which enables them to understand the interrelationships among content areas.

- ~~Students will a~~ Access information in more than one language ~~which gives them a greater choice of resources~~ making available a greater range of authentic resources and a richer base of knowledge.

### **Increased Global Perspective**

Students will:

- ~~Students will contribute to and respond to~~ Respond to and contribute to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a ~~foreign~~ world language class.
- ~~Students will gain~~ Explore additional prospects for further education, ~~and career opportunities;~~ and personal fulfillment as a result of second language study.

### **Strands**

#### **Modern Foreign Languages**

The content of the *Foreign Language Standards of Learning* for modern world languages is organized around the following seven essential strands of language development and application:

- ~~Person to Person~~ Interpersonal Communication
- Interpretive Communication: Listening and Reading for Understanding
- ~~Oral and Written Presentation~~ Presentational Communication: Speaking and Writing
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- ~~Cultural and Linguistic~~ Linguistic and Cultural Comparisons
- ~~Communication across~~ Interacting in School and Global Communities

#### **Person to Person *Interpersonal Communication*<sup>\*</sup>**

The first strand focuses on the productive communicative skills needed to exchange information ~~in the target language orally~~ with another person. In the ~~When demonstrating skills in the person to person interpersonal~~ communication strand, students ~~demonstrate their ability to~~ initiate, sustain, and close a conversation or ~~an~~ produce interactive written communication, such as an e-mail exchange.

#### **Interpretive Communication: Listening and Reading for Understanding<sup>\*</sup>**

The second strand consists of the receptive communicative skills necessary to comprehend speaking and writing in the target language. The student's level of communicative competence is indicated by the degree of comprehension of spoken and written language in a variety of media, together with interpretation of other visual and auditory cues given by the speaker ~~or~~ and writer. This strand differs from the ~~person to person interpersonal communication~~ strand in that the skills involve understanding one-way communication with little or no opportunity for clarification through interaction.

#### **Oral and Written Presentation<sup>\*</sup> *Presentational Communication: Speaking and Writing***

The third strand ~~centers around~~ focuses on the communicative skills needed to present information in the target language orally or in writing to an audience. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations; and ~~again,~~ differ from the

~~person-to-person~~ interpersonal communication strand in that students do not interact with the audience.

### ***Cultural Perspectives, Practices, and Products***

Understanding the culture of the speakers of the language is an integral part of learning a language. Students demonstrate their understanding of the ~~inextricable-inseparable~~ link between language and culture by developing an understanding of the perspectives or viewpoints — informed by such factors as history and tradition; practices or patterns of behavior; and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language, to more fully understand and appreciate literary and artistic works, and to function successfully within that cultural setting.

### ***Making Connections through Language***

The topics addressed in the ~~foreign~~ world language classroom provide an opportunity for students to ~~connect~~ associate information about the language and culture(s) they are learning with concepts studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information available to them in the target language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding and appreciation of the total curriculum.

### ***Cultural and Linguistic Linguistic and Cultural Comparisons***

The process of language learning causes students to reflect on their own language and culture in a way that increases ~~their~~ linguistic awareness and understanding of the nature of language in general and of elements of their native language and culture. As students become more knowledgeable about the target language, they also increase their skills in their native language by making frequent comparisons between the ~~foreign~~ target language and their own. The insight students develop into their own language and culture helps them increase their understanding of and openness to people who speak other languages and who may view the world from a different perspective.

### ***Interacting in School and Global Communities***

Knowledge of the target language and culture is enhanced for students when ~~students~~ they have the opportunity to ~~apply their skills~~ use their abilities and knowledge beyond the classroom setting. This application can take many forms, for example, from corresponding with a native speaker of the language; working or volunteering in service programs and organizations; ~~to~~ visiting nearby local sites where the language and culture are prominent; and participating in local, state, and national competitions. Without traveling far, Virginia students can find myriad opportunities to make these connections, for example, by interacting with ethnic populations within the local community, establishing contacts with foreign-owned businesses that have offices and factories in many parts of the state, and using numerous resources available through the Internet and other media. Practical application of their language skills motivates students to continue their language study and develop a lifelong interest in participating meaningfully in the global community.

## **Goals and Strands for Latin**

Each level of Latin is organized into six content strands and contains a total of seven or eight standards that focus on the interpretation of text. Two or more indicators that describe student performance in meeting that standard follow each standard. The indicators are assessable in numerous ways, thereby allowing a variety of instructional possibilities.

The emphasis on the interpretation of texts in general ensures that students completing long-term, sequential world language programs in Virginia’s public schools will be able, within reasonable limits, to gain insight into Roman and other classical cultures that interacted with and influenced the Latin-speaking world. The level of proficiency reached depends largely on the amount of actual practice and experience with Latin. Therefore, school divisions are encouraged to offer sequential world language instruction beginning in the elementary schools. Students should be encouraged to pursue opportunities beyond the normal classroom setting, including long-term contact with, or immersion in the language and culture, such as participation in the Virginia Governor’s Foreign Language Academies, world travel/study, and other group or individual study/practice situations, including electronic media.

### **Goals**

Achieving linguistic proficiency and cultural understanding is a long-term endeavor, requiring further experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in the four areas below.

#### **Effective Linguistic Interpretation**

Students will:

- Understand linguistic and cultural information through reading a variety of texts in Latin.
- Improve their understanding of and ability to communicate in the English language by comparing and contrasting it with Latin.

#### **Enhanced Cultural Understanding**

Students will:

- Develop insight into other people’s ways of life, the patterns of behavior that order their world, and the ideas and perspectives that guide their behaviors.
- Develop an understanding of other cultures’ contributions to the world and how these contributions have shaped international perspectives.

#### **Expanded Access to Information**

Students will:

- Connect with other disciplines through the study of Latin, enabling them to reinforce and expand their understanding of the interrelationships among content areas.
- Access information in Latin, making available a greater range of authentic resources and a richer, broader base of knowledge.

### **Increased Global Perspective**

Students will:

- Respond to and contribute to their communities and the world in a more informed and effective manner as a result of the historical perspective gained in a Latin class.
- Explore additional prospects for further education, career opportunities, and personal fulfillment as a result of the study of Latin.

### **Strands**

For Latin language learning, six strands have been identified. The first two strands, ~~defined below~~, focus on the particular skills needed by students to read and interpret Latin texts, while the remaining four are shared with the modern world language strands.

- Reading for Understanding
- Using Oral and Written Language for Understanding
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- ~~Cultural and~~ Linguistic and Cultural Comparisons
- ~~Communication across~~ Interacting in School and Global Communities

#### ***Reading for Understanding***

The focus of a Latin program is the ability of students to derive linguistic as well as cultural information from a Latin text. Students must be able to interpret a Latin text in order to understand the ancient world through the thoughts and information expressed by the author. Beginning students learn to comprehend simple Latin sentences and stories and are introduced as early as possible to authentic texts from the ancient world such as graffiti, maxims, and short adapted texts from Latin authors.

#### ***Using Oral and Written Language for Understanding***

The ability of students to read and perceive linguistic patterns in a Latin text is facilitated through their active use of oral and written Latin. ~~For many students, hearing the language and learning to use it orally enables them to read and understand a Latin text more easily.~~ As part of the language learning process, students learn to ask and answer questions, comprehend spoken ~~texts~~ statements, commands, and questions; and compose ~~simple~~ phrases and simple sentences in Latin. As students progress in their language study, attention shifts from writing the language to comprehension and interpretation of more complex authentic Latin texts. ~~developing the ability to read~~ Attention is also focused on reading Latin texts aloud with attention to meter and phrasing, consistent Classical or Ecclesiastical pronunciation and observation of phrasing and meter where appropriate.

#### ***Cultural Perspectives, Practices, and Products***

Understanding the culture of native speakers of the target language is an integral part of learning any language. Students demonstrate their understanding of the inseparable link between language and culture by developing an understanding of perspectives or viewpoints—informed by such factors as history, tradition, and religion; practices or patterns of behavior; and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to

more fully understand and appreciate literary and artistic works and to function successfully within that cultural setting.

**Making Connections through Language**

Topics addressed in the world language classroom provide an opportunity for students to associate information about the language and culture(s) they are learning with concepts being studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information in the target language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding and appreciation of the total curriculum.

**Linguistic and Cultural Comparisons**

The process of language learning causes students to reflect on their own language and culture in a way that increases linguistic awareness and understanding of the nature of language in general and of elements of their own language and culture. As students become more knowledgeable about Latin, they also increase their skills in their native language by making frequent comparisons between Latin and their own. The insights students develop into their own language and culture help them increase their understanding of and openness to people who speak other languages and who may view the world from a different perspective.

**Interacting in School and Global Communities**

Knowledge of Latin and Roman culture is enhanced when students have the opportunity to use their knowledge beyond the classroom setting. This application can take many forms, from visiting nearby sites where the language and culture are evident to participating in local, state, and national competitions. Without traveling far, Virginia students can find myriad opportunities to make these connections, for example, by visiting area museums, investigating Roman architecture and engineering influences in their area, to using numerous resources available through the Internet and other media. Practical application of their language skills motivates students to continue their language study and develop a lifelong interest in participating meaningfully in the global community.

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**Modern Foreign  
Language Western  
World  
Language: Roman  
Alphabet  
Languages  
Standards of  
Learning**

for  
Virginia  
Public Schools

## Western Modern World Language: Roman Alphabet Language Level I

The ~~Western~~ Modern World Language: Roman Alphabet Standards of Learning include generic standards for Roman alphabet languages that do not already have language-specific standards, such as Italian, Portuguese, and Polish. In level I ~~foreign world~~ language courses, students begin to develop communicative competence in the target language and expand their understanding of the culture(s) of the people who speak the language. Communicative competence is divided into three strands:

- Interpersonal speaking and writing as ~~an~~ interactive processes in which students learn to communicate with another speaker of the language
- Interpretive listening and reading as ~~a~~ receptive processes in which students develop comprehension of the target language
- Presentational speaking and writing in ~~a presentational context~~ which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of the target language in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. ~~Rather than isolating g~~ Grammar ~~in a separate strand,~~ is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to ~~function~~ communicate. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning a modern ~~foreign world~~ language is using the language in the real world beyond the classroom setting. ~~This can be accomplished in a number of ways~~ One way this can be accomplished is through integration of technology into the classroom, as technology is an important means of accessing authentic information in the target language and in providing students the opportunity to interact with ~~native~~ other speakers of the language.

### Person-to-Person Interpersonal Communication

- MFLWI.1 The student will exchange simple spoken and written information in the target language.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask and answer questions ~~and provide responses about self and other~~ familiar topics such as family members, personal belongings, school and leisure activities, time, and weather.
- MFLWI.2 The student will ~~demonstrate skills necessary to~~ sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on

- ~~the~~ present time.
2. Use proper formal and informal forms of address in familiar situations.
  3. Use ~~gestures~~ nonverbal communication and simple paraphrasing to convey and comprehend messages.

### **Interpretive Communication: Listening and Reading for Understanding**

- MFLWI.3 The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.
1. Identify ~~main ideas and some details~~ key words, cognates and some formulaic expressions when listening and reading.
  2. Comprehend simple, culturally authentic oral and written materials, ~~such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.~~ that use familiar vocabulary and formulaic expressions with contextual support.
  3. Follow simple instructions, ~~such as those about classroom procedures or for using computers and other classroom technology.~~
- MFLWI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.
1. Differentiate among basic types of statements, questions, and exclamations.
  2. Use basic, culturally appropriate gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation Presentational Communication: Speaking and Writing**

- MFLWI.5 The student will present information orally and in writing in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.
1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.
  2. ~~Describe~~ Present basic information about such topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense time.
  3. Demonstrate increasing attention to accurate intonation and pronunciation especially when presenting prepared material orally.
  4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.
  5. Write simple sentences on familiar topics in short paragraph style.
- MFLWI.6 The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, poetry, and songs.
1. Use appropriate verbal and nonverbal techniques, ~~such as voice inflection, gestures, and facial expressions.~~
  2. Communicate coherent ideas ~~in an organized manner,~~ using appropriate visual and technological support.

## Cultural Perspectives, Practices, and Products

- ~~MFL~~WI.7 The student will develop an awareness of common perspectives, practices, and products of the cultures where-in which the target language is spoken.
1. Identify ~~some~~ main viewpoints of the cultures, such as those relating to time, education, transportation, and the roles of family members.
  2. Identify ~~some~~ key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
  3. Identify ~~some~~ important historical and contemporary individuals and groups associated with significant events from the cultures.
  4. Identify some products of the cultures, ~~such as~~ which may include natural and manufactured items, creative and fine arts, forms of recreation, ~~and~~ pastimes, dwellings, language, and symbols.
- ~~MFL~~WI.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of speakers of the target language shape their cultures.
  2. Identify major cities, regions, and geographical features in countries where the target language is spoken and the reasons they are significant in the cultures of those countries.

## Making Connections through Language

- ~~MFL~~WI.9 The student will connect information about the target language and culture(s) with concepts studied in other subject areas.
1. ~~Give examples of the use of target language vocabulary, phrases, proverbs, and symbols.~~ Identify the use of target language and culture in other subject areas.
  2. Relate content from other subject areas to topics discussed in the target-language class, ~~such as current events or contributions of important individuals from countries where the target language is spoken.~~

## ~~Cultural and Linguistic~~ Cultural Comparisons

- ~~MFL~~WI.10 The student will compare basic elements of the target language to those of ~~the~~ English and other languages.
1. Recognize cognates, genders, level-appropriate idioms, and differences in ~~sound systems and~~ writing systems.
  2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.
- ~~MFL~~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.
1. Compare patterns of behavior and interaction found in the United States with those found in the cultures studied.
  2. ~~Demonstrate an awareness that~~ Recognize differences in social practices and

- personal interactions ~~differ~~ among cultures.
3. ~~Demonstrate an awareness of~~ Recognize differences in unique elements of the student's own culture.

**Communication across Interacting in School and Global Communities**

- ~~MFL~~WI.12 The student will explore situations in which to ~~apply~~use target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Find and present examples of the target language and the cultures studied ~~evident in and through media, entertainment, and technology. gathered from interaction with target language speakers, and authentic media or technology.~~
  2. Use resources, such as individuals and organizations in the community or ~~accessible through the Internet~~ technology, to gain information about the cultures studied.

## Western Modern World Language: Roman Alphabet Language Level II

The ~~Western~~ Modern World Language: Roman Alphabet Standards of Learning include generic standards for Roman alphabet languages that do not already have language-specific standards, such as Italian, Portuguese, and Polish. In level II ~~foreign~~ world language courses, students continue to develop their communicative and cultural competence by interacting orally and in writing with other speakers of the target language, understanding oral and written messages in the language, and making oral and written presentations in the language. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of the target language in the classroom as exclusively as possible as well as on use of authentic materials to learn about the target language and culture(s).

### **Person-to-Person Interpersonal Communication**

- MFLWII.1 The student will exchange spoken and written information and ideas in the target language.
1. Give and follow basic instructions.
  2. Ask and answer questions ~~and provide responses~~ about self, others, and the immediate environment, ~~such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
- MFLWII.2 The student will ~~demonstrate skills necessary to~~ initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future time frames.
  2. Use ~~simple paraphrasing and nonverbal~~ communication and paraphrasing to convey and comprehend messages.

### **Interpretive Communication: Listening and Reading for Understanding**

- MFLWII.3 The student will understand basic spoken and written target language presented through a variety of media ~~and based on new topics~~ in familiar contexts.
1. ~~Understand main ideas and identify essential details when listening and reading.~~ Identify some details and key words when listening to and reading in the target language.
  2. Understand culturally authentic materials ~~such as announcements, messages, and advertisements that present new and familiar information in familiar contexts.~~
  3. Understand and respond appropriately to simple instructions presented in informational materials, ~~such as instructions for following recipes or applying technology.~~

- ~~MFL~~WII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language.
1. Differentiate among increasingly complex types of statements, questions, and exclamations.
  2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

### **Oral and Written Presentation Presentational Communication: Speaking and Writing**

- ~~MFL~~WII.5 The student will present information on familiar topics orally and in writing in the target language, combining learned and original language in simple-connected sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or non-print materials.
  2. Present information, using structures that reflect present, past, and future time.
  3. Demonstrate attention to accurate intonation and pronunciation ~~when speaking~~.
  4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling ~~when writing~~.

- ~~MFL~~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.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and technological support.

### **Cultural Perspectives, Practices, and Products**

- ~~MFL~~WII.7 The student will demonstrate understanding of the perspectives, practices, and products of the cultures studied and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated cultural activities, ~~such as family activities and holiday celebrations~~.
  2. Identify and discuss patterns of behavior typically associated with the target cultures, ~~such as those relating to business practices and the celebration of national holidays~~.
  3. ~~Examine~~ Explore the influence of the geography and history of the countries studied ~~on cultural elements, such as food, clothing, dwellings, transportation, language, and art~~.

### **Making Connections through Language**

- ~~MFL~~WII.8 The student will use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the target language and culture(s) on other

subject areas, such as the use of target language words in the English language or the contributions of important individuals from countries where the target language is spoken.

2. Compare information acquired in other subject areas to topics discussed in the target-language class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economy and geography of the countries where the target language is spoken.

### **Cultural and Linguistic and Cultural Comparisons**

~~MFL~~WII.109 The student will develop a deeper understanding of ~~the English and other~~ languages through study of the target language.

1. Recognize critical sound distinctions and intonation patterns in the target language and in English and their effects on the communication of meaning.
2. Compare the diverse and unique aspects of vocabulary ~~usage~~ and structural patterns of the target language and English.
3. ~~Compare the use of idiomatic expressions in the target language and English.~~

~~MFL~~WII.910 The student will demonstrate understanding of similarities and differences between the cultures studied and ~~the cultures~~ those of the United States.

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

### **~~Communication across~~ Interacting in School and Global Communities**

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

1. Explain ~~in the target language how the target language and culture(s) are evident in media, entertainment, and technology~~ aspects of the target culture discovered through interaction with target language speakers, and authentic media or technology.
2. Use target-language resources, such as individuals and organizations in the community or ~~accessible through the Internet~~ technology, to reinforce cultural knowledge.

## Western Modern World Language: Roman Alphabet Language Level III

The ~~Western~~ Modern World Language: Roman Alphabet Standards of Learning include generic standards for Roman alphabet languages that do not already have language-specific standards, such as Italian, Portuguese, and Polish. In level III ~~foreign-world~~ language courses, students continue to develop their communicative and cultural competence by interacting orally and in writing with other speakers of the target language, understanding oral and written messages ~~in the language~~ and making oral and written presentations ~~in the language~~. They communicate on a variety of topics at a level commensurate with their study, using more complex structures ~~in the language~~ and moving from concrete to more abstract concepts in a variety of time frames. They comprehend the main ideas of authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in the target language topics related to historical and contemporary events and issues. Emphasis continues to be placed on use of the target language in the classroom as exclusively as possible as well as on use of authentic materials to learn about the target language and culture(s).

### **Person-to-Person Interpersonal Communication**

- ~~MFL~~WIII.1 The student will engage in original and spontaneous oral and written communications in the target language.
1. Express ~~own~~ opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of authentic print and non-print target-language sources.
- ~~MFL~~WIII.2 The student will ~~demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.~~
1. Participate in sustained exchanges that reflect major past, present, and future time frames.
  2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail in a variety of interpersonal contexts.
  3. Use nonverbal communication, paraphrasing, and circumlocution ~~and nonverbal behaviors~~ to convey and comprehend messages in level-appropriate language.

### **Interpretive Communication: Listening and Reading for Understanding**

- ~~MFL~~WIII.3 The student will ~~comprehend~~ understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, podcasts, videos, reports, and literary selections.
  2. Understand culturally authentic, level-appropriate materials that present new

~~and familiar~~ information in familiar contexts.

3. Understand and respond appropriately to instructions presented in more complex informational materials, such as instructions for understanding ~~travel schedules~~ public transportation or using technology.

### **Oral and Written Presentation Presentational Communication: Speaking and Writing**

- MFL\_WIII.4 The student will present information orally and in writing in the target language, ~~combining learned and original language in increasingly complex sentences and paragraphs~~ recombining familiar elements to create original sentences in paragraphs that are increasingly complex.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  2. Use ~~past, present, and future~~ major time frames, word order, and other level-appropriate language structures with increasing accuracy.
- MFL\_WIII.5 The student will present in the target language student-created and culturally authentic stories, poems, and skits.
1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
  2. Use ~~appropriate~~ various verbal and nonverbal presentational techniques, including voice inflection, visual aids and technological support.

### **Cultural Perspectives, Practices, and Products**

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

### **Making Connections through Language**

- MFL\_WIII.7 The student will use the target language to reinforce and broaden understanding of connections between the target language and other subject areas.
1. Discuss ~~in the target language~~ aspects of the language and culture(s) found in other subject areas
  2. ~~Relate~~ Make connections between topics studied in other subject areas and those studied in the target-language class, ~~such as issues related to the environment or the contributions of political, arts, or sports figures from countries where the target language is spoken.~~
  3. Use authentic target language resources to expand knowledge acquired in

other subject areas.

### **Cultural and Linguistic and Cultural Comparisons**

- ~~MFL~~WIII.98 The student will strengthen knowledge of ~~the~~ English and other languages through study and analysis of increasingly complex elements of the target language.
1. Demonstrate ~~understanding~~ that language and meaning do not transfer directly from one language to another.
  2. Demonstrate ~~understanding~~ that vocabulary, linguistic structures, and tense usage in English may differ from those of the target language.
- ~~MFL~~WIII.89 The student will ~~discuss in the target language~~ investigate and discuss why similarities and differences exist within and among cultures.
1. Discuss the influences of historical and contemporary events and issues on the ~~relationships between~~ countries or regions where the target language is spoken ~~and the United States~~.
  2. Compare and contrast aspects of the cultures studied, ~~such as language, clothing, foods, dwellings, and recreation,~~ with those of other cultures.

### **Communication across Interacting in School and Global Communities**

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

## Western Modern World Language: Roman Alphabet Language Level IV

The ~~Western~~ Modern World Language: Roman Alphabet Standards of Learning include generic standards for Roman alphabet languages that do not already have language-specific standards, such as Italian, Portuguese, and Polish. In level IV and above foreign world language courses, students continue to develop their communicative and cultural competence by interacting orally and in writing with other speakers of the language, understanding oral and written messages in the language, and making oral and written presentations in the language in the interpersonal, interpretive, and presentational modes of communication. They are able to exchange and support opinions on a variety of topics related to ~~contemporary and historical~~ historical and contemporary events and issues at a proficiency level commensurate with their study. ~~They~~ Students comprehend spoken and written texts and produce information drawn from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. They use the target language to access information in other subject areas and to compare and contrast cultural elements found in the countries or regions where the target language is spoken with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. Emphasis continues to be placed on use of the target language in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the target language and culture(s).

### **Person-to-Person Interpersonal Communication**

- MFLWIV.1 The student will ~~exchange information orally and in writing in the target language or engage in and discuss~~ a variety of topics ~~related to contemporary and historical events and issues in both oral and written forms of communication.~~
1. Express and support opinions, and elicit those of others.
  2. Exchange personal reactions to spoken and written information ~~related to the cultures studied including contemporary and historical events and global issues.~~
  3. Exchange information from ~~sources a variety of authentic such as newspapers, magazines, broadcasts, and Web sites media sources.~~
- MFLWIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in the target language.
1. Use a ~~full-wide~~ range of vocabulary, structures, and ~~past, present, and future major~~ time frames.
  2. Exchange ideas clearly, based on level-appropriate ~~material themes.~~
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

### **Interpretive Communication: Listening and Reading for Understanding**

- MFLWIV.3 The student will ~~comprehend~~ understand spoken and written target language found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters,

in spoken and written texts.

- ~~2. Understand subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic materials, such as radio and television segments or literary passages.~~
- ~~3.2. Understand and respond appropriately to increasingly complex instructions presented in informational materials, such as instructions for completing a customs declaration or creating a Web page.~~

## **Presentational Communication: Speaking and Writing Oral and Written Presentation**

- MFLWIV.4 The student will relate information in the target language, combining learned and original language in oral and written presentations of extended length and complexity.
- ~~1. Deliver presentations containing~~ Present well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.

- MFLWIV.5 The student will produce and present in the target language student-created and culturally authentic original essays, poetry, plays, podcasts, and stories in the target language.
1. Produce well-organized presentations that demonstrate a greater breadth of linguistic and cultural knowledge using appropriate visual aids and/or technological support.
  2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and technological support.

## **Cultural Perspectives, Practices, and Products**

- MFLWIV.6 The student will analyze ~~in the target language~~ how various perspectives reflect the practices and products of the cultures studied.
1. Discuss how topics such as ~~educational systems and business practices~~ global challenges, advancement of technology, and diversity issues illustrate the viewpoints, patterns of behavior, and products of the cultures studied.
  2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

## **Making Connections through Language**

- MFLWIV.7 The student will demonstrate increased understanding of the connections between content studied in the target-language class and content studied in other subject areas.
1. ~~Use the target language to~~ Discuss and evaluate examples of the language and culture(s) found in other subject areas, such as contemporary and historical themes, focusing on a variety of topics such as political systems and world literature, and science and technology.

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

### **Cultural and Linguistic and Cultural Comparisons**

~~MFL~~WIV.98 The student will expand understanding of ~~the English~~ and other languages through study and analysis of increasingly complex elements of the target language.

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

~~MFL~~WIV.89 The student will ~~use the target language at an appropriate level to identify and discuss the effects~~ cultural similarities and differences ~~on~~ in social, economic, and political relationships in the global community.

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

### **Communication across Interacting in School and Global Communities**

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

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

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**Non-Western World**  
**Modern World**  
**Language: Non-**  
**Roman Alphabet**  
**Languages**  
**Standards of**  
**Learning**  
  
**for**  
**Virginia**  
**Public Schools**

## **Non-Western World Modern World Language: Non-Roman Alphabet Language I**

The ~~Non-Western World~~ Modern World Language: Non-Roman Alphabet Standards of Learning include standards for (a) non-Roman alphabet languages, such as Arabic and Russian, and (b) character-based languages, such as Chinese, Japanese, and Korean. The standards for level I are similar to those of ~~Western~~ Roman Alphabet Languages; however, research indicates when learning languages whose writing systems are unfamiliar to them, learners face the greatest challenge in interpretive reading and presentational writing. For this reason, these Standards of Learning include explanations of the need for and use of transliterated text and romanized alphabets.

In level I world language courses, students begin to develop communicative competence in the target language and expand their understanding of the culture(s) of the people who speak the language. Communicative competence is divided into three strands:

- Interpersonal speaking and writing as an interactive process in which students learn to communicate with another speaker of the language
- Interpretive listening and reading as a receptive process in which students develop comprehension of the target language
- Presentational speaking and writing in which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of the target language in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to communicate. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning a modern world language is using the language in the real world beyond the classroom setting. One way this can be accomplished is through integration of technology into the classroom, an important means of accessing authentic information in the target language and in providing students the opportunity to interact with other speakers of the language.

The students' reading and writing skills at this level are very limited. Therefore, transliteration into the Roman alphabet may be used as a transition or bridge into reading and writing fully in the target language alphabet or script. Learners will take longer to reach the same proficiency level in reading and writing than they would in Roman alphabet languages; therefore, the students' reading and writing skills at this level are very limited. Pinyin or other transliteration into the Roman alphabet may be used as a transition or bridge into reading and writing fully in the target-language characters, alphabet, or script. The students will be able to print and write in cursive in Russian. In Arabic, students can write words in cursive in a limited way as they continue to acquire a larger vocabulary. In character-based languages, students will begin to

learn common Chinese characters or *hiragana*, *katakana*, and *kanji* in Japanese and the relationship between characters and words. In tonal languages like Mandarin Chinese, speaking and listening skills will also take longer to develop.

### **Interpersonal Communication**

NWI.1 The student will exchange simple spoken and written information in the target language.

1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
2. Express likes and dislikes, requests, descriptions, and directions.
3. Ask and answer formulaic questions about self and other familiar topics.

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

1. Initiate, sustain, and close brief oral and written-exchanges with emphasis on the present time.
2. Use proper forms of address in familiar situations.
3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.

### **Interpretive Communicatoin: Listening and Reading for Understanding**

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

1. Identify key words, cognates, and some formulaic expressions when listening and reading.
2. Comprehend simple, culturally authentic oral and written materials, such as messages and advertisements that use familiar vocabulary and formulaic expressions with contextual support.
3. Follow simple instructions, such as classroom procedures or using classroom technology.
4. For character-based languages, recognize basic compounds, radicals (e.g., recognizing simplified or traditional characters for Chinese or recognizing Japanese writing systems of *hiragana*, *katakana*, and *kanji*), and Pinyin.

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

1. Differentiate among basic types of statements, questions, and exclamations.
2. Use culturally appropriate gestures, body language, and intonation to clarify the message.

### **Presentational Communication: Speaking and Writing**

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.

1. Present orally basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of audio media sources.

2. Present basic information about topics such as oneself, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.
3. Demonstrate increasing attention to accurate intonation and pronunciation.
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling, or stroke order in character-based languages.

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

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate coherent ideas using appropriate visual and technological support.

### **Cultural Perspectives, Practices, and Products**

NWI.7      The student will develop an awareness of common perspectives, practices, and products of the culture(s) where the target language is spoken.

1. Identify main viewpoints of the culture(s), such as the concept of time, education, transportation, and the roles of family members.
2. Identify key customs and traditions of the culture(s), such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify important historical and contemporary individuals and groups associated with significant events from the culture(s).
4. Identify some products of the culture(s), such as natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols, such as the art of calligraphy.

NWI.8      The student will recognize that perspectives, practices, and products of the culture(s) studied are interrelated.

1. Recognize that the viewpoints, customs and traditions, and products of speakers of the target language shape their cultures.
2. Identify major cities or regions and geographical features in countries where the target language is spoken and the reasons they are significant in the cultures of those countries.

### **Making Connections through Language**

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

1. Identify the use of target language and culture in other subject areas, for example, Arabic numbers and the number zero.
2. Relate content from other subject areas to topics discussed in the target-language class.

### **Linguistic and Cultural Comparisons**

- NWI.10      The student will compare basic elements of the target language to those of English and other languages.
1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems, as applicable.
  2. Recognize differences in sound systems and their effects on the communication of meaning, such as basic sound distinctions, intonation patterns, and tones in Chinese.

- 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.
1. Compare patterns of behavior and interaction found in the United States with those found in the cultures studied.
  2. Demonstrate an awareness that social practices and personal interactions differ among cultures, for example, the concept of personal space and eye contact, and the importance of the group versus the individual.
  3. Demonstrate an awareness of unique elements of the student's own culture.

### **Interacting in School and Global Communities**

- NWI.12      The student will use target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Find and present examples of the target language and the cultures studied gathered from interaction with target-language speakers, and authentic media or technology.
  2. Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.

## **Non-Western World Modern World Language: Non-Roman Alphabet Language II**

The ~~Non-Western World~~ Modern World Language: Non-Roman Alphabet Language Standards of Learning include standards for (a) non-Roman-alphabet languages, such as Arabic and Russian, and (b) character-based languages, such as Chinese, Japanese, and Korean. The standards for level II are similar to those of ~~Western~~ Roman Alphabet Languages, however; learners face the greatest challenge in interpretive reading and presentational writing. For this reason, these Standards of Learning include explanations of the need for and use of transliterated text and Romanized alphabets.

In level II world language courses, students continue to develop their communicative and cultural competence by interacting orally and in writing with other speakers of the target language, understanding oral and written messages in the language, and making oral and written presentations in the language. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. Students continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of the target language in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the target language and culture(s).

The students' writing and reading skills at this level are still limited. Therefore, transliteration into the Roman alphabet may be used as the transition or bridge into reading and writing fully in the target language alphabet or script. The students will be able to print and write in cursive in Russian. In Arabic, students can write words in cursive in a limited way while they continue to develop more vocabulary. Learners will take longer to reach the same proficiency level in reading and writing than they would in Roman-alphabet languages; therefore, students' reading and writing skills at this level are still limited. Pinyin or other transliteration into the Roman alphabet may be used as the transition or bridge into reading and writing fully in the target-language characters, alphabet, or script. The students will be able to print and write in cursive in Russian. In Arabic, students can write words in cursive in a limited way as they continue to develop more vocabulary. In character-based languages, students will continue to learn more Chinese characters or *hiragana*, *katakana*, and *kanji* in Japanese. In tonal languages like Mandarin Chinese, speaking and listening skills will also take longer to develop.

### **Interpersonal Communication**

- NWII.1      The student will exchange spoken and written information and ideas in the target language.
1. Give and follow basic instructions.
  2. Ask formulaic questions and provide responses about self, others, and the immediate environment, such as exchanges concerning people, plans, events, feelings, emotions, and geographic direction and location.
- 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.

1. Participate in brief oral and written exchanges that reflect appropriate time frames.
2. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.

### **Interpretive Communication: Listening and Reading for Understanding**

- NWII.3      The student will understand basic spoken and written target language presented through a variety of media in familiar contexts.
1. Identify some details and key words when listening to, and reading in the target language.
  2. Understand culturally authentic materials, such as, announcements, messages, and advertisements in familiar contexts.
  3. Understand and respond appropriately to simple instructions presented in informational materials, such as filling in forms with personal information.
  4. For character-based languages, expand understanding of basic compounds, radicals, and traditional or simplified characters in Chinese or *hiragana*, *katakana*, and *kanji* in Japanese.

- NWII.4      The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language with familiar vocabulary.
1. Differentiate among increasingly complex types of statements, questions, and exclamations.
  2. Understand culturally appropriate gestures, body language, and intonation in order to clarify the message.

### **Presentational Communication: Speaking and Writing**

- NWII.5      The student will present information orally and in writing in the target language, using previously learned language in simple sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or non-print materials.
  2. Present information, using structures that reflect present, past, and future time frames.
  3. Demonstrate attention to accurate intonation, pronunciation, and tones where appropriate.
  4. Demonstrate attention to accurate word order, punctuation, tone marks, and spelling or stroke order where appropriate.
  5. Write simple sentences on familiar topics in short 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.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Present ideas in an organized manner, using appropriate visual and technological support.

