Virginia Foreign Language Standards of Learning

Modern World Languages: Non-Roman Alphabet Language

Level IV

INTERPERSONAL COMMUNICATION

STANDARDS

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

NWIV.2 The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

TARGET PROFICIENCY LEVEL–INTERMEDIATE-LOW

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

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

PERFORMANCE DESCRIPTORS–COMMUNICATION

Intermediate Range	Expresses self and participates in conversations about familiar topics, using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Communicates about self, others, and everyday life.
Functions	Communicates by understanding and creating personal meaning. Understands, asks, and answers a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."
Contexts/Content	Communicates in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
Text Type	Understands and produces discrete sentences, strings of sentences, and some connected sentences. Asks questions to initiate and sustain conversations.
Language Control	Understands straightforward language that contains mostly familiar structures. Controls language sufficiently to be understood by those accustomed to dealing with language learners.
Vocabulary	Communicates using high-frequency and personalized vocabulary within familiar themes or topics.
Communication Strategies	Uses some of the following strategies to maintain communication but not all of the time and inconsistently: • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute
Cultural Awareness	Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can participate in conversations about a number of familiar topics, using simple sentences.

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

PROGRESS INDICATORS

I can have a simple conversation about a number of everyday topics.

I can talk with someone about family or household tasks.

I can talk with someone about hobbies and interests.

I can talk with someone about school or work.

I can ask and answer questions about factual information that is familiar to me.

I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.

I can use the language to meet my basic needs in familiar situations.

I can ask for help at school, work, or in the community.

I can make a reservation.

I can arrange for transportation such as by train, bus, taxi, or with friends.

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

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

NWIV.2 The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Resources for Grouping and Calling on Students
◊ http://www.aschool.us/random/random-pair.php
◊ http://www.aschool.us/random
◊ http://www.classtools.net/random-name-picker

Discussion Boards
◊ Padlet: http://padlet.com
◊ Edmodo: https://www.edmodo.com
◊ Google Classroom: https://www.google.com/edu/classroom
◊ Google+: https://plus.google.com
◊ Wikis: https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYoIu7v3MjcqkQrpnO3lXNllkHDxIWbjQ/present#slide=id.i0

Electronic Pen Pals
◊ http://www.epals.com
◊ http://en-us.wespeke.com

Online Newspaper Sites for Weather Reports
◊ http://www.onlinenewspapers.com

Interpersonal Tools
◊ Google Voice
◊ VoiceThread http://voicethread.com
◊ WeChat: http://www.wechat.com/en
◊ Skype: http://www.skype.com/en
◊ FaceTime: http://www.apple.com/mac/facetime

Conversation Starters
◊ http://jenniferteacher.wordpress.com/2011/10/10/eslconversationstarters
◊ http://iteslj.org/questions
◊ http://www.conversationexchange.com/resources/conversation-topics.php

Screen Capture (audio/video)
◊ Jing: http://www.techsmith.com/jing.html
◊ Screencast-O-Matic: http://www.screencast-o-matic.com

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

KEY: SP = Speaking; W = Writing

◊ **Event-Planning Role-Play (e.g., party, trip, date):** Students discuss and plan the details of an event such as time, location, weather, setting, food, occasion, clothing to wear, music, and decorations of the assigned event via simulated live chat or e-mail. SP/W

◊ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W

◊ **Student Mentor:** Students simulate the roles of student mentors and new foreign students. Mentors are tasked with helping new students assimilate and adapt to a new school and educational system. SP

◊ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP

◊ **The Critic:** Students discuss recent movies, music albums, or TV shows. Students take opposing views. Students support and defend their opinions while responding to opposing views. SP

◊ **Information Review:** A student writes an extended service (e.g., restaurant, salon, health care, pet) review as if it was being posted to Yelp. Another student reads and reacts to the review. The author supports and defends the original review. SP/W

◊ **Gallery Walk:** Students conduct a gallery walk, commenting orally and in writing (using Educreation) about topics such as recommendations for school improvement and new clubs. SP/W

◊ **Speed Dating:** Students are paired for a limited time to exchange information and then are instructed to move to the next pairing. SP

◊ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP

◊ **Can You Imagine?:** Students work in pairs. Student A is at the scene of an accident and student B is at another location. Students A and B text questions and answers, describing and discussing the events and details of the accident. W

◊ **Discussion Forum:** Students exchange information about an assigned topic, using a platform such as Edmodo or a discussion board. W

◊ **Headbands – Who Am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP

◊ **Trip Advisor:** Students role-play traveler and travel agent to arrange a trip, including location, type of accommodations, budget, length of stay, and method of travel. The simulation can be oral or in writing, simulating a live chat. W/SP

◊ **Geek Squad:** Students discuss the pros and cons of a new technological device as presented in an authentic ad or review. Students include ways to improve the product, supporting and defending their opinions. W/SP

◊ **Student Exchange:** Via Skype, FaceTime, Google Hangout, or simulation, students discuss details and potential activities of an exchange trip to a target-language country. Students address what they will do, and what they would do if they had an extra week in the country. SP

◊ **What Does the Future Hold?** Students assume the role of an exchange student and a host student. The two students discuss postsecondary plans and options in each country. SP

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

INTERPRETIVE COMMUNICATION: LISTENING

STANDARD

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

TARGET PROFICIENCY LEVEL–INTERMEDIATE-LOW

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

PERFORMANCE DESCRIPTORS–LISTENING

Intermediate Range	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self, everyday life, school, community, and particular interest.
Text Type	Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control	Controls language (e.g., vocabulary, structures, conventions) sufficiently enough to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand more complex texts.
Vocabulary	Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	May use some or all of the following strategies to comprehend texts: • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: • Recognize radicals
Cultural Awareness	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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

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

PROGRESS INDICATORS

I can understand the basic purpose of a message.

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

I can understand what a radio advertisement is selling.

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

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

I can understand messages related to my basic needs.

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

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

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

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

I can understand questions about my work or class schedule.

I can understand questions about my likes and dislikes.

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

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

INTERPRETIVE COMMUNICATION: LISTENING

STANDARD

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

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

◊ Publishers' resources
◊ Authentic music, commercials, online video and audio, announcements, advertisements, and voice messages relating to personal and/or social contexts

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SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

◊ Teachers simulate a visit to an airport and have students answer interactive questions and address challenges. For example, where are departure times and gate information found; what support facilities and transportation systems does the airport offer; or how is the schedule read?
◊ Students listen to a selection and answer questions to get clues for a treasure or scavenger hunt.
◊ Students listen to a selection and restate the order of events.
◊ Students listen to descriptions of people and take on the described persona or role-play the character.
◊ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.
◊ Students listen to a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).
◊ Students match pictures with listening prompts, listing the main ideas with some supporting detail.
◊ Students complete reading gap or fill-in activities.
◊ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

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

Virginia Foreign Language Standards of Learning   Modern World Languages: Non-Roman Alphabet – Level IV

INTERPRETIVE COMMUNICATION: READING

STANDARD

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

TARGET PROFICIENCY LEVEL–NOVICE-HIGH

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

PERFORMANCE DESCRIPTORS–READING

Novice Range — Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.

Functions — Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.

Contexts/Content — Comprehends texts with highly predictable, familiar contexts (i.e., those related to personal background, prior knowledge, or experiences).

Text Type — Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists to phrases to simple sentences, often with graphically organized information.

Language Control — Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.

Vocabulary — Comprehends highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions some, but not all, of the time.

Communication Strategies — May use some or all of the following strategies to comprehend texts:
- Skim and scan
- Rely on visual support and background knowledