

# Virginia Foreign Language Standards of Learning

Modern World Languages:  
Non-Roman Alphabet Language

Level III



# INTERPERSONAL COMMUNICATION



## STANDARDS

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

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

## TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutors. Their language consists of short and sometimes incomplete sentences in the present and may be hesitant or inaccurate. Because their language often consists of expansions of learned material and stock phrases, they may sometimes sound fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in

intelligible sentences, but will not be able to sustain sentence-level discourse.

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

## NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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

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

## PERFORMANCE DESCRIPTORS—COMMUNICATION

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

## PROGRESS INDICATORS

### I can exchange some personal information.

I can ask and say a home address and e-mail address.

I can ask and say someone's nationality.

I can ask and talk about family members and their characteristics.

I can ask and talk about friends, classmates, teachers, or co-workers.

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

### I can ask about and identify familiar things in a picture from a story.

I can ask about and identify important information about the weather, using a map.

I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.

I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.

### I can ask for and give simple directions.

I can ask for directions to a place.

I can tell someone how to get from one place to another such as go straight, turn left, or turn right.

I can tell someone where something is located such as next to, across from, or in the middle of.

### I can make plans with others.

I can accept or reject an invitation to do something or go somewhere.

I can invite and make plans with someone to do something or go somewhere.

I can exchange information about where to go such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.

### I can interact with others in everyday situations.

I can order a meal.

I can make a purchase.

I can buy a ticket.

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

# INTERPERSONAL COMMUNICATION



## STANDARDS

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

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

## RESOURCES FOR INTERPERSONAL COMMUNICATION

### Resource for Grouping and Calling on Students

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

### Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ GoogleClassroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYolu7v3MjcqkQrpnO3IXNlIkH-DxIWbjQ/present#slide=id.i0>

### Electronic Pen Pals

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

### Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

### Interpersonal Tools

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

### Conversation Starters

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

### Screen Capture (audio/video)

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

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

Key: SP = Speaking; W = Writing

- ◇ **Event Planning Role-Play (e.g., party, trip, date):** Students discuss and plan the details of an event such as time, location, weather, setting, food, occasion, clothing to wear, music, and decorations of the assigned event via simulated live chat or e-mail. SP/W
- ◇ **eBay/Craigslist Shopping:** Students play the role of buyer and seller. They create an ad for eBay or Craigslist to buy and sell an item. W
- ◇ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **Student Mentor:** Students simulate the roles of student mentors and new foreign students. Mentors are tasked with helping new students assimilate and adapt to a new school and educational system. SP
- ◇ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP
- ◇ **Can You Imagine?:** Students work in pairs. Student A is at the scene of an accident and student B is at another location. Student A and B text questions and answers, describing and discussing the events and details of the accident. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands – Who am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **Silent Dialogue:** Students are not allowed to speak. They exchange topic-related information on a whiteboard. W
- ◇ **Gallery Walk:** Students conduct a gallery walk commenting orally and in writing on a variety of topics. SP
- ◇ **Geocoaching:** Students are paired. Student A leaves the classroom to a pre-assigned location. Student B uses his/her personal device and a platform such as Edmodo or GoogleDocs to direct Student A to another location. Upon arrival, Student A must report his or her location and request further instructions. This interpersonal communication continues until Student A returns to the classroom. SP/W
- ◇ **Where am I?:** Students work in pairs. Student A is in the classroom and Student B is at another location in the school. Students text questions and answers describing and discussing the location. SP/W
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP

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# INTERPRETIVE COMMUNICATION: LISTENING



## STANDARD

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

### TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

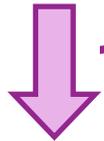
### PERFORMANCE DESCRIPTORS—LISTENING

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

### NCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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

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



### PROGRESS INDICATORS

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

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

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

I can sometimes understand questions or statements about family.

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

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

I can sometimes understand if people are referring to me.

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

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

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

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

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

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

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## INTERPRETIVE COMMUNICATION: LISTENING



### STANDARD

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

### RESOURCES FOR INTERPERSONAL COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, voice messages, announcements, advertisements, and online video and audio, especially those that represent various regional dialects

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

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# INTERPRETIVE COMMUNICATION: READING



## STANDARD

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

### TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

### PERFORMANCE DESCRIPTORS—READING

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

### NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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

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



### PROGRESS INDICATORS

**I can usually understand short simple messages about familiar topics.**

- I can understand basic familiar information from an ad.
- I can sometimes identify the purpose of a brochure.
- I can identify information from a movie brochure or poster.
- I can understand simple information in a text message from a friend.

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

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

**I can sometimes understand the main idea of published materials.**

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

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

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

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## INTERPRETIVE COMMUNICATION: READING



### STANDARD

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

### RESOURCES FOR INTERPERSONAL COMMUNICATION: READING

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

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

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# PRESENTATIONAL COMMUNICATION: SPEAKING



## STANDARDS

**NWIII.4** The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.

**NWIII.5** The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.

## TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

Novice-High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice-High speakers express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and

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

## PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

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

## NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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



## PROGRESS INDICATORS

**I can present information about my life, using phrases and simple sentences.**

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

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

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

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

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

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

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

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

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

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

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

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# PRESENTATIONAL COMMUNICATION: SPEAKING



## STANDARDS

**NWIII.4** The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.

**NWIII.5** The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students demonstrate classroom commands.
- ◇ Students create survey questions; interview their classmates; and present their findings to the class.
- ◇ At the beginning of the year, students create “Fakebook” pages in the target language.
- ◇ Students describe, with increasing vocabulary, main ideas after watching, listening to, or reading a short story, legend, or fairy tale.
- ◇ When provided with a visual, students talk, with increasing vocabulary, about animals, colors, sports, or historical figures.
- ◇ Students recite a short rhyme from the target language.
- ◇ When provided with a visual, students describe, with increased vocabulary, a house or office scene, including family members’ actions.
- ◇ Students study a culturally authentic artifact from the target culture and orally describe the main idea with supporting details.
- ◇ Teachers designate each student in the class to become an expert on a country/region that uses the target language by doing a Bloom Ball on assigned regions. Students need one-to-two days in a computer lab to do research. Students need one more day to create their Bloom Balls.
- ◇ Students outline conversations, using memorized vocabulary and graphic organizing tools.
- ◇ Students work in pairs to create a TPRS story, using memorized language chunks from class.
- ◇ Students give monologue presentations about thematic class units.
- ◇ Students orally present their school schedules, including days and times and how they feel about their classes.
- ◇ Students present their daily or weekend schedules, using adverbial markers for Asian languages.
- ◇ Students present detailed autobiographies to the class.
- ◇ Students tell a story when provided with a sequence of pictures. Students create a word wall with useful vocabulary and transition words. Students add to it throughout the year.
- ◇ Students keep simple journals and use the information recorded in their journals to prepare unrehearsed presentations about daily routines and recent activities.
- ◇ Students play add-a-line. One student is the recorder and writes/types each sentence. A student begins to tell a story by providing the first sentence. Teachers ask the rest of the class to provide additional sentences. To add variation, students revisit the story the next day and add additional details, or students use the sentences created as starting points for multimedia presentations.
- ◇ Students restate what a presenter said, using their own words (good practice for summarizing a position).
- ◇ Students sequence sentences from an authentic children’s song or poem.
- ◇ Students use collaborative conversation starters to develop their listening and speaking skills.
- ◇ Teachers actively practice question-and-answer strategies throughout the year.
- ◇ Students demonstrate their “voice” in the target language.
- ◇ Students practice culturally authentic gestures and mannerisms before giving presentations.

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# PRESENTATIONAL COMMUNICATION: WRITING



## STANDARDS

**NWIII.4** The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.

**NWIII.5** The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.

## TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

## PERFORMANCE DESCRIPTORS—PRESENTATIONAL WRITING

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

## NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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



## PROGRESS INDICATORS

**I can write information about my daily life in a letter, blog, discussion board, or e-mail message.**

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

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

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

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

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

**I can write basic information about things I have learned.**

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

**I can ask for information in writing.**

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

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## PRESENTATIONAL COMMUNICATION: WRITING



### STANDARDS

**NWIII.4** The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.

**NWIII.5** The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create survey questions to ask a classmate.
- ◇ Students describe possible purchases and prices at a specified store.
- ◇ Students explain main ideas and supporting details from phone messages, conversations, or commercials.
- ◇ When provided with a sequence of pictures, students describe the main ideas and supporting details in sentences or a short paragraph.
- ◇ Students write simple descriptions of their classmates after they interview them.
- ◇ Students create business cards in the target language.
- ◇ Students write a letter of introduction to a host family.
- ◇ Students prepare a detailed brochure about common cultural products (e.g., houses, pastimes, sports, foods).
- ◇ Teachers use brainstorming graphic organizers and other tools to help students determine what they will present.
- ◇ Students read simple, authentic material on a variety of topics as a class. Students identify topic sentences and supporting details. Students apply what they have learned to their own writing when self-editing.
- ◇ Students peer edit.
- ◇ Students predict what will happen based on a visual or written prompt.
- ◇ Students describe what did happen based on a visual or written prompt.
- ◇ Students begin to incorporate Creating Independence through Student-owned Strategies (CRISS) strategies for reading and writing.

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# CULTURE



## STANDARD

**NWIII.6** The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied and the ways these cultural aspects are interrelated.

### TARGET PROFICIENCY LEVEL—NOVICE

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

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

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

### NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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



### PROGRESS INDICATORS

#### Products and Practices

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

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

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

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

#### Understanding of Cultural Perspectives

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

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

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**I can identify some characteristics of national identity.**

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

**I can identify ways in which cultures are globalized.**

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

#### Participation in Cultural Interaction

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

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

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

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

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

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

# CULTURE



## STANDARD

**NWIII.6** The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied and the ways these cultural aspects are interrelated.

### RESOURCES FOR INTERCULTURALITY

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

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students simulate a dialogue between the shopkeeper and a customer for two to three stores chosen at random, incorporating key phrases for negotiating.
- ◇ Students imagine visiting a country in the target culture during a traditional holiday. Students role-play the conversation between the visitor and host during the preparations for and during the holiday.
- ◇ Students participate in student exchanges.
- ◇ Students write an article for the school newspaper about their visit to a country in the target culture.
- ◇ Students prepare a presentation with basic information about things they have learned, using phrases and simple sentences.
- ◇ Students describe a simple process like a science experiment.
- ◇ Students present a topic from a lesson based on pictures or photos.
- ◇ Students present information about something they learned in a class or at work.
- ◇ Students present information about something they learned in the community.
- ◇ Students view and listen to commercials, short informational clips or sequences of movies, correctly answering related questions and listing 2-3 culturally relevant points that were evident.
- ◇ Students create a menu and use it in a café/restaurant skit. Students write prices in target currency.
- ◇ Students write their daily schedule, including school and leisure activities. Students indicate similarities and differences between the U.S. and the target culture.
- ◇ Students introduce themselves to a pen pal in writing. Students respond to a pen pal’s letter.
- ◇ Students host a showcase of student-created cultural products and practices.
- ◇ Students bring in sample art or products to display. Students role-play docents.
- ◇ Students listen to and watch clips of different nationalities within the target language.
- ◇ Students explore some aspects of the geographical and historical perspectives of the target culture.
- ◇ Students go to an office supply site online and shop for 10 items. Students compare and contrast brands and cost. Students convert prices.
- ◇ Students use a sample menu from target culture to order food and drinks. Students incorporate table manners and traditions and customs from the target culture.
- ◇ Students use exit slips to demonstrate understanding of cultural ideas.
- ◇ Teachers embed aspects of culture into listening, speaking, reading and writing skills.
- ◇ Students perform traditional dances, counting time in the target language and wearing traditional clothing.
- ◇ Students use Google Voice, Wechat, Voxer and other apps to communicate opinions and activities related to culture points.
- ◇ Students Skype with native speakers and other language learners to acquire cultural information and communicate about topics.
- ◇ Students identify cognates and false cognates.
- ◇ Students explore the interrelation of the target language and English.
- ◇ Students acquire cultural information by interviewing native speakers.
- ◇ Students perform dialogues, group conversations, chain sentences, and skits.
- ◇ Students give information about themselves, others, practices, and products in presentational tasks.
- ◇ Students express likes, dislikes, and preferences in presentational and interpersonal exchanges.
- ◇ Students play culturally authentic board games and outdoor games.
- ◇ Students perform fashion shows.
- ◇ Students create crafts and models.
- ◇ Students write simple poems and songs.
- ◇ Students shop for different products at different markets.

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# MAKING CONNECTIONS THROUGH LANGUAGE



## STANDARD

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

### CAN-DO STATEMENTS

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

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

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

### RESOURCES

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

#### Figures of Speech

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

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## MAKING CONNECTIONS THROUGH LANGUAGE



### STANDARD

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

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

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# LINGUISTIC AND CULTURAL COMPARISONS



## STANDARDS

**NWIII.8** The student will develop a deeper understanding of English and other languages through study of the target language.

**NWIII.9** The student will discuss similarities and differences that exist within and among cultures.

## RESOURCES

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online.
- ◇ Advertisements taken from television and radio, conversations between people, menus, and maps

## SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students describe, discuss, or present in the target language the differences and similarities between languages, social practices, and cultures studied.
- ◇ Students compare a literal, direct, or word-by-word translation with an idiomatic translation.
- ◇ Students describe the differences and similarities between two cultures on such topics as geography, culture, food, clothing, dwellings, recreation, art, transportation, social practices, school, daily life, family, and/or life passages.
- ◇ Students initiate a pen pal, e-mail pal, or Skype pal exchange between students of different languages and cultures.

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## LINGUISTIC AND CULTURAL COMPARISONS



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# INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



## STANDARD

**NWIII.10** The student will improve target language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

### CAN-DO STATEMENTS

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

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

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

### RESOURCES

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

### SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students analyze target language infographics to access information about topics of investigation.
- ◇ Students compare and contrast discrete products, practices, and perspectives such as health issues, humanitarian concerns, and sports.
- ◇ Students investigate and present about professions and/or businesses in the community with cultural connections.
- ◇ Students investigate cultural and historical icons.
- ◇ Students communicate with pen pals to learn about an aspect of their society. Students compare responses.
- ◇ Students take a field trip to an international business. Students observe how cultural perspectives, practices, and products influence the everyday routines of the company.
- ◇ Students watch commercials from the target culture. Students discuss in simple target language how the society's perspectives are illustrated.
- ◇ Students watch movie trailers from the target culture. Students discuss in simple target language how the society's perspectives are evidenced.
- ◇ Students find authentic Web resources about suggested topics of investigation. Students analyze in simple target language how the products reflect target culture perspectives.

#### Suggested Topics for Investigation:

- ◇ Target society perspectives, practices, products, people, things, plans, events, feelings, and emotions

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## INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



### STANDARD

**NWIII.10** The student will improve target language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

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