### **Cultural Perspectives, Practices, and Products**

- NWII.7      The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied.
1. Participate in authentic or simulated cultural activities, such as family gatherings, holiday celebrations, and community events.
  2. Identify and discuss patterns of behavior typically associated with the target culture(s), such as business practices, customs, traditions, and family dynamics.
  3. Explore the influence of the geography and history of the countries studied on cultural elements, such as food, clothing, dwellings, transportation, language, music, and art.

### **Making Connections through Language**

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

### **Linguistic and Cultural Comparisons**

- NWII.9      The student will compare and contrast elements of the target language with those of English and other languages.
1. Recognize critical sound distinctions and intonation patterns in the target language and in English and their effects on the communication of meaning.
  2. Compare the diverse and unique aspects of language-specific vocabulary and structural patterns of the target language and of English.
- NWII.10      The student will demonstrate understanding of similarities and differences between the culture(s) studied and those of the United States.
1. Identify similarities and differences of traditions of the target-language culture(s) and those of the United States, such as, holidays, food, family, and celebrations.
  2. Identify similarities and differences of geography and the impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.

### **Interacting in School and Global Communities**

- NWII.11      The student will improve target-language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Explain aspects of the target culture(s) discovered through interaction with target-language speakers, and authentic media or technology.
  2. Use target-language resources, such as individuals and organizations in the

community or technology, to reinforce cultural knowledge.

## **Non-Western World Modern World Language: Non-Roman Alphabet Language III**

The ~~Non-Western~~ Modern World Language: ~~Non-Roman Alphabet~~ Standards of Learning include standards for (a) non-Roman alphabet languages, such as Arabic and Russian, and (b) character-based languages, such as Chinese, Japanese, and Korean. The standards for levels I and II are similar to those of ~~Western~~ Roman-Alphabet Languages; however levels III and IV have been spread out over three years, culminating in level V, which has been added to these standards to address the need for a longer time frame to achieve similar proficiency levels as those in the ~~Western~~ Roman alphabet languages.

In level III world language courses, students continue to develop their communicative and cultural competence by interacting orally and in writing with other speakers of the target language, understanding oral and written messages in the language, and making oral and written presentations in the language. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in the language and moving from concrete to more abstract concepts in a variety of time frames. They comprehend the main ideas of authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in the target language topics related to historical and contemporary events and issues. At this level transliteration may no longer be needed. Emphasis continues to be placed on use of the target language in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the target language and culture(s).

The students' reading and writing skills at this level are still limited compared to Roman-alphabet languages. The students will be able to print and write in cursive in Russian. In Arabic, students can write words in cursive based on their vocabulary. In character-based languages, students will increase their repertoire of Chinese characters or *hiragana*, *katakana*, and *kanji* in Japanese. In tonal languages like Mandarin Chinese, speaking and listening skills will also take longer to develop.

### **Interpersonal Communication**

NWIII.1 The student will engage in original oral and written communications based on familiar topics in the target language.

1. Express his/her own opinions and preferences and elicit those of others.
2. Use familiar vocabulary and structures to exchange ideas about topics and events found in a variety of adapted print and non-print target-language sources.

NWIII.2 The student will initiate, sustain, and close oral and written exchanges in the target language using familiar vocabulary and structures.

1. Participate in exchanges that reflect major time frames.
2. Exchange basic information on familiar topics in a variety of interpersonal contexts.

3. Use nonverbal communication and paraphrasing to convey and comprehend messages in level-appropriate language.

### **Interpretive Communication: Listening and Reading for Understanding**

- NWIII.3      The student will understand spoken and written target language presented through a variety of media based on new topics in familiar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials.
  2. Understand culturally authentic materials that present familiar information.
  3. Understand and respond appropriately to multi-step instructions presented in informational materials, such as following a recipe.
  4. For character-based languages, understand basic compounds, radicals, and traditional or simplified characters in Chinese or *hiragana*, *katakana*, and *kanji* in Japanese.

### **Presentational Communication: Speaking and Writing**

- 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.
1. Relate orally and in writing main ideas and some details from a variety of authentic language materials.
  2. Demonstrate attention to accurate word order, punctuation, tone marks, and spelling or stroke order.
  3. Compose short, descriptive paragraphs.
- 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.
1. Produce spoken and written presentations that suit the purpose of the presentation.
  2. Use various verbal and nonverbal presentational techniques, including visual aids and technological support.

### **Cultural Perspectives, Practices, and Products**

- 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.
1. Examine how and why products, such as natural and manufactured items, the arts, forms of recreation and pastimes, regionally-specific dialects, and symbols reflect practices and perspectives of the culture(s) studied.
  2. Compare and contrast the viewpoints of people who speak the target language and the ways these viewpoints are reflected in their practices and products, such as in art, architecture, and music.
  3. Investigate the interrelationship of geography and history of the culture(s) studied.

### **Making Connections through Language**

- NWIII.7      The student will use the target language to reinforce and broaden understanding of connections between the target language and other subject areas.
1. Discuss aspects of the language and culture(s) found in other subject areas.
  2. Examine topics studied in other subject areas and those studied in the target-language class.

### **Linguistic and Cultural Comparisons**

- NWIII.8      The student will develop a deeper understanding of English and other languages through study of the target language.
1. Demonstrate that language and meaning do not transfer directly from one language to another.
  2. Demonstrate that vocabulary, linguistic structures, intonation, and tense usage in English are different from the target language.

- NWIII.9      The student will discuss similarities and differences that exist within and among cultures.
1. Discuss similarities and differences in traditions and cultural practices within the cultures studied and between the target-language cultures and the United States.
  2. Compare and contrast aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

### **Interacting in School and Global Communities**

- 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.
1. Use target-language skills and cultural competence in accessing media, entertainment, and technology.
  2. Use target-language resources, such as individuals and organizations in the community or technology, for personal enrichment and enjoyment.

## **Non-Western World Modern World Language: Non-Roman Alphabet Language IV**

The ~~Non-Western~~ Modern World Language: Non-Roman Alphabet Standards of Learning include standards for (a) non-Roman alphabet languages, such as Arabic and Russian, and (b) character-based languages, such as Chinese, Japanese, and Korean. The standards for levels I and II are similar to those of ~~Western~~ Non-Roman Alphabet Languages; however levels III and IV have been spread out over three years, culminating in level V, which has been added to these standards to address the need for a longer time frame to achieve similar proficiency levels as those in the ~~Western~~ Roman-alphabet languages.

In level IV world language courses, students continue to develop their communicative and cultural competence in the interpersonal, interpretive, and presentational modes of communication. They are able to exchange information and express opinions on a variety of topics at a proficiency level commensurate with their study. Students comprehend and produce information drawn from a variety of authentic sources.

Learners will take longer to reach the same proficiency level in reading and writing than they would in Roman-alphabet languages. In character-based languages, students will continue to expand their repertoire of Chinese characters or *hiragana*, *katakana*, and *kanji* in Japanese. In tonal languages like Mandarin Chinese, speaking and listening skills will also take longer to develop. Emphasis continues to be placed on use of the target language in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the target language and culture(s).

### **Interpersonal Communication**

- NWIV.1      The student will engage in original and spontaneous oral and written communications in the target language.
1. Express opinions, preferences, and desires and elicit those of others.
  2. Use familiar vocabulary and structures to express ideas about topics and events found in a variety of print and non-print target language sources.
- 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.
1. Participate in sustained exchanges that reflect major time frames.
  2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.
  3. Use nonverbal communication, paraphrasing, and circumlocution to express, clarify, and comprehend ideas.

### **Interpretive Communication: Listening and Reading for Understanding**

- NWIV.3      The student will understand the spoken and written target language found in a variety of short, non-complex authentic sources.

1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, reports, and literary selections.
2. Understand culturally authentic, level-appropriate materials that present new information in familiar contexts.
3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for understanding travel schedules or using technology.
4. For character-based languages, recognize traditional or simplified characters in Chinese or *hiragana*, *katakana*, and *kanji* in Japanese.

### **Presentational Communication: Speaking and Writing**

- 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.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.
  3. Understand culturally appropriate gestures, body language, and intonation in order to clarify and respond to the message.

- NWIV.5      The student will present in the target language student-created and culturally authentic stories, poems, podcasts, and skits.
1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
  2. Use appropriate verbal and nonverbal presentational techniques, for example voice inflection, visual aids and technological support.

### **Cultural Perspectives, Practices, and Products**

- NWIV.6      The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.
1. Discuss how topics such as environment, political issues, and diversity and how they illustrate the viewpoints, patterns of behavior, and products of the cultures studied.
  2. Compare and contrast the viewpoints of people who speak the target language and the ways these perspectives are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
  3. Investigate the role of geography and history in current viewpoints of the cultures studied in topics as they relate to such topics as environment, conflicts, and diversity.

### **Making Connections through Language**

- NWIV.7      The student will use the target language to expand and deepen understanding of connections between the target language and other subject areas.

1. Examine using the target language topics studied in other subject areas and those studied in the target language class.
2. Use authentic resources to expand knowledge acquired in other subject areas.

### **Linguistic and Cultural Comparisons**

- NWIV.8      The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the target language.
1. Demonstrate that language and meaning do not transfer directly from one language to another.
  2. Examine differences in sound systems, pronunciation, and usage in countries where the target language is spoken and those of their own.
  3. Compare the diverse and unique aspects of language-specific vocabulary and structural patterns of the target language and those of English.

- NWIV.9      The student will investigate and discuss why similarities and differences exist within and among cultures.
1. Discuss the influences of historical and contemporary events and issues on countries where the target language is spoken.
  2. Discuss similarities and differences within the culture(s) studied and between those of the target-language culture(s) and the United States, such as religion, art, architecture, music and literature.

### **Interacting in School and Global Communities**

- 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.
1. Expand target-language skills and cultural competence through the use of media, entertainment, and technology.
  2. Compare aspects of the target culture obtained from interaction with target-language speakers and authentic media or technology.

## **Non-Western World Modern World Language: Non-Roman Alphabet Language V**

The ~~Non-Western~~ Modern World Languages: ~~Non-Roman Alphabet~~ Standards of Learning include standards for (a) non-Romanalphabet languages, such as Arabic and Russian, and (b) character-based languages, such as Chinese, Japanese, and Korean. The standards for levels I and II are similar to those of ~~Western~~ Roman Alphabet Languages; however levels III and IV have been spread out over three years, culminating in level V, which has been added to these standards to address the need for a longer time frame to achieve similar proficiency levels as those in the ~~Western~~ Roman alphabet languages.

In level V and above ~~non-western~~ non-Roman alphabet world language courses, students continue to develop their communicative and cultural competence in the interpersonal, interpretive, and presentational modes of communication. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events and issues at a proficiency level commensurate with their study. Students comprehend and produce information drawn from a variety of authentic sources. Students use the target language to access information in other subject areas and to compare and contrast cultural elements found in the countries where the target language is spoken with those found in their own.

In level V, students will achieve full control of the writing system, orthography, and punctuation and continue to increase the number of Chinese characters or *hiragana*, *katakana*, and *kanji* in Japanese. They can express their views in narrative paragraphs. They can express their views orally and in writing in connected, narrative paragraphs. Emphasis continues to be placed on use of the target language in the classroom as extensively as possible, as well as on use of authentic materials to learn about the target language and culture(s).

### **Interpersonal Communication**

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

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

NWV.2 The student will sustain extended oral and written exchanges in the target language.

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

### **Interpretive Communication: Listening and Reading for Understanding**

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

1. Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.
2. Understand and respond appropriately to increasingly complex instructions presented in informational materials.
3. For character-based languages, understand a wide variety of traditional or simplified characters in Chinese or *hiragana*, *katakana*, and *kanji* in Japanese.

### **Presentational Communication: Speaking and Writing**

- NWV.4      The student will relate information in the target language, combining learned and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations containing well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.

- NWV.5      The student will present in the target language student-created and culturally authentic essays, poetry, plays, podcasts, and stories on themes of personal interest.
1. Produce well-organized presentations, such as current event reports, and essays.
  2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and technological support.

### **Cultural Perspectives, Practices, and Products**

- NWV.6      The student will analyze how various perspectives reflect the practices and products of the cultures studied.
1. Discuss how topics such as global challenges, advancement of technology, and diversity issues illustrate the viewpoints, patterns of behavior, and products of the cultures studied.
  2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

### **Making Connections through Language**

- NWV.7      The student will use the target language to demonstrate increased understanding of the connections between content studied in the target language class and content studied in other subject areas.
1. Discuss topics studied in other subject areas and those studied in the target language class.
  2. Interpret authentic resources to analyze knowledge related to other subject areas.

### **Linguistic and Cultural Comparisons**

- NWV.8      The student will expand understanding of the English language through study and analysis of increasingly complex elements of the target language.
1. Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in countries where the target language is spoken and in the United States.
  2. Compare linguistic elements of the target language and English, such as tense and mood, and understand how each language uses different grammatical structures to express these elements.

- NWV.9      The student will recognize and discuss aspects of cultural similarities and differences in social, economic, and political relationships in the global community.
1. Discuss the role of culture in the development of relationships between the United States and countries and regions where the target language is spoken.
  2. Explain how members of the culture(s) studied perceive the United States.
  3. Examine local, regional, and national differences in the culture(s) of countries and regions where the target language is spoken and the culture(s) of the United States.

### **Interacting in School and Global Communities**

- NWV.10      The student will apply expanded language skills cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Analyze information aspects of the target culture researched from interaction with target-language speakers, and authentic media or technology.
  2. Use target-language resources, such as individuals and organizations in the community or technology, to increase cultural understanding.

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# **French Standards of Learning**

for  
**Virginia  
Public Schools**



# French I

In French I, students begin to develop communicative competence in French and expand their understanding of the culture(s) of francophone countries. Communicative competence is divided into three strands:

- Interpersonal speaking and writing as ~~an~~ interactive processes in which students learn to communicate with another French speaker
- Interpretive listening and reading as ~~a~~ receptive processes in which students develop comprehension of French
- Presentational speaking and writing in ~~a presentational context~~ which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of French in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. ~~Rather than isolating g~~ Grammar ~~in a separate strand,~~ is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to ~~function~~ communicate. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning French is using the language in the real world beyond the classroom setting. ~~This can be accomplished in a number of ways~~ One way this can be accomplished is through integration of technology into the classroom, as technology is an important means of accessing authentic information in French and in providing students the opportunity to interact with ~~native~~ other French speakers.

## **Person-to-Person-Interpersonal Communication**

- FI.1 The student will exchange simple spoken and written information in French.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask and answer questions ~~and provide responses about self and other~~ familiar topics, ~~such as family members, personal belongings, school, and leisure activities, time, and weather.~~
- FI.2 The student will ~~demonstrate skills necessary to~~ sustain brief oral and written exchanges in French, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
  2. Use proper formal and informal forms of address in familiar situations.
  3. Use ~~gestures~~ nonverbal communication and simple paraphrasing to convey and comprehend messages.

## **Interpretive Communication: Listening and Reading for Understanding**

- FI.3 The student will understand simple spoken and written French presented through

a variety of media and based on familiar topics.

1. Identify ~~main ideas and some details~~ key words, cognates and some formulaic expressions when listening and reading.
2. Comprehend simple, culturally authentic oral and written materials, ~~such as announcements, messages, and advertisements~~ that use familiar vocabulary and formulaic expressions with significant contextual support. ~~grammatical structure.~~
3. Follow simple instructions, such as ~~those about~~ classroom procedures or ~~for using computers and other classroom technology~~ directions for using computers and other classroom technology.

FI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in French.

1. Differentiate among basic types of statements, questions, and exclamations.
2. Use basic culturally appropriate gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation—Presentational Communication: Speaking and Writing**

FI.5 The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.
2. ~~Describe~~ Present basic information about ~~such topics~~ such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on ~~control of the present tense time.~~
3. Demonstrate increasing attention to accurate intonation and pronunciation ~~especially when presenting prepared material orally.~~
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling ~~when writing.~~
5. Write simple sentences on familiar topics in short paragraph style.

FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate coherent ideas ~~in an organized manner~~, using appropriate visual and technological support.

### **Cultural Perspectives, Practices, and Products**

FI.7 The student will develop an awareness of common perspectives, practices, and products of francophone cultures.

1. Identify ~~some main~~ viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.

2. Identify ~~some~~ key customs and traditions of ~~francophone~~ the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify ~~some~~ important historical and contemporary individuals and groups associated with significant events from the cultures.
4. Identify some products of francophone cultures, ~~such as~~ which may include natural and manufactured items, creative and fine arts, forms of recreation, ~~and~~ pastimes, dwellings, regionally-specific language, and symbols.

FI.8 The student will recognize that perspectives, practices, and products of ~~francophone~~ the cultures studied are interrelated.

1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.
2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.

### **Making Connections through Language**

FI.9 The student will connect information about ~~the French language~~ and francophone culture(s) with concepts studied in other subject areas.

1. ~~Give examples of the use of French vocabulary, phrases, proverbs, and symbols~~ Identify the use of French and francophone cultures in other subject areas.
2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries ~~or the influence of French-speaking explorers and settlers on various regions of~~ to those in the United States.

### **Cultural and Linguistic and Cultural Comparisons**

FI.~~4~~10 The student will compare basic elements of ~~the French language~~ to those of ~~the English~~ and other languages.

1. Recognize cognates, genders, level-appropriate idioms, and differences in ~~sound systems and~~ writing systems.
2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.

FI.~~4~~11 The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.

1. Compare patterns of behavior and interaction found in the United States with those ~~of~~ found in francophone ~~societies~~ cultures.
2. ~~Demonstrate an awareness that~~ Recognize differences in social practices and personal interactions ~~differ~~ among cultures.
3. ~~Demonstrate an awareness of~~ Recognize differences in the unique elements of the student's own culture.

**Communication across Interacting in School and Global Communities**

- FI.12 The student will explore situations in which to ~~apply~~ use French language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Find and present examples of the French language and ~~the culture of francophone of francophone countries~~ cultures evident in and through gathered from interaction with target language speakers, and authentic media, entertainment, and or technology.
  2. Use resources, such as individuals and organizations in the community or ~~accessible through the Internet~~ technology, to gain information about the cultures studied.

## French II

In French II, students continue to develop their communicative and cultural competence by interacting orally and in writing with other French-speakers of the target language, understanding oral and written messages in the language, and making oral and written presentations in French the language. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the French-language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of French in the classroom as exclusively as possible as well as on use of authentic materials to learn about the French language and francophone culture(s).

### **Person-to-Person Interpersonal Communication**

- FII.1 The student will exchange spoken and written information and ideas in French.
1. Give and follow basic instructions.
  2. Ask and answer questions ~~and provide responses~~ about self, others, and the immediate environment, such as ~~exchanges concerning people, and things,~~ plans, ~~and~~ events, feelings, ~~and~~ emotions, and geographic direction and location.
- FII.2 The student will ~~demonstrate skills necessary to~~ initiate, sustain, and close brief oral and written exchanges in French, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future time frames.
  2. Use proper formal and informal forms of address in familiar situations.
  23. Use ~~simple paraphrasing and~~ nonverbal communication and paraphrasing to convey and comprehend messages.

### **Interpretive Communication: Listening and Reading for Understanding**

- FII.3 The student will understand basic spoken and written French presented through a variety of media ~~and based on new topics~~ in familiar contexts.
1. ~~Understand main ideas and identify essential details when listening and reading.~~ Identify some details and key words when listening to and reading French.
  2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information in familiar ~~information contexts~~.
  3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or ~~applying technology~~ for using transportation.
- FII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in French.

1. Differentiate among increasingly complex types of statements, questions, and exclamations.
2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

### **Oral and Written Presentation ~~Presentational Communication: Speaking and Writing~~**

- FII.5 The student will present information orally and in writing in French, combining learned and original language in simple-connected sentences and paragraphs on familiar topics.
1. Relate in some detail the main ideas from level-appropriate print or non-print materials.
  2. Present information, using structures that reflect present, past, and future time.
  3. Demonstrate attention to accurate intonation and pronunciation ~~when speaking~~.
  4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling ~~when writing~~.
- FII.6 The student will present in French rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect the francophone culture.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and technological support.

### **Cultural Perspectives, Practices, and Products**

- FII.7 The student will demonstrate understanding of the perspectives, practices, and products of francophone cultures studied and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated ~~cultural~~ activities, such as typical cultural gatherings, family activities and holiday celebrations, and community events.
  2. Identify and discuss patterns of behavior typically associated with francophone cultures, such as those relating to business practices, religious customs, and family dynamics ~~and the celebration of national holidays~~.
  3. ~~Examine~~ Explore the influence of the geography and history of the francophone countries studied, on cultural elements, such as food, clothing, dwellings, transportation, language, music, and art.

### **Making Connections through Language**

- FII.8 The student will use information acquired in the study of French and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of ~~the French language and francophone culture(s) on~~ in other subject areas, ~~such as the use of French words in the English language or the contributions of important individuals from~~

~~francophone countries.~~

- ~~2. Compare and contrast information acquired in other subject areas to topics discussed in French class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economy and geography of the countries where the target language is spoken.~~

### **Cultural and Linguistic and Cultural Comparisons**

- FII.409 The student will develop a deeper understanding of ~~the English language and other languages~~ through study of French.
1. Recognize critical sound distinctions and intonation patterns in ~~the French and English languages~~ and their effects on the communication of meaning.
  2. Compare the diverse and unique aspects of French vocabulary usage and structural patterns of French and English.
  3. Compare the use of idiomatic expressions in French and English.
- FII.910 The student will demonstrate understanding of ~~cultural similarities and differences between francophone world cultures studied and the cultures those of the United States.~~
1. Identify similarities and differences of traditions, such as comparing those related to holidays, foods, family, and celebrations with those of the United States.
  2. Identify similarities and differences of geography and their impact on aspects of culture, such as comparing geographical influences on culture related to food, clothing, dwellings, transportation, recreation, and art.

### **~~Communication across~~ Interacting in School and Global Communities**

- FII.11 The student will apply French language skills and francophone cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Explain ~~in French how the French language and francophone culture(s) are evident in media, entertainment, and technology aspects of francophone culture discovered through interaction with other French speakers, and authentic media or technology.~~
  2. Use French-language resources, such as individuals and organizations in the community or ~~accessible through the Internet technology,~~ to reinforce cultural knowledge ~~of the francophone world.~~

## French III

In French III, students continue to develop their communicative and cultural competence by interacting orally and in writing with other ~~French~~-speakers of French, understanding oral and written messages in the language, and making oral and written presentations in French. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in ~~French~~-the language and moving from concrete to more abstract concepts in a variety of time frames. They comprehend the main ideas of ~~the~~-authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in French topics related to historical and contemporary events and issues. Emphasis continues to be placed on use of French in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the French language and francophone culture(s).

### **Person-to-Person-Interpersonal Communication**

- FIII.1 The student will engage in original and spontaneous oral and written communications in French.
1. Express ~~own~~ opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of authentic-print and non-print French language sources.
- FIII.2 The student will ~~demonstrate skills necessary to~~ initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect major past, present, and future time frames.
  2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail in a variety of interpersonal contexts.
  3. Use nonverbal communication, paraphrasing, and circumlocution ~~and nonverbal behaviors~~ to convey and comprehend messages in level-appropriate French.

### **Interpretive Communication: Listening and Reading for Understanding**

- FIII.3 The student will ~~comprehend~~-understand spoken and written French presented through a variety of media and based on new topics in familiar ~~and unfamiliar~~ contexts.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, podcasts, videos, reports, and literary selections.
  2. Understand culturally authentic, level-appropriate materials that present new ~~and familiar~~ information in familiar contexts.
  3. Understand and respond appropriately to instructions presented in more complex informational materials, such as instructions for understanding ~~travel schedules~~-public transportation or using technology.

### **Oral and Written Presentation Presentational Communication: Speaking and Writing**

- FIII.4 The student will present information orally and in ~~writing in written~~ French, ~~combining learned and original language in increasingly complex sentences and paragraphs.~~ recombining familiar elements to create original sentences in paragraphs that are increasingly complex.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic French language materials.
  2. Use ~~past, present, and future~~ major time frames, word order, and other level-appropriate language structures with increasing accuracy.
- FIII.5 The student will present in French student-created and culturally authentic stories, poems, and skits.
1. Produce well-organized spoken and written presentations ~~appropriate to suit~~ appropriate to suit the type of audience and the purpose of the presentation.
  2. Use ~~appropriate various~~ various verbal and nonverbal presentational techniques, such as including voice inflection, visual aids and technological support.

### **Cultural Perspectives, Practices, and Products**

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

### **Making Connections through Language**

- FIII.7 The student will use French to reinforce and broaden ~~knowledge understanding~~ knowledge understanding of connections between ~~French the target language~~ French the target language and other subject areas.
1. Discuss ~~in French how~~ in French aspects of ~~the French language~~ and francophone culture(s) ~~are~~ found in other subject areas.
  2. ~~Relate~~ Make connections between topics studied in other subject areas ~~to and~~ those studied in French class, ~~such as issues related to the environment or the contributions of political, arts, or sports figures from francophone countries.~~
  3. Use authentic French-language resources to expand knowledge acquired in other subject areas.

### **Cultural and Linguistic and Cultural Comparisons**

- FIII.98 The student will strengthen knowledge of ~~the~~ English and other languages through study and analysis of increasingly complex elements of ~~the~~ French language.
1. Demonstrate ~~understanding~~ that language and meaning do not transfer directly from one language to another.
  2. Demonstrate ~~understanding~~ that vocabulary, linguistic structures, and tense usage in English may differ from those of French.
- FIII.89 The student will ~~discuss in French~~ investigate and discuss why similarities and differences exist within and among francophone cultures.
1. Discuss the influences of historical and contemporary events and issues on ~~the relationships between~~ francophone countries or regions and the United States.
  2. Compare and contrast aspects of the cultures studied, ~~such as language, clothing, foods, dwellings, and recreation,~~ with those of other cultures.

### **Communication across Interacting in School and Global Communities**

- FIII.10 The student will ~~improve~~ apply French ~~target~~ language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Expand French language skills and cultural competence through the use of~~ Compare in French aspects of the francophone cultures obtained from interaction with French speakers, and authentic media, entertainment, and technology.
  2. Use French-language resources, such as individuals and organizations in the community or ~~accessible through the Internet technology,~~ to broaden-reinforce cultural knowledge.

## French IV

In French IV, ~~V,~~ and above, students continue to develop their communicative and cultural competence by ~~interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French in the interpersonal, interpretive, and presentational modes of communication.~~ They are able to exchange and support opinions on a variety of topics related to ~~contemporary and historical~~ historical and contemporary events and issues at a proficiency level commensurate with their study. They comprehend ~~spoken and written French texts and produce information drawn from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics.~~ Students use French to access information in other subject areas and to compare and contrast cultural elements found in ~~francophone~~ the countries or regions where French is spoken with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, ~~VI,~~ and above by adjusting specific course content. Emphasis continues to be placed on use of French in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the French language and francophone culture(s).

### ~~Person-to-Person~~ Interpersonal Communication

- FIV.1 The student will ~~exchange information orally and in writing in French on~~ engage in and discuss a variety of topics ~~related to contemporary and historical events and issues, in both oral and written forms of communication.~~
1. Express and support opinions and elicit those of others.
  2. Exchange personal reactions to spoken and written information ~~related to francophone cultures including contemporary and historical events and global issues.~~
  3. Exchange information from ~~sources a variety of authentic such as newspapers, magazines, broadcasts, and Web sites~~ media sources.
- FIV.2 The student will ~~demonstrate skills necessary to sustain extended oral and written exchanges in French.~~
1. Use a full-wide range of vocabulary, structures, and ~~past, present, and future major~~ time frames.
  2. Exchange ideas clearly, based on level-appropriate ~~material~~ themes.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

### Interpretive Communication: Listening and Reading for Understanding

- FIV.3 The student will ~~comprehend~~ understand spoken and written French found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.
  2. ~~Understand subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic materials, such as radio and television segments or~~

literary passages.

- 3.2. Understand and respond appropriately to increasingly complex instructions presented in informational materials, ~~such as instructions for completing a customs declaration or creating a Web page.~~

### **Presentational Communication: Speaking and Writing Oral and Written Presentation**

- FIV.4 The student will relate information in French, combining learned and original language in oral and written presentations of extended length and complexity.
1. ~~Deliver presentations containing Present~~ well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- FIV.5 The student will produce and present in French ~~student created and culturally authentic original~~ essays, poetry, plays, podcasts, and stories.
1. Produce well-organized presentations that demonstrate a greater breadth of linguistic and cultural knowledge ~~using appropriate visual aids and/or technological support.~~
  2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and technological support.

### **Cultural Perspectives, Practices, and Products**

- FIV.6 The student will analyze in French how various perspectives reflect the practices and products of the francophone cultures studied.
1. Discuss how topics such as ~~the European Union and the people of French heritage in the United States~~ global challenges, advancement of technology, and diversity issues illustrate the viewpoints, patterns of behavior, and products of the cultures studied.
  2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

### **Making Connections through Language**

- FIV.7 The student will use French to demonstrate increased understanding of the connections between content studied in the French class and content studied in other subject areas.
1. ~~Use French to d~~ Discuss and evaluate examples of the French language and francophone culture(s) found in other subject areas, ~~focusing on a variety of topics such as political systems and world literature.~~
  2. ~~Use French to relate~~ Compare and contrast topics ~~discussed~~ studied in other subject areas and ~~to those discussed~~ studied in French class, such as authors and artists from francophone countries or political and historical events that involve francophone countries.
  3. Use French-language resources to ~~continue expanding~~ analyze knowledge

related to other subject areas.

### **Cultural and Linguistic and Cultural Comparisons**

- FIV.98 The student will expand understanding of ~~the~~ English and other languages through study and analysis of increasingly complex elements of the target language.
1. Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in ~~francophone~~ countries or regions where French is spoken and in the United States.
  2. Compare linguistic elements of French and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these elements relationships, such as *depuis* + present tense and *passé composé* vs. *imparfait*.
- FIV.89 The student will identify and discuss ~~in level-appropriate French~~ the effects of cultural similarities and differences ~~on~~ in social, economic, and political relationships in the global community.
1. Discuss the role of culture in the development of relationships between the United States and ~~francophone~~ countries and regions where French is spoken.
  2. ~~Analyze~~ Explain how members of francophone culture(s) perceive the United States.
  3. Examine local, regional, and national differences in the cultures of ~~francophone~~ countries and regions where French is spoken and the culture(s) of the United States.

### **Communication across Interacting in School and Global Communities**

- FIV.10 The student will apply more complex French language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Analyze in French ~~information obtained through~~ aspects of francophone cultures researched from interaction with French speakers, and authentic media, entertainment, and technology.
  2. Use French-language resources, such as individuals and organizations in the community or ~~accessible through the Internet~~ technology, to ~~enhance~~ increase cultural understanding.

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# **German Standards of Learning**

for  
**Virginia  
Public Schools**

# German I

In German I, students begin to develop communicative competence in German and expand their understanding of the culture(s) of German-speaking countries. Communicative competence is divided into three strands:

- Interpersonal speaking and writing as ~~an~~ interactive processes in which students learn to communicate with another German speaker
- Interpretive listening and reading as ~~a~~ receptive processes in which students develop comprehension of German
- Presentational speaking and writing in ~~a presentational context~~ which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I German classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of German in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. ~~Rather than isolating g-Grammar in a separate strand, it is~~ integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function-communicate. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning German is using the language in the real world beyond the classroom setting. ~~This can be accomplished in a number of ways~~ One way this can be accomplished is through integration of technology into the classroom, as technology is an important means of accessing authentic information in German and in providing students the opportunity to interact with native-other German-speakers of German.

## ~~Person-to-Person~~ Interpersonal Communication

- GI.1            The student will exchange simple spoken and written information in German.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask and answer questions ~~and provide responses about self and other~~ familiar topics, ~~such as family members, personal belongings, school, and leisure activities, time, and weather.~~
- GI.2            The student will ~~demonstrate skills necessary to~~ sustain brief oral and written exchanges in German, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
  2. Use proper formal and informal forms of address in familiar situations.
  3. Use ~~gestures~~ nonverbal communication and simple paraphrasing to convey and comprehend messages.

### **Interpretive Communication: Listening and Reading for Understanding**

- GI.3 The student will understand simple spoken and written German presented through a variety of media and based on familiar topics.
1. Identify ~~main ideas and some details~~ key words, cognates and some formulaic expressions when listening and reading.
  2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary, ~~and grammatical structures-grammar,~~ and formulaic expressions with significant contextual support.
  3. Follow simple instructions, ~~such as those about classroom procedures or for using computers~~ and the use of other classroom technology.
- GI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in German.
1. Differentiate among basic types of statements, questions, and exclamations.
  2. Use basic culturally appropriate gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation- Presentational Communication: Speaking and Writing**

- GI.5 The student will present information orally and in writing in German, using a variety of familiar vocabulary, phrases, and structural patterns.
1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.
  2. ~~Describe- Present~~ Present basic information about such topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on ~~control of the present tense-time.~~
  3. Demonstrate increasing attention to accurate intonation and pronunciation; especially when presenting prepared material orally.
  4. Demonstrate increasing attention to accurate word order, punctuation ~~accents~~ and other diacritical marks, and spelling when writing.
  5. Write simple sentences on familiar topics in short paragraph style.
- GI.6 The student will present rehearsed material in German, including brief narratives, monologues, dialogues, poetry, and songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate coherent ideas ~~in an organized manner,~~ using appropriate visual and technological support.

### **Cultural Perspectives, Practices, and Products**

- GI.7 The student will develop an awareness of common perspectives, practices, and products of German-speaking cultures.
1. Identify ~~some-main~~ viewpoints of German-speaking cultures, such as those relating to the concept of time, education, transportation, and the roles of

family members.

2. Identify ~~some~~ key customs and traditions of German-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify ~~some~~ important historical and contemporary individuals and groups associated with significant events from German-speaking cultures.
4. Identify some products of German-speaking cultures, such as natural and manufactured items, creative and fine arts, forms of recreation, ~~and~~ pastimes, dwellings, regionally-specific language, and symbols.

GI.8 The student will recognize that perspectives, practices, and products of German-speaking cultures studied are interrelated.

1. Recognize that the viewpoints, customs and traditions, and products of German speakers, ~~such as the concepts of *Schultüte*, *Stammtisch*, family celebrations, and typical foods~~, shape German-speaking their cultures.
2. Identify major cities, regions, and geographical features in German-speaking countries and the reasons they are significant in the history and cultures of those countries.

### **Making Connections through Language**

GI.9 The student will connect information about ~~the German language and~~ German-speaking culture(s) with concepts studied in other subject areas.

1. ~~Give examples of the use of German vocabulary, phrases, proverbs, and symbols~~ Identify the use of German and the German-speaking cultures in other subject areas.
2. Relate content from other subject areas to topics discussed in German class, such as ~~current events from German-speaking countries or the influence of the contributions of German-speaking settlers on various regions of the United States~~ immigrants and current events from German-speaking countries.

### **Cultural and Linguistic and Cultural Comparisons**

GI.1+10 The student will compare basic elements of ~~the German language~~ to those of the English and other languages.

1. Recognize cognates, genders, level-appropriate idioms, and differences in ~~sound systems and writing systems~~.
2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.

GI.1011 The student will demonstrate understanding of the significance of culture through comparisons between German-speaking cultures and the cultures of the United States.

1. Compare patterns of behavior and interaction found in the United States with those ~~of~~ found in German-speaking ~~societies~~ cultures.
2. ~~Demonstrate an awareness that~~ Recognize differences in social practices and personal interactions ~~differ~~ among cultures.

3. ~~Demonstrate an awareness of~~Recognize the unique elements of the student's own culture.

### **~~Communication across~~ Interacting in School and Global Communities**

- GI.12 The student will explore situations in which to ~~apply~~use German language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Find and present examples of the German language and the cultures of German-speaking countries or regions evident in and through gathered from interaction with German speakers, and authentic media, ~~entertainment, and~~ technology, or entertainment.
  2. Use resources, such as individuals and organizations in the community or ~~accessible through the Internet~~ technology, to gain information about the German-speaking world.

## German II

In German II, students continue to develop their communicative and cultural competence by interacting orally and in writing with other ~~German-speakers of German~~, understanding oral and written messages in German, and making oral and written presentations in German. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the German language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of German in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the German language and culture(s).

### **Person-to-Person-Interpersonal Communication**

- GII.1 The student will exchange spoken and written information and ideas in German.
1. Give and follow basic instructions.
  2. Ask and answer questions ~~and provide responses~~ about self, others, and the immediate environment, such as exchanges concerning people, ~~and~~ things, plans, ~~and~~ events, feelings, ~~and~~ emotions, and geographic direction and location.
- GII.2 The student will ~~demonstrate skills necessary to~~ initiate, sustain, and close brief oral and written exchanges in German, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future time frames.
  2. Use ~~simple~~ nonverbal communication and paraphrasing to convey and comprehend messages.

### **Interpretive Communication: Listening and Reading for Understanding**

- GII.3 The student will understand basic spoken and written German presented through a variety of media and ~~based on new topics~~ in familiar contexts.
1. ~~Understand main ideas and identify essential details when listening and reading. Identify some details and key words when listening to and reading German.~~
  2. Understand culturally authentic materials, such as announcements, messages, and advertisements ~~that present new and familiar information in familiar contexts.~~
  3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.
- GII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in German.

1. Differentiate among increasingly complex types of statements, questions, and exclamations.
2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

### **Oral and Written Presentation—Presentational Communication: Speaking and Writing**

- GII.5 The student will present information orally and in writing in German, combining learned and original language in simple-connected sentences and paragraphs on familiar topics.
1. Relate in some detail the main ideas from level-appropriate ~~print or non-print~~ authentic materials.
  2. Present information, using structures that reflect present, past, and future time.
  3. Demonstrate attention to accurate intonation and pronunciation ~~when~~ speaking.
  4. Demonstrate attention to accurate word order, punctuation, ~~accents and other~~ diacritical marks, and spelling ~~when writing~~.
- GII.6 The student will present in German rehearsed and unrehearsed material, ~~including~~ for example, skits, poems, plays, short narratives, and songs that reflect the culture of German-speaking regions or countries.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and technological support.

### **Cultural Perspectives, Practices, and Products**

- GII.7 The student will demonstrate understanding of the perspectives, practices, and products of German-speaking ~~cultures~~ regions and countries and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated cultural activities, such as family ~~activities~~ gatherings, holiday celebrations, and community events.
  2. Identify and discuss patterns of behavior typically associated with German-speaking cultures, such as those relating to business practices, traditional religious customs, and family dynamics ~~and the celebration of national holidays~~.
  3. ~~Examine~~ Explore the influence of the geography and history of German-speaking regions and countries on cultural elements, such as food, clothing, dwellings, transportation, language, music, and art.

### **Making Connections through Language**

- GII.8 The student will use information acquired in the study of German and information acquired in other subject areas to reinforce one another.

1. Give examples of the influence of the German language and German-speaking culture(s) on other subject areas, such as the use of German words in the English language or the contributions of ~~important~~ individuals and groups from German-speaking regions and countries.
2. Compare ~~and contrast~~ information acquired in other subject areas to topics discussed in German class, such as ~~the use of the metric system for measuring distance, volume, and weight or the impact of historical events on various regions of the world~~ inventors, scientists, philosophers, musicians, artists, and athletes.

### **~~Cultural and Linguistic and Cultural Comparisons~~**

- GII.409 The student will develop a deeper understanding of the English and other languages through study of German.
1. Recognize critical sound distinctions and intonation patterns in the German and English languages and their effects on the communication of meaning.
  2. Compare the diverse and unique aspects of vocabulary usage and structural patterns of German and English.
- GII.910 The student will demonstrate understanding of similarities and differences between the German-speaking world and ~~the United States~~ their own.
1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
  2. Identify similarities and differences of geography and their impact on aspects of culture, such as clothing, dwellings, transportation, recreation, food, and art.
  3. Compare the use of idiomatic expressions in the target language and German.

### **~~Communication across~~ Interacting in School and Global Communities**

- GII.11 The student will apply German language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Explain ~~in German how the German language and German-speaking culture(s) are evident in media, entertainment, and technology~~ aspects of German culture discovered through interaction with other German speakers, and authentic media, technology, or entertainment.
  2. Use German-language resources, such as individuals and organizations in the community or accessible through ~~the Internet~~ technology, to reinforce cultural knowledge of the German-speaking world.

## German III

In German III, students continue to develop their communicative and cultural competence by interacting orally and in writing with other ~~German~~-speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in German and moving from concrete to more abstract concepts in a variety of time frames. They comprehend the main ideas of ~~the~~ authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in German topics related to historical and contemporary events and issues. Emphasis continues to be placed on use of German in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the German language and culture(s).

### **Person-to-Person-Interpersonal Communication**

- GIII.1 The student will engage in original and spontaneous oral and written communications in German.
1. Express ~~own~~ opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of authentic print and non-print German-language sources.
- GIII.2 The student will ~~demonstrate skills necessary to~~ initiate, sustain, and close oral and written exchanges in German, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect major past, present, and future time frames.
  2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail in a variety of interpersonal contexts.
  3. Use nonverbal communication, paraphrasing, and circumlocution ~~and nonverbal behaviors~~ to convey and comprehend messages in level-appropriate German.

### **Interpretive Communication: Listening and Reading for Understanding**

- GIII.3 The student will ~~comprehend~~ understand spoken and written German presented through a variety of media and based on new topics in familiar ~~and unfamiliar~~ contexts.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, podcasts, videos, reports, and literary selections.
  2. Understand culturally authentic, level-appropriate materials that present new ~~and familiar~~ information in familiar contexts.
  3. Understand and respond appropriately to instructions presented in more complex informational materials, such as instructions for understanding travel schedules-public transportation or using technology.

## **Oral and Written Presentation Presentational Communication: Speaking and Writing**

- GIII.4 The student will present information orally and in writing in German, recombining combining learned and original language in increasingly complex sentences and paragraphs familiar elements to create original sentences in paragraphs that are increasingly complex.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  2. Use ~~past, present, and future~~ major time frames, word order, and other level-appropriate language structures with increasing accuracy.
- GIII.5 The student will present in German student-created and culturally authentic products, such as stories, poems, songs and/or skits.
1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
  2. Use ~~appropriate various~~ verbal and nonverbal presentational techniques, including such as voice inflection, visual aids and/or technological support.

## **Cultural Perspectives, Practices, and Products**

- GIII.6 The student will examine in German the interrelationships among the perspectives, practices, and products of German-speaking cultures.
1. Examine how and why products such as natural and manufactured ~~items~~ products, the arts, inventions, forms of recreation, ~~and~~ pastimes, language, and symbols reflect practices and perspectives of German-speaking cultures.
  2. Compare and contrast the viewpoints of German-speaking people and the ways these perspectives are reflected in their practices and products, such as political systems, art, ~~and~~ architecture, music, and literature.
  3. Investigate the ~~role-interrelationship~~ of geography in the and history and development in of German-speaking cultures, such as the environment, conflicts, and diversity.

## **Making Connections through Language**

- GIII.7 The student will use German to reinforce and broaden understanding of connections between German and other subject areas.
1. Discuss in German how aspects of the German language and German-speaking culture(s) are found in other subject areas.
  2. ~~Relate~~ Using German, make connections between topics studied in other subject areas and those studied in the German class, such as ~~issues related to~~ the environment, forms of democracy, and emerging issues ~~or the~~ contributions of ~~political, arts, or sports figures from German-speaking countries.~~
  3. Use authentic German-language resources to expand knowledge acquired in other subject areas.

### **Cultural and Linguistic and Cultural Comparisons**

- GIII.98 The student will strengthen knowledge of ~~the~~ English and other languages through study and analysis of increasingly complex elements of ~~the~~ German language.
1. Demonstrate ~~understanding~~ that language and meaning do not transfer directly from one language to another.
  2. Demonstrate ~~understanding~~ that vocabulary, linguistic structures, and tense usage in English may differ from those of German.
- GIII.89 The student will investigate and discuss ~~in German~~ why similarities and differences exist within and among cultures.
1. Discuss the influences of historical and contemporary events and issues on ~~the relationships between~~ German-speaking countries or regions and the United States.
  2. Compare and contrast aspects of German-speaking cultures, such as similarities and differences in language, clothing, foods, dwellings, and recreation, with those of other cultures art, architecture, music, literature, and religion with those of other cultures.

### **~~Communication across~~ Interacting in School and Global Communities**

- GIII.10 The student will ~~improve~~ apply German skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Expand German skills and cultural competence through the use of~~ Compare aspects of the German-speaking countries and regions obtained from interaction with German speakers, authentic media, entertainment, and technology, or entertainment.
  2. Use German-language resources, such as individuals and organizations in the community or accessible through ~~the Internet~~ technology, to broaden cultural knowledge.

## German IV

In German IV, V, and above, students continue to develop their communicative and cultural competence by ~~interacting orally and in writing with other German speakers, understanding oral and written messages in the language, and making oral and written presentations in German in~~ the interpersonal, interpretive, and presentational modes of communication. They are able to exchange and support opinions on a variety of topics related to ~~contemporary and historical~~ historical and contemporary events and issues at a proficiency level commensurate with their study. They comprehend ~~spoken and written texts and produce information drawn~~ from a variety of authentic sources ~~as well as produce compositions containing well-developed ideas on various topics.~~ Students use German to access information in other subject areas and to compare and contrast cultural elements found in German-speaking countries or regions with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. Emphasis continues to be placed on use of German in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the German language and culture(s).

### **Person-to-Person Interpersonal Communication**

- GIV.1 The student will ~~exchange information orally and in writing in German on~~ engage in and discuss a variety of topics ~~related to contemporary and historical events and issues in both oral and written forms of communication.~~
1. Express and support opinions and elicit those of others.
  2. Exchange personal reactions to spoken and written information ~~related to German-speaking cultures including contemporary and historical events and global issues.~~
  3. Exchange information from ~~sources a variety of authentic such as newspapers, magazines, broadcasts, and Web sites~~ media sources.
- GIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in German.
1. Use a full-wide range of vocabulary, structures, and ~~past, present, and future major~~ major time frames.
  2. Exchange ideas clearly, based on level-appropriate ~~material~~ themes.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

### **Interpretive Communication: Listening and Reading for Understanding**

- GIV.3 The student will ~~comprehend~~ understand spoken and written German found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.

- ~~2. Understand subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic materials, such as radio and television segments or literary passages accessible through media or literary texts.~~
32. Understand and respond appropriately to increasingly complex instructions presented in informational materials, such as instructions for completing a customs declaration or creating a Web page, a job application or a customs declaration or creating a Web page.

## **Presentational Communication: Speaking and Writing Oral and Written**

### **Presentation**

- GIV.4 The student will relate information in German, combining learned and original language in oral and written presentations of extended length and complexity.
- ~~1. Deliver presentations containing Present~~ well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- GIV.5 The student will produce and present in German ~~student-created and culturally authentic original~~ essays, poetry, plays, podcasts, and stories.
1. Produce well-organized presentations, ~~using appropriate visual aids and/or technological support including current event reports and critiques.~~
  2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and technological support.

### **Cultural Perspectives, Practices, and Products**

- GIV.6 The student will analyze in German how various perspectives reflect the practices and products of German-speaking cultures.
1. Discuss how topics such as ~~the European Union and the environment~~ global challenges, advancement of technology, and diversity issues illustrate the viewpoints, patterns of behavior, and products of German-speaking cultures.
  2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

### **Making Connections through Language**

- GIV.7 The student will demonstrate increased understanding of the connections between content studied in German class and content studied in other subject areas.
1. ~~Use German to d~~ Discuss and evaluate examples of the German language and German-speaking culture(s) found in other subject areas, ~~focusing on a variety of topics such as political systems and world literature~~ global challenges, advancement of technology, and diversity issues.
  2. ~~Use German to relate discuss~~ Compare and contrast topics ~~discussed~~ studied in other subject areas and those studied in German class, such as ~~authors~~

~~and artists from German-speaking countries or political and historical events that involve German-speaking countries~~ personal and public identities and contemporary life.

3. Use authentic German-language resources to ~~continue expanding~~ analyze knowledge related to other subject areas.

### **Cultural and Linguistic and Cultural Comparisons**

GIV.98 The student will expand understanding of ~~the English~~ and other languages through study and analysis of increasingly complex elements of ~~the German language.~~

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

GIV.89 The student will identify and discuss in level-appropriate German ~~the effects~~ aspects of cultural similarities and differences ~~on~~ in social, economic, and political relationships in the global community.

1. ~~Discuss~~ Evaluate the role of culture in the development of relationships between the United States and German-speaking countries and regions.
2. ~~Analyze~~ Explain how members of German-speaking culture(s) perceive the United States.
3. Examine local, regional, and national differences in the cultures of German-speaking countries and regions and ~~the culture(s) of the United States~~ their own.

### **~~Communication across~~ Interacting in School and Global Communities**

GIV.10 The student will apply German language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. ~~Analyze in German information obtained through media, entertainment, and technology~~ aspects of German-speaking cultures researched from interaction with German speakers, authentic media, and technology to deepen cultural understanding.
2. Use German-language resources, such as individuals and organizations in the community or accessible through ~~the Internet~~ technology, to ~~enhance~~ increase cultural understanding.

# **Spanish Standards of Learning**

for  
**Virginia  
Public Schools**

# Spanish I

In Spanish I, students begin to develop communicative competence in Spanish and expand their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands:

- Interpersonal speaking and writing as ~~an~~ interactive processes in which students learn to communicate with another Spanish speaker
- Interpretive listening and reading as ~~a~~ receptive processes in which students develop comprehension of Spanish
- Presentational speaking and writing in which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. ~~Rather than isolating g~~ Grammar in a separate strand, is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to ~~function~~ communicate. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning Spanish is using the language in the real world beyond the classroom setting. ~~This can be accomplished in a number of ways~~ One way this can be accomplished is through integration of technology into the classroom, as technology is an important means of accessing authentic information in Spanish and in providing students the opportunity to interact with ~~native~~ other Spanish speakers.

## **~~Person-to-Person~~ Interpersonal Communication**

- SI.1 The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask and answer questions ~~and provide responses about self and other~~ familiar topics, such as family members, personal belongings, school, and leisure activities, time, and weather.
- SI.2 The student will ~~demonstrate skills necessary to~~ sustain brief oral and written exchanges in Spanish, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
  2. Use proper formal and informal forms of address in familiar situations.
  3. Use ~~gestures~~ nonverbal communication and simple paraphrasing to convey and comprehend messages.

## **Interpretive Communication: Listening and Reading for Understanding**

- SI.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.

1. Identify ~~main ideas and some details~~ key words, cognates and some formulaic expressions when listening and reading.
2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and ~~grammatical structures~~ formulaic expressions with significant contextual support.
3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.

SI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in Spanish.

1. Differentiate among basic types of statements, questions, and exclamations.
2. Use basic culturally appropriate gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation Presentational Communication: Speaking and Writing**

SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.
2. ~~Describe~~ Present basic information about topics such as oneself, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense time.
3. Demonstrate increasing attention to accurate intonation and pronunciation ~~especially when presenting prepared material orally~~.
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling ~~when writing~~.
5. Write simple sentences on familiar topics in short paragraph style.

SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate coherent ideas ~~in an organized manner~~, using appropriate visual and technological support.

### **Cultural Perspectives, Practices, and Products**

SI.7 The student will develop an awareness of common perspectives, practices, and products of Spanish-speaking cultures.

1. Identify ~~some~~ main viewpoints of the cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.
2. Identify ~~some~~ key customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.

3. Identify ~~some~~ important historical and contemporary individuals and groups associated with significant events from Spanish-speaking cultures.
4. Identify some products of Spanish-speaking cultures, for example, natural and manufactured items, creative and fine arts, forms of recreation, ~~and~~ pastimes, dwellings, regionally-specific language, and symbols.

- SI.8 The student will recognize that perspectives, practices, and products of Spanish-speaking cultures studied are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of Spanish speakers ~~shape~~ reflect Spanish-speaking cultures, such as the concepts of the extended family, a ~~daughter's~~ girl's 15<sup>th</sup> birthday, and typical foods.
  2. Identify major cities, regions, and geographical features in Spanish-speaking countries and the reasons they are significant in the cultures of those countries.

### **Making Connections through Language**

- SI.9 The student will connect information about the Spanish language and Spanish-speaking culture(s) with concepts studied in other subject areas.
1. ~~Give examples of the use of target language vocabulary, phrases, proverbs, and symbols.~~ Identify the use of Spanish language and cultures in other subject areas.
  2. Relate content from other subject areas to topics discussed in Spanish class, such as current events from Spanish-speaking countries or regions or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

### **Cultural and Linguistic and Cultural Comparisons**

- SI.4410 The student will compare basic elements of the Spanish language to those of ~~the~~ English and other languages.
1. Recognize cognates, genders, level-appropriate idioms, and differences in ~~sound systems and~~ writing systems.
  2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.
- SI.4011 The student will demonstrate understanding of the significance of culture through comparisons between Spanish-speaking cultures and ~~the cultures~~ those of the United States.
1. Compare patterns of behavior and interaction found in the United States with those found in Spanish-speaking societies.
  2. ~~Demonstrate an awareness that~~ Recognize differences in social practices and personal interactions ~~differ~~ among cultures.
  3. ~~Demonstrate an awareness of~~ Recognize unique elements of the student's own culture.

## **Communication across Interacting in School and Global Communities**

- SI.12 The student will ~~explore situations in which to apply~~ use Spanish language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Find and present examples of the Spanish language and ~~the~~ Spanish-speaking ~~countries~~ cultures ~~evident in and through~~ gathered from interaction with Spanish speakers, authentic media, entertainment, and technology.
  2. Use resources, such as individuals and organizations in the community or accessible through ~~the Internet~~ technology, to gain information about the Spanish-speaking world.

## Spanish II

In Spanish II, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, and making oral and written presentations in the language. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of Spanish. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of Spanish in the classroom as well as on use of authentic materials to learn about ~~Spanish-speaking~~ Spanish language and cultures. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).

### **Person-to-Person-Interpersonal Communication**

- SII.1 The student will exchange spoken and written information and ideas in Spanish.
1. Give and follow basic instructions.
  2. Ask and answer questions ~~and provide responses about self oneself~~, others, and the immediate environment, such as exchanges concerning people, ~~and~~ things, plans, ~~and~~ events, feelings, ~~and~~ emotions, and geographic direction and location.
- SII.2 The student will ~~demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish, using familiar and recombined phrases and sentences.~~
1. Participate in brief oral and written exchanges that reflect present, past, and future time frames.
  2. Use ~~simple nonverbal behaviors communication simple and paraphrasing~~ to convey and comprehend messages.

### **Interpretive Communication: Listening and Reading for Understanding**

- SII.3 The student will understand basic spoken and written Spanish presented through a variety of media ~~and based on new topics~~ in familiar contexts.
1. ~~Understand main ideas and identify essential details when listening and reading.~~ Identify some details and key words when listening to, and reading in Spanish.
  2. Understand culturally authentic materials, such as announcements, messages, and advertisements ~~that present new and familiar information~~ in familiar contexts.
  3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.

- SII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in Spanish.
1. Differentiate among increasingly complex types of statements, questions, and exclamations.
  2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

### **Oral and Written Presentation Presentational Communication: Speaking and Writing**

- SII.5 The student will present in Spanish information orally and in writing ~~in Spanish~~, combining learned and original language in ~~simple~~ connected sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or non-print authentic materials.
  2. Present information, using structures that reflect present, past, and future time.
  3. Demonstrate attention to accurate intonation and pronunciation ~~when~~ speaking.
  4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling ~~when writing~~.
- SII.6 The student will present in Spanish rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect Spanish cultures.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and technological support.

### **Cultural Perspectives, Practices, and Products**

- SII.7 The student will demonstrate understanding of the perspectives, practices, and products of Spanish-speaking cultures and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated cultural activities, such as family ~~activities~~ gatherings, and holiday celebrations, and community events.
  2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as those relating to business practices, customs, and family dynamics ~~and the celebration of national holidays~~.
  3. ~~Examine~~ Explore the influence of the geography and history of Spanish-speaking countries or regions, such as food, clothing, dwellings, transportation, language, music, and art.

### **Making Connections through Language**

- SII.8 The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of ~~the Spanish language~~ and Spanish-speaking cultures ~~in~~ on other subject areas, such as the use of Spanish words in ~~the~~

English language or the contributions of important individuals from Spanish-speaking countries or regions.

2. Compare information acquired in other subject areas to topics discussed in Spanish class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economics and geography of Spanish-speaking countries or regions.

### **Cultural and Linguistic and Cultural Comparisons**

SII.109 The student will develop a deeper understanding of the English and other languages through study of Spanish.

1. Recognize critical sound distinctions and intonation patterns in the Spanish and English languages and their effects on the communication of meaning.
2. Compare the diverse and unique aspects of Spanish vocabulary usage and structural patterns of Spanish and English.
3. Compare the use of idiomatic expressions in Spanish and English.

SII.910 The student will demonstrate understanding of cultural similarities and differences between the Spanish-speaking cultures studied and the United States.

1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, music, and art.

### **Communication across Interacting in School and Global Communities**

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

1. Explain in Spanish how the Spanish language and Spanish-speaking culture(s) are evident in media, entertainment, and technology aspects of Spanish cultures discovered through interaction with Spanish speakers, authentic media and technology.
2. Reinforce cultural knowledge through the use of Use Spanish-language resources, such as individuals and organizations in the community or accessible through the Internet technology. to reinforce cultural knowledge of the Spanish-speaking world.

## Spanish III

In Spanish III, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, and making oral and written presentations in Spanish. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in the language and moving from concrete to more abstract concepts in a variety of time frames. They comprehend the main ideas of ~~the~~ authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to ~~discuss in Spanish~~ sustain a conversation in Spanish about topics related to that include historical and contemporary events and issues. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).

### **Person-to-Person Interpersonal Communication**

- SIII.1 The student will engage in original and spontaneous oral and written communications in Spanish.
1. Express ~~own~~ opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of authentic print and non-print Spanish sources.
- SIII.2 The student will ~~demonstrate skills necessary to~~ initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect major past, present, and future time frames.
  2. Exchange detailed information on familiar topics ~~via conversations, notes, letters, or e-mail~~ in a variety of interpersonal contexts.
  3. Use nonverbal communication, paraphrasing, and circumlocution ~~and nonverbal behaviors~~ to convey and comprehend messages in level-appropriate Spanish.

### **~~Interpretive~~ Communication: Listening and Reading for Understanding**

- SIII.3 The student will ~~comprehend~~ understand spoken and written Spanish presented through a variety of media and based on new topics in familiar ~~and unfamiliar~~ contexts.
1. Identify main ideas and pertinent details when listening to or reading materials in a familiar context; such as live and recorded conversations, short lectures, podcasts, videos, reports, graphics, and literary selections.
  2. Understand culturally authentic, level-appropriate materials that present new ~~and familiar~~ information in familiar contexts.
  3. Understand and respond appropriately to instructions presented in more complex informational materials, such as instructions for ~~understanding travel schedules~~ public transportation or using technology.

### **Oral and Written Presentation Presentational Communication: Speaking and Writing**

- SIII.4 The student will present information orally and in writing in Spanish, ~~recombining learned and original language in increasingly complex sentences and paragraphs~~ familiar elements to create original sentences in paragraphs that are increasingly complex.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  2. Use ~~past, present, and future~~ major time frames, word order, and other level-appropriate language structures with increasing accuracy.
- SIII.5 The student will present in Spanish student-created and culturally authentic products, such as stories, poems, songs, and/or skits.
1. Produce well-organized spoken and written presentations to suit ~~appropriate to~~ the type of audience and the purpose of the presentation.
  2. Use various verbal and nonverbal presentational techniques, ~~including such as~~ voice inflection, visual aids, and technological support.

### **Cultural Perspectives, Practices, and Products**

- SIII.6 The student will examine in Spanish the interrelationships among the perspectives, practices, and products of Spanish-speaking cultures.
1. Examine how and why products such as natural and manufactured items, inventions, the arts, forms of recreation, ~~and~~ pastimes, regionally-specific language, and symbols reflect practices and perspectives of Spanish-speaking cultures.
  2. Compare and contrast the viewpoints of Spanish-speaking people and the ways these ~~viewpoints~~ perspectives are reflected in their practices and products, such as political systems, art, ~~and~~ architecture, music, and literature.
  3. Investigate the ~~role~~ interrelationship of geography ~~in the~~ and history ~~and~~ in the development ~~in~~ of Spanish-speaking cultures.

### **Making Connections through Language**

- SIII.7 The student will use Spanish to reinforce and broaden understanding of connections between Spanish and other subject areas.
1. Discuss ~~in Spanish~~ aspects of the Spanish language and Spanish-speaking culture(s) found in other subject areas.
  2. ~~Relate~~ Make connections between topics studied in other subject areas and those discussed in Spanish class, such as ~~contributions of political, arts, or sports figures from francophone countries~~ the environment, political figures, and the arts.
  3. Use authentic ~~Spanish language~~ resources to expand knowledge acquired in other subject areas.

### **Cultural and Linguistic and Cultural Comparisons**

- SIII.98 The student will strengthen knowledge of ~~the~~ English and other languages through study and analysis of increasingly complex elements of the Spanish language.
1. Demonstrate ~~understanding~~ that language and meaning do not transfer directly from one language to another.
  2. Demonstrate ~~understanding~~ that vocabulary, linguistic structures, and tense usage in English may differ from those of Spanish.
- SIII.89 The student will investigate and discuss ~~in Spanish~~ why similarities and differences exist within and among cultures.
1. Discuss the influences of historical and contemporary events and issues on ~~the relationships between~~ Spanish-speaking countries or regions and the United States.
  2. Compare and contrast aspects of Spanish-speaking cultures, such as language, ~~clothing, foods, dwellings, and recreation,~~ religion, art, architecture, music, and literature, with those of other cultures.

### **Communication across Interacting in School and Global Communities**

- SIII.10 The student will ~~improve~~ apply Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Expand Spanish language skills and cultural competence through the use of~~ Compare in Spanish aspects of the Spanish-speaking cultures obtained from interaction with Spanish speakers, authentic media, ~~entertainment,~~ and technology.
  2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through ~~the Internet~~ technology, to ~~broaden~~ reinforce cultural understanding.

## Spanish IV

In Spanish IV, ~~V~~, and above, students continue to develop their communicative and cultural competence ~~by interacting orally and in writing with other Spanish speakers~~, understanding oral and written texts, messages in the language, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to ~~contemporary and historical~~ historical and contemporary events and issues at a proficiency level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements found in Spanish-speaking countries or regions with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, ~~VI~~, and above by adjusting specific course content. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).

### **Person-to-Person Interpersonal Communication**

- SIV.1 The student will exchange information orally and in writing in Spanish on engage in and discuss a variety of topics in both oral and written forms of communication.
1. Express and support opinions and elicit those of others.
  2. Exchange personal reactions to spoken and written information ~~related to the cultures studied~~ including contemporary and historical events and global issues.
  3. Exchange information from ~~sources~~ a variety of authentic ~~such as newspapers, magazines, broadcasts, and Web sites~~ media sources.
- SIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in Spanish.
1. Use a full range of vocabulary, structures, and ~~past, present, and future~~ major time frames and moods.
  2. Exchange ideas clearly, based on level-appropriate ~~material~~ themes.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

### **Interpretive Communication: Listening and Reading for Understanding**

- SIV.3 The student will ~~comprehend~~ understand spoken and written Spanish found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters, in non-complex spoken and written texts.
  2. ~~Understand subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic materials, such as radio and television segments or literary passages.~~
  3. Understand and respond appropriately to increasingly complex instructions

presented in informational materials, such as instructions for completing a customs declaration or interpretation of data ~~creating a Web page~~.

### **Presentational Communication: Speaking and Writing Oral and Written Presentation**

- SIV.4 The student will relate information in Spanish, combining learned and original language in oral and written presentations of extended length and complexity.
1. ~~Deliver presentations containing~~ Present well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- SIV.5 The student will produce and present in Spanish ~~either~~ student-created ~~and/or~~ culturally authentic essays, poetry, plays, podcasts, and stories on themes of general and personal interest.
1. Produce well-organized presentations, ~~using appropriate visual aids and/or technological support~~ including reports on current events and critiques.
  2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and technological support.

### **Cultural Perspectives, Practices, and Products**

- SIV.6 The student will analyze ~~in Spanish~~ how various perspectives reflect the practices and products of Spanish-speaking cultures.
1. Discuss how ~~topics such as educational systems and business practices~~ illustrate the viewpoints, patterns of behavior, and products of Spanish-speaking cultures are interrelated throughout various aspects of everyday life, such as global challenges, advancement of technology, and diversity issues.
  2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

### **Making Connections through Language**

- SIV.7 The student will use Spanish to demonstrate increased understanding of the connections between content studied in the Spanish class and content studied in other subject areas.
1. ~~Use Spanish to d~~ Discuss and evaluate examples of the Spanish language and Spanish-speaking culture(s) found in other subject areas, ~~focusing on a variety of topics such as political systems and world literature~~.
  2. ~~Use Spanish to relate~~ Compare and contrast topics discussed in other subject areas and those discussed in Spanish class, such as notable authors, and artist or political systems, and historical events. ~~that involve Spanish-speaking countries~~.
  3. Use authentic Spanish language resources to continue expanding support knowledge related to other subject areas.

### **Cultural and Linguistic and Cultural Comparisons**

- SIV.98 The student will expand understanding of ~~the~~ English and other languages through study and analysis of increasingly complex elements of the Spanish language.
1. Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in Spanish-speaking countries and regions and in the United States.
  2. Compare linguistic elements of Spanish and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these relationships, such as *hacer* + present tense and *pretérito vs. imperfecto*.
  3. Compare linguistic elements of Spanish and English, and understand how each language uses different grammatical structures to express these elements.
- SIV.89 The student will recognize and discuss ~~in level-appropriate Spanish~~ the effects of aspects of cultural similarities and differences ~~on~~ in social, economic, and political relationships in the global community.
1. ~~Discuss~~ Analyze the role of culture in the development of relationships between the United States and Spanish-speaking countries and regions.
  2. ~~Analyze~~ Illustrate how members of Spanish-speaking cultures perceive the United States.
  3. Examine local, regional, and national differences in the cultures of Spanish-speaking countries and regions and ~~the culture(s)~~ those of the United States.

### **Communication across Interacting in Global Communities**

- SIV.10 The student will apply Spanish language skills more extensively and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Analyze ~~in Spanish~~ aspects of Spanish-speaking cultures derived from interaction with Spanish speakers, authentic media, ~~entertainment,~~ and technology.
  2. Use Spanish resources, such as individuals and organizations in the community or accessible through ~~the Internet~~ technology, to increase cultural understanding.

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# **Latin Standards of Learning**

for  
**Virginia  
Public Schools**

# Latin I

In Latin I, students begin to develop the ability to comprehend simple written Latin texts based on a variety of topics. The first strand of the Latin Standards of Learning ~~emphasizes focuses on~~ interpretation of texts because the focus is on comprehension rather than ~~interpersonal person-to-person~~ communication. To support the development of reading skills, students learn to use Latin orally, understand oral Latin, and write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of the daily lives of Roman people. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of ~~Gree-~~ Roman civilization in their own world. Through their understanding of the structures and vocabulary of the Latin language, students enhance their understanding of these same linguistic elements of English.

## Reading for Understanding

- LI.1 The student will understand simple written Latin texts about a variety of topics.
1. Read words, phrases, simple sentences, and short passages, ~~and associate them with visual representations.~~
  2. Demonstrate reading comprehension by answering simple questions about Latin passages.
  3. Demonstrate knowledge of basic Latin vocabulary, inflections, and syntax.

## Using Oral and Written Language for Understanding

- LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.
1. Recognize and reproduce the sounds of Latin vowels, consonants, and diphthongs, according to a consistent standard pronunciation.
  2. ~~Initiate and~~ Respond appropriately to simple oral and written questions, statements, and commands.
  3. Compose simple Latin phrases and sentences.

## Cultural Perspectives, Practices, and Products

- LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture.
1. Identify and investigate practices in Roman life, such as those related to family, education, occupations, ~~mythology-religion~~, and social structure.
  2. Examine products of the Romans peoples, such as food, clothing, buildings, and art.
  3. Locate major geographical features of the classical world, such as bodies of water, mountain ranges, and cities.
  4. Identify some important historical and legendary figures, ~~and events~~, and historical timelines, such as Romulus, the founding of Rome, and the three periods of Roman history.
  5. Participate in simulated cultural activities, such as family celebrations, banquets, and festivals.

- LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated.
1. Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as justice, the toga as the symbol of Roman citizenship and aqueducts as a symbol of Roman innovation.
  2. Examine ways geography and history influenced practices and perspectives of the Romans, such as the founding of Rome near the Tiber River and conquest of the Mediterranean.

### **Making Connections through Language**

- LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas.
1. Give examples of the use of Latin ~~vocabulary~~ derivatives, numerals, mottoes, phrases, and symbols in other subject areas.
  2. Relate ~~current events and~~ content from other subject areas to topics discussed in Latin class, such as ~~Greco-Roman~~ mythology, and the influence of current events, geography, history, art, and architecture.

### **Cultural and Linguistic and Cultural Comparisons**

- LI.6 The student will compare basic elements of the Latin language to those of the English language.
1. Recognize that the basic language patterns of Latin ~~may~~ differ significantly from those of English.
  2. Recognize and interpret the Latin roots, prefixes, and suffixes that appear in English words.
  3. Compare and contrast the sound systems of Latin and English.
- LI.7 The student will demonstrate understanding of the ~~concept~~ significance of culture through comparisons ~~between Roman culture and~~ of the cultures of Rome and ~~of~~ the United States.
1. Compare and contrast elements of ~~Roman and American~~ the cultures of Rome and the United States, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures.
  2. Demonstrate an awareness of unique elements of the student's own culture.

### **~~Communication across~~ Interacting in School and Global Communities**

- LI.8 The student will ~~explore situations in which to~~ begin to apply knowledge of the Latin language and Roman culture beyond the classroom setting ~~for to explore~~ recreational, educational, and occupational ~~purposes~~ opportunities.
1. Present examples of the Latin language and classical Roman culture evident in media, entertainment, and occupations.
  2. Use suggested resources, such as technology, individuals, organizations ~~in the community or accessible through the Internet~~, and institutions in the community, to gain information about classical Roman culture.

## Latin II

In Latin II, students develop the ability to comprehend written Latin texts with more complex linguistic structures. The first strand of the Latin Standards of Learning ~~focuses on~~ emphasizes interpretation of texts because the focus is on comprehension rather than ~~person-to-person~~ interpersonal communication. Students understand adapted and authentic Latin from original sources. To support the development of reading skills, students continue to use and understand some oral Latin and write simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans ~~as reflected in areas such as Roman architecture, art, and history.~~ Students compare ~~these~~ cultural and historical elements ~~to their own culture and find examples of Greco-Roman cultures in their own world~~ of ancient Rome and the United States by finding examples of the influences of Roman culture on the United States. They also compare the effects of the geography of the ancient Roman world and that of the United States on aspects of culture, such as food, dwellings, clothing, and art.

### Reading for Understanding

- LII.1 The student will understand written Latin texts based on various topics.
1. Read for information.
  2. Recognize the difference between giving literal meaning and paraphrasing.
  3. Demonstrate expanded knowledge of vocabulary and recognition of ~~additional~~ more complex syntactical structures essential to comprehension.

### Using Oral and Written Language for Understanding

- LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.
1. Read Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, and voice inflection.
  2. ~~Initiate and r~~ Respond appropriately to oral and written questions, statements, and commands.
  3. Compose Latin sentences with expanded vocabulary and structures.

### Cultural Perspectives, Practices, and Products

- LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated.
1. Describe cultural practices of the Romans, such as ~~marriage and weddings and funerals~~ customs, leisure activities, games, entertainment, and meals.
  2. Examine ~~the influence of how~~ Roman perspectives were influenced by their legendary and historical figures and ~~or~~ events, such as Cincinnatus, Horatius, and the expulsion of the kings ~~on Roman perspectives.~~
  3. Examine ~~the ways geography, history, and major cities, such as Carthage and the Punic Wars, and Athens and Greek culture,~~ how the practices and perspectives of the Romans were influenced by interaction with other Mediterranean cultures.

- ~~4. Demonstrate knowledge of the~~ Examine architectural styles, art forms, and artifacts of the Romans as evidence of their cultural perspectives.
5. Examine ~~important~~ myths of ~~Greeo~~-Roman origin, such as ~~Ulysses and craftiness~~, and the influence of mythical figures, such as Mars as ~~patron god of Rome, and their influences~~, Hercules, and Aeneas on Roman perspectives.
- ~~6. Participate in simulated cultural activities, such as family celebrations, sports and entertainment, and festivals.~~

### **Making Connections through Language**

- LII.4 The student will ~~use information acquired in the study of Latin and information acquired in other subject areas to reinforce one another~~ identify ways in which knowledge gained from the study of Latin reinforces and enhances knowledge gained in other classes and vice versa.
1. Give examples of the influence of the Latin language and Roman culture in other subject areas, ~~such as the contributions of Roman architects to the world.~~
  2. Compare and contrast information acquired in other subject areas to ~~topics discussed~~ information acquired in Latin class, ~~such as people and events of the Roman world.~~

### **~~Cultural and Linguistic~~ Cultural Comparisons**

- LII.5 The student will develop a deeper understanding of ~~the English~~ and other languages through study of ~~the Latin language.~~
1. Expand knowledge of English vocabulary by noting the relationship of Latin words to their English derivatives.
  2. Compare and contrast structural patterns of Latin and English.
  3. Compare the use of idiomatic expressions in Latin and English.
- LII.6 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States.
1. Compare and contrast traditions and customs of ancient Rome and the United States, such as those related to marriage, funerals, leisure activities, games, entertainment, and meals.
  2. Compare and contrast the legends and history of ancient Rome with those of the United States, such as Cincinnatus and George Washington.
  3. Compare and contrast the effects of the geography of the ancient Roman world and of the United States on aspects of ~~culture, such as food, dwellings, clothing, and art~~ both cultures.

### **~~Communication across~~ Interacting in Global Communities**

- LII.7 The student will apply knowledge of the Latin language and ~~Greeo~~-Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Present~~ Identify examples of the Latin language and ~~Greeo~~-Roman culture

evident in media, entertainment, and occupations.

2. Locate and use resources, such as the Internet, and individuals and organizations, and institutions in the community or accessible through the Internet, to reinforce cultural understanding of the Roman world.

## Latin III

In Latin III, students develop the ability to comprehend ~~authentic~~-Latin texts with complex linguistic structures. The first strand of the Latin Standards of Learning ~~focuses on~~ emphasizes interpretation of texts because the focus is on comprehension rather than ~~person-to-person~~ interpersonal communication. Students expand their knowledge of archaeological evidence, art, and literature as reflections of Roman perspectives and practices. They examine the Roman political system, the multicultural aspects of the Roman Empire, and the role of geography in military history and compare these to similar aspects of United States politics, culture, geography, and history.

### Reading for Understanding

- LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics.
1. Read for information.
  2. Interpret increasingly complex language structures, and expand vocabulary.
  3. Recognize and explain some figures of speech and stylistic features ~~of in~~ Latin texts.
  4. Identify social, political, and historical implications of the work(s) read.

### Using Oral and Written Language for Understanding

- LIII.2 The student will increase skills in ~~using reading~~ and interpreting Latin orally.
1. Read ~~adapted and authentic~~-Latin aloud with consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.
  2. ~~Comprehend oral Latin presented through a variety of media.~~ Begin to incorporate rhythm, meter, and rhetorical devices in oral presentation.

### Cultural Perspectives, Practices, and Products

- LIII.3 The student will examine interrelationships among the perspectives, practices, and products of ~~Greeco~~-Roman civilization.
1. Understand that literary and nonliterary products reflect practices and perspectives of the ~~Greeco~~-Roman world.
  2. Expand knowledge of archaeological evidence, art forms, and artifacts as reflections of ~~Greeco~~-Roman perspectives and practices.
  3. ~~Examine~~ Analyze the role of geography and the military in the history and development of the ~~Greeco~~-Roman world.
  4. Examine the effect of Roman political and social systems on private and public life.
  5. Analyze the multicultural aspects of the ~~Greeco~~-Roman world—for example, Cleopatra and Egypt, the Jews and Masada, Vercingetorix and Gaul—and its their effects on the perspectives and practices of the Romans.

## Making Connections through Language

- LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas.
1. ~~Present~~ Analyze aspects of ~~Greco~~-Roman cultures that are also found in modern cultures, such as art, architecture, and language.
  2. Relate topics studied in other subject areas to those studied in Latin class, such as the use of Latin words in scientific, and legal terminology ~~or the importance of archeology as a tool for reconstructing the past.~~

## ~~Cultural and Linguistic~~ Cultural and Cultural Comparisons

- LIII.5 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language.
1. ~~Recognize that Latin and English do not share a word for word correspondence.~~
  2. Apply principles of word building and analysis.
  3. ~~2.~~ Analyze the structure of English by applying knowledge of linguistic concepts and terminology, such as subjunctive uses, indirect discourse, and verbals ~~acquired through the study of Latin.~~

- LIII.6 The student will discuss why similarities and differences exist within and among cultures.
1. Compare and contrast aspects of ~~Greco~~-Roman culture, such as social, military conquests, ~~diverse social and political~~, and economic systems, with those of other cultures.
  2. Explain the relationships between historical events and the development of culture(s) in the Roman world and in the United States, for example transitions from monarchic rule to representative government.

## ~~Communication across~~ Interacting in School and Global Communities

- LIII.7 The student will continue to apply knowledge of the Latin language and ~~Greco~~-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Latin language skills and cultural knowledge through the use of media, entertainment, and occupations.
  2. Locate and use resources, such as technology, individuals, ~~museums, and~~ organizations, and institutions to broaden cultural understanding.

## Latin IV

In Latin IV, V, and above, students interpret and analyze authentic Latin in a variety of genres. The first strand of the Latin Standards of Learning ~~focuses on~~ emphasizes interpretation of texts because the focus is on comprehension rather than ~~person-to-person interpersonal~~ communication. Students analyze the effects of stylistic features, such as figures of speech, word choice, and meter, in ~~on~~ an author's work. They expand their knowledge of the perspectives and practices of ~~Greco~~-Roman civilization by examining its philosophy, religion, mythology, and standards of personal conduct. Students also discuss the contributions of the Romans to modern law, government, art, and ~~architecture~~ literature. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

### Reading for Understanding

- LIV.1 The student will interpret and analyze authentic Latin texts in selected genres.
1. Interpret and explain the content and intent of the texts read.
  2. Analyze and evaluate the effects of stylistic features, such as figures of speech, word choice and order, and meter, ~~on~~ in the texts read.
  3. Discuss and analyze the social, political, and historical implications of the texts read.

### Using Oral and Written Language for Understanding

- LIV.2 The student will refine skills in ~~using reading~~ and interpreting Latin orally.
1. Read authentic Latin aloud with consistent pronunciation, meaningful phrase grouping, appropriate voice inflection, and metrics.
  2. ~~Identify~~ Incorporate elements of rhythm, meter, and rhetorical devices ~~presented orally through a variety of media in oral presentation~~.

### Cultural Perspectives, Practices, and Products

- LIV.3 The student will discuss how various perspectives reflect the practices and products of the ~~Greco~~-Roman world.
1. Analyze perspectives and practices of ~~Greco~~-Roman culture in literature, including evidence of philosophy, religion, mythology, and personal conduct.
  2. Summarize ways in which the progression of events in Roman history affected the perspectives, practices, and products of the ~~Greco~~-Roman world.

### Making Connections through Language

- LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas.
1. ~~Present~~ Identify and evaluate aspects of the Latin language and ~~Greco~~-Roman culture found in other subject areas, such as legal and political systems and world literature.

2. Relate topics discussed in other subject areas to those discussed in Latin class, such as ~~the importance of Roman law as a foundation for modern law, philosophy, and governmental administration~~ literary genres, philosophy, and governmental administration.

### **Cultural and Linguistic and Cultural Comparisons**

- LIV.5 The student will expand understanding of the English language and literature through analysis of the complex linguistic and syntactical elements of ~~the~~ Latin language.
1. Continue to increase English vocabulary by comparing Latin and English words and applying the principles of word building and analysis.
  2. Analyze the structure of English by applying more complex grammatical concepts and linguistic terminology, such as conditional sentences and figures of speech acquired through the study of Latin.
- LIV.6 The student will discuss the social, economic, political, and artistic influences of the ~~Greeco~~ Roman world on the modern global community.
1. Make comparisons and draw conclusions about the influences of ~~Greeco~~ Roman culture on art, ~~architecture~~, music ~~and~~, literature, and engineering.
  2. Discuss contributions of the Romans to modern law, philosophy, and governmental administration.
  3. ~~Explain how the~~ Compare Roman views of public and private life ~~has influenced with those of the modern world views.~~

### **Communication across Interacting in School and Global Communities**

- LIV.7 The student will apply advanced knowledge of the Latin language and ~~Greeco~~ Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Identify applications of Latin and ~~Greeco~~ Roman culture found in media, entertainment, and occupations.
  2. Locate and use resources, such as technology, individuals, ~~and~~ organizations ~~in the community or accessible through the Internet, and institutions~~ to enhance cultural understanding.

**Comments repeated in multiple content areas:**

- Thank you for keeping the focus on overall communication rather than specific grammar or vocabulary. This is a more communicative, authentic approach as well as allowing for some flexibility in local curricula. (French, German, Spanish, Modern)
  
- Please strengthen the language supporting use of the target language in the classroom at all levels. "As exclusively as possible" is very open to interpretation, whereas ACTFL's recommendation of 90% is not. It needs to also be clear that the TEACHER must use the TL, not just the students. (French, German, Spanish, Modern)

**French**

- I support the proposed revisions to the French SOL, which make explicit the primacy of immersive teaching in developing student proficiency. References to francophone countries and cultures are handled in a more current and sensitive manner than before. In addition, the revisions correspond to the national ACTFL World-Readiness Standards for Language Learning, and refer to the three modes of communication: interpersonal, interpretive, and presentational. As access to authentic materials and technology has advanced, the proposed revisions reflect increased opportunities for global interaction with other speakers and learners.
  
- I really like the changes made to the wording in the SOL's. There has been a clear effort to simplify without taking away from the content. Also, I appreciate the efforts to make the wording such that schools and divisions can deconstruct the standards to suit their needs. In other words, they are not too directive. I also like how there is an increased effort to link the SOL's to the AP standards and terminology. I would argue that the terminology for all six domains of the AP program should be applied in a logical manner throughout the document, even beginning at level one.

**German**

- Perfect! I am glad to see the new AP components incorporated in German SOLs.
  
- I support the proposed revisions to the German SOL, which make explicit the primacy of immersive teaching in developing student proficiency. In addition, the revisions correspond to the national ACTFL World-Readiness Standards for Language Learning, and refer to the three modes of communication: interpersonal, interpretive, and presentational. As access to authentic materials and technology has advanced, the proposed revisions reflect increased opportunities for global interaction with other speakers and learners.

## Latin

- Looks like there's a move towards greater use of oral Latin on a regular basis. Will the teachers be given any training in oral Latin, TPR, or the like? Latin isn't traditionally taught as an oral language, so some training might be helpful.
  - Some wording issues I'd like to address:
  - - LI.7: change the wording to "The student will demonstrate understanding of the significance of culture through comparisons of the cultures of Rome and the United States." (The current proposed emendation is really poorly stated there.)
  - - LII.6: change to "such as weddings, funerals,...." to keep the wording consistent with previous passages. Strike "...such as Cincinnatus and George Washington," since other examples in previous passages have been struck.
  - -LIII.4: don't strike "and." Scientific terminology and legal terminology are two distinct sets of jargon.
  
- While I am pleased to see the cultural focus shift more toward Roman, as opposed to Greco-Roman topics, I wonder as to the reason for this shift. Is the Commonwealth planning to incorporate Classical Greek as one of the World Languages in future? Was "Greco-Roman" considered too broad a term? Are Latin teachers now no longer expected to discuss the significant impact the Greek world had on Rome and its development, both culturally and linguistically? Is the choice of emphasis being left to the individual Latin teacher as to how they wish to approach this topic? I approve of the changes to more dynamic verbs in the SOLs - specifically the usage of the word "reading" - as it makes Latin appear more relevant in the 21st century. I also approve of the deletion of the word "authentic" from the Level III general description. All the Latin that we read is "authentic" - only its time of origin differs.
  
- I am a Latin teacher in Virginia. Currently we are not required to assess our students on spoken Latin, mostly because of the extreme lack of any spoken Latin video or audio files that accompany the textbooks for other languages. In the draft SOLs I notice increased detail and requirements in the oral Latin section. Currently there is no spoken component on any Latin test and the class is geared towards using English to teach the Latin. If we end up being required to teach spoken Latin as a component of the class, most Latin teachers would require significant help with ideas for creating lessons since many of us, while we are proficient with reading and writing Latin, spoken Latin has been so downplayed over the past few decades that there is not the structure for it anymore.
  
- I am concerned about the spoken portion of the SOL, as speaking has never been a part of the Latin curriculum and a lot of students take Latin specifically because they do not need to speak it. I am also concerned in general with the World Language SOLs, as they are an elective course and all other SOLs are for required core-courses like Algebra 1 and World History 1. Does this mean that current non SOL courses such as government or physics will also be getting an SOL? If not, that hardly seems fair.

## **Spanish**

- Please, please, please do not implement more standardized tests. As a teacher we already see less and less of our students because they are either preparing for a test or taking a test. It takes up valuable instructional time and more often than not doesn't test the real life skills.
- Overall, the revisions accurately reflect the reality of language usage today, our understanding of the language acquisition process, and our connections to other subject areas. I think SI.5 needs to be changed back to self. Oneself implies only the yo form; it is necessary to express routines of yourself, himself, herself, ourselves, and themselves as well. In contrast, SI.8.2 becomes too broad with the addition of regions. Just cities and geographical features would be most appropriate. I see the point of the revision to Siii.2 and Siii.4.2 to time frames as we deemphasize the assignment of specific tenses to a sequenced focus and emphasize conversational practicality. I do feel, however, that Spanish III or Spanish IV standards do need to explicitly list the major tenses, especially as a key for students, parents, and beginning teachers. These will certainly be embedded throughout the levels by natural exposure, and, therefore, should be the focus of increased accuracy by the 3rd and/or 4th year of language.
- To whom it may concern:  
Please make sure that the preparers of the exam are experienced Spanish teachers of all levels. Only truly experienced teachers know the reality of what is going on in the classroom and what kind of material and questions should be included in an accurate and fair assessment.
- I support the proposed revisions to the Spanish SOL, which make explicit the primacy of immersive teaching in developing student proficiency. In addition, the revisions correspond to the national ACTFL World-Readiness Standards for Language Learning, including the three modes of communication: interpersonal, interpretive, and presentational. As access to authentic materials and technology has advanced, the proposed revisions reflect increased opportunities for global interaction with other speakers and learners.
- I am happy with what I see in the proposed draft. I also looked over the revision edits and agree with the changes. While it may be too late to make a significant change, such as bringing the state SOL document into a closer parallel with the ACTFL national standards, I think that what we have here is understandable and achievable. Thanks to the committee for the hard work.
- I cannot believe that the state is going to do this. I am a high school foreign language teacher in northern Virginia. I cannot think of anything worse for the state to do than test these students any more than they are already tested. We already have the PALS system in place which tests the students 8 times per year, in both speaking and writing. Now you want to add another test to that so that the students will have 9 tests per year, not to mention the other tests that I give them in class? What a nightmare. Might I highlight that foreign language is one of the most frequently

failed subjects in the United States at the high school level. The only result of this decision is that more and more students will be turned off to taking foreign language due to the stigma of the test, and more and more teachers will be turned off or might leave teaching due to the overtesting culture of this state. Quite the travesty.

- Lisa, thanks for the opportunity to chat about the proposed changes to the foreign language standards for learning. Here's my concern as we discussed on the phone today:

In Spanish II:

SII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish, using familiar and recombined phrases and sentences.

1. Participate in brief oral and written exchanges that reflect present, past, and future time frames.
2. Use simple nonverbal behaviors communication simple and paraphrasing to convey and comprehend messages.

For foreign language professionals steeped in the proficiency parlance, the term "present, past and future timeframes" is a loaded expression that is connected to advanced proficiency. Of course, we know that second year language students will not evidence Advanced proficiency, but the current wording could conceivably cause confusion to readers of the document.

Further, at best, Spanish II students would probably come in somewhere around Intermediate Low proficiency, which does not include students using language that reflects past time with any regularity, if ever.

Additionally, in Spanish III:

SIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.

1. Participate in sustained exchanges that reflect major past, present, and future time frames.

A similar potential problem in Spanish III occurs above. The use of sustained exchanges that reflect past, present and future time can connote Advanced Mid proficiency in the parlance of the proficiency guidelines. As we discussed over the phone, my greatest fear is that this kind of language leaves it open for teachers to interpret that they need to be teaching students and students should be learning how to communicate in all three timeframes at levels II and III. What we really want students to do up through Level III is to gain a level of comfort and confidence at communicating in present time, and when students reach the Intermediate Mid level (at the earliest in Level III and hopefully for sure by Level IV), they may show some features of Advanced level language, which does, indeed, include communicating in all three time frames. Just my thoughts, Lisa, for whatever they are worth. Thank you for your generous ear in letting me share these concerns!

- In defining the communication standard...what is the definition of Major time frames...? Would compound tenses be included in Major time frames?

### **Modern World Languages**

- Separating the standards into those for Western (Roman alphabet) and Non-Western (non-Roman alphabet and logographic) is absolutely necessary as research shows that language learning takes longer for languages that do not share the same writing system as English. The committee has

taken particular care to specify how the standards may be used with certain languages such as Arabic, Japanese, and Chinese, acknowledging the peculiarities of their sound systems and writing systems. I support this proposed revision wholeheartedly.

- Foreign languages are electives courses and not required for graduation in Fairfax County. Other courses that are electives and not required for graduation do not have SOLS (e.g. government and physics), so why the push for the foreign languages? Also, if a student passes the course in terms of grades but not in terms of the SOL, will they get credit for the course on their transcript? What about existing standardization already in place in Fairfax County, such as the PALS (progress assessment for language students) and the common final exams? It seems redundant to have both.
- These revisions are a significant improvement. Thank you. One question I had was the choice of Western and Non-Western as descriptors vs. European and Non-European. The latter seems a more straightforward, neutral way to describe those languages since the directional idea of what constitutes East and West itself presupposes location in Europe. There is also some colonial history associated with the terms Western (Occidental) and Eastern (Oriental). Russell Carlock - Albemarle County.
- Please consider alternative nomenclature for these languages as Western and non-Western seems pejorative and imprecise. Dividing on the basis of writing systems makes more sense. Russian uses a non-Roman alphabet, but is both Western and non-Western because Russia spans Europe and Asia. Creating two groups would be more sensible: 1) Roman alphabet and 2) non-Roman alphabet and character-based languages. Within the field of second language acquisition, terms like Roman alphabet, non-Roman alphabet, and character-based or logographic languages are commonly used and understood among practitioners and scholars. The Roman alphabet group would include languages like Portuguese and Italian. The other group would be non-Roman alphabet and character-based, and would include Russian (which uses the Cyrillic alphabet) and Mandarin Chinese, Japanese, and Korean. Technically, Arabic and Hebrew do not have alphabets; their systems of writing are called 'abjads'. However, they could fit within this second group.
- Please consider changing the names of these to something other than Western and Non-Western, which are geopolitical notions rather than linguistic. For example, category 1 & 2 languages and category 3 & 4 languages, with an explanation that the second group may take longer to acquire because they require learning a different alphabet or writing system and are less closely related to English. That would keep the focus on linguistic issues.
- Kudos to changing the terminology to "world languages" within the documents. Please change this on the title page as well, once a change is made to the SOQ allowing this.
- Please include in the technical support documents some guidelines for proficiency expectations at each level.

Good afternoon, esteemed Board Members and colleagues,

First, I would like to express my sincere appreciation to the teachers who served on the various SOL revision committees. It is obvious, in reviewing their efforts, that the committee members studied the National Standards, the ACTFL proficiency guidelines, best practices in world language classrooms, and the work of world language teachers from states both near and far. Additionally, I would like to thank Lisa Harris for her leadership in this endeavor.

In looking at the proposed revisions, it is promising to see wording that encourages the development of thematic units, for we know that well-written thematic units lead students to deeper learning experiences that develop the whole child and afford opportunities for multiple, complex answers to complicated global issues. Additionally, thematic units can provide students with the opportunity to reflect on the perspectives of other cultures, as well as their own. Intercultural competence is a cornerstone of 21st century learning. The proposal to revise the document title from "foreign language" to "world language, itself sets a more positive tone for the reality that our students need to cooperate, collaborate, compete and interact with people from all parts of the planet. The change will need to be reflected in Standard 1C of the SOQ.

Expanding the definition of interpretive tasks to go beyond listening and reading recognizes that today's students access elements of global culture through worldwide music websites, Youtube videos, pod casts, and more. These current, authentic sources bring the world to our students' fingertips. Exploring these resources enhances the development of multiple perspectives and encourages the use of culturally authentic materials. Including them in a curriculum integrates technology seamlessly. The revision committees are also to be commended for specifying interpersonal and presentational competencies for different types of speaking and writing tasks.

In order to make these important revisions accessible to school divisions with limited access to professional development opportunities, we will need to provide clear, best-practice examples of how the changes may look. The development of guiding documents to model the revisions, including a section on world languages in the elementary schools, is a necessity. Please move forward on the development of these documents in a timely manner.

Finally, I would exhort the School Board to encourage local school divisions to move forward with the expansion of world language programs for all students. Make K-12 vertical articulation opportunities a reality for students throughout the Commonwealth. Being a competent global citizen in the 21st century requires proficiency in 2 or more languages. When we deny this opportunity to all students, we are affording them a second class education. Please include language to that effect in the Standards of Accreditation and the Standards of Quality to create that opportunity. Thank you!

Mr. President, members of the Board, Dr. Wright.

My name is Val Gooss, educational specialist for World Languages and ESL for Henrico County Public School. I also represent the Virginia Foreign Language Supervisor's Association. Thank you for allowing the opportunity for public comments on the proposed changes to the Foreign Language Standards of Learning.

First, we appreciate the board for supporting the change in wording *from Joreign to world*. As I removed a "foreign" object from my finger over the weekend, that word jumped out at me and its sometimes negative context. While this may be perceived as minor, I assure you that it sends a powerful message across the Commonwealth. Foreign is defined as "strange or unfamiliar" whereas "world" is defined as "the earth, together with all of its countries, peoples, and natural features." What a positive inclusive message for all stakeholders. Having viewed the videos of previous board meetings where the use of the word "world" has been discussed, we hope that discussion will continue as revisions to the standards of quality come around and changes from foreign to world will be discussed and supported again.

We are pleased to see the addition of the statement "Effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency". This sends a powerful message that teachers are expected to use the target language and have students use it as well. We applaud Dr. Harris and her team for incorporating the use of the terms interpersonal, interpretive, and presentational communication into the standards as they speak to performance expectations rather than isolated skills. While we feel that this is a critical step in the Virginia standards, many in the field are disappointed at the lack of direct correlations to proficiency targets within the standards, and the lack of support for immersion and heritage language programs. While we understand that there may be a technical assistance or companion document in the future that addresses these areas, we had hoped to see a more proficiency based vision in the standards themselves.

In closing, I would like to emphasize that the purpose of world language teaching is about building one's capacity to communicate effectively and appropriately, it's about achieving a measurable level of proficiency in another language. As Nelson Mandela once said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart".

Merci mille fois pour m'avoir donne cette opportunit  de vous parler aujourd'hui. A la prochaine.

Good evening esteemed Board members and thank you for giving me an opportunity to speak before you.

My name is Annette Waggoner and I am a lecturer of Spanish at Longwood University. I am the President of the Foreign Language Association of Virginia, I am also a member of the American Council for Teachers of Foreign Languages, The Northeast Conference on the Teaching of Foreign languages and The Southern Conference of language Teaching.

I wanted to take the opportunity of been before you to express my most sincere congratulations to all the committee members that spent an incredible amount of time and effort in the revision of the WL Standards of Learning. It is with great pleasure that I read how the wording on the revision was executed. It is delightful to see that the revision is aligned to a direct application of the ACTFL Proficiency Guidelines in the evaluation of functional language ability. We know of the benefits of learning a World language, we have read the research and we all agree that it boosts brain power, develops a better working memory, yes, it enriches and enhances mental development. But, it actually goes far beyond that. Your willingness to change, and to open a forum for the general public to voice their opinion will eventually change attitudes and belief systems (it is my hope.)

Allow me to tell you a story of what happened to me in flight from Memphis to North Carolina a couple of weeks ago. I was sitting behind a young American couple with their three- year old son. Beside them was a very old Asian lady. During the trip a couple of things happened that the Asian lady was unable to respond perhaps because of a low English proficiency. The child asked his father what was going on with the lady to what his father replied, "People that cannot speak English should not be allowed in this country." That is reality, it is a belief system but, I believe it can be changed. So, if we follow the proposition of this American father, Is isolation the answer? Absolutely not. Inclusion, acceptance, education are the answers.

Let me refer to you an experience of one of our Longwood University students Melyssa Ferrell. Naturally, Melyssa is a very shy individual, but "Spanish happened to her". She tells us of a time when she was living in Argentina where she was part of a public manifestation and she joined thousands of farmers to protest unfair prices. She would never have joined a protest in the US. A timid girl from Virginia found her voice in a different language and did something she thought she could never do.

Each of you are our champions, what you do matters. We (the young family in the airplane and, the Asian lady, Melyssa, my daughters, my students) ask you to create the changes needed to become not better, but great.

Thank you.

Submitted respectfully today April 3, 2014 by:

Annette Waggoner

President - Foreign Language Association of Virginia

Lecturer - Longwood University

Mrs. Nancy Cundiff  
Public Hearing on the Proposed Revised  
Foreign Language Standards of Learning  
April 3, 2014  
Northside Middle School, Roanoke, VA  
World Languages Coordinator  
Roanoke County Public Schools

Comments:

- Commend the committee for incorporating the National Standards for Foreign Language Learning in the 21st Century, the ACTFL (American Council on the Teaching of Foreign Languages) Performance Guidelines and current best practices.
- Acknowledge the guidance and leadership role of Lisa Harris.
- Commend the committee for maintaining a functional and user-friendly document that may be of benefit to any educator.
- Changing the vocabulary to include the terms used in the ACTFL Performance Guidelines helps to bring more clarity to those terms within the language teachers' daily planning and usage.
- The document specifically addresses the many aspects of learning another language and encourages localities to make the best use of their community and cultural resources.
- As language educators work through this process of adapting to the 21<sup>st</sup> century expectations, the challenges of addressing the "real life" changes are very prevalent. A strong document such as Virginia's Foreign Language Standards serves the purpose of helping teachers identify strengths and weaknesses and of offering them a foundation for support and guidance.
- The need for "proficiency" for our students is unprecedented in the current global society. Students need to begin their second language study at an early age, in elementary school, in order to truly become functionally proficient. For numerous reasons, there is a lack of such opportunities across the state, and the nation.
- Thank you for coming to our area and giving people the opportunity to speak to you.

VDOE Pubic Comment: April 3, 2014: Revised Foreign Language Standard of Learning

Dr Wright, Mr Braunlich, (introduction in Russian)

My name is Sharon Joy Varney-Mahieu. Although I am the French teacher at Louisa County, my PhD is in Russian. But, frankly, that was just kinda cool. It was just cool to speak Russian. And that's what I want my high school students to think about what they are studying in my classroom. I want them to think that what they are doing is cool. It is cool to be worldly, it is cool to be global, and it is cool to do something cool. It is not cool to be foreign. It is not cool to do something foreign. And as Val Gos pointed out at the Board Meeting on March 27<sup>th</sup>, it is not cool to have something foreign stuck in your finger or into your brain by some teacher. Please revise the SOQ to reflect your teachers' and students' need to do something cool, global, and worldly, not something "foreign."

Aside from being a French teacher, I am also a Clinical Instructor at the Curry School of Education, a member of AATF, AATR, FLAVA, and Dobro Sivo, and served on the Review Team for the revised Foreign "Ouch" Standards of Learning. At the February 27th Board Meeting, Dr. Baysal's was concerned about the term "Non-Western" that is proposed to encompass those language which do not use the Roman alphabet. I agree with Dr. Baysal that "NON-Western has a sort of us versus them connotation." Indeed, some Review Team specialists proposed the title: "Non-character based/non-Roman alphabet languages" which might be politically correct, but is a nightmare to use.

When revising the SOL, we had to explain why 18 pages were added and why students are more challenged when learning these languages than when taking French, Spanish, etc. The 18 pages had to describe about 200 languages that are not referred to by name in the SOL. Comprehensive descriptors had to be provided to districts who might eventually teach: Hebrew, Hindi, Pashto, Thai, Uzbek, Urdu, etc.

The Department of Defense groups these languages as Category Three or Category Four by the degree of challenge they pose. I agree to Dr Baysal's proposal that Virginia should be among the first to use "very sensitive terms" to layout learning standards for the languages that I and the majority of the people on this planet speak: we do not speak "Non-Western" or "Non-character based/Non-Roman alphabet languages." We speak "Category 3 and 4 World Languages" which are simply more difficult to learn. They are, however, worth the challenge in our \_ competitive global, world economy. And when students take on this challenge: that is really, really cool.

Thank you to the SOL revision committee members and to Lisa Harris, the state foreign language specialist. I would simply reiterate the earlier comments that have been made: many elements in the revisions are similar to the previous SOLs. They were already good standards in that they posed situations and guidelines for teachers and students to use language rather than simply learn about structures-as was the practice when I was in high school. The updates further encourage students/competence. The additional reference to the use of authentic resources is in line with national trends: to use and to emphasize authentic language, situations and culture in a proficiency-based way. Moreover, the mention of the global perspective is appropriate. This relates to the National Standards of ACTFLs 5 CiS: Communication, Communities, Connections, Comparisons and Cultures and is in line with the interdependence of world cultures and economies. The current trend across all programs of study is to also consider and incorporate global skills and points of view. These world language standards will provide an excellent framework for teachers and students in Virginia Public Schools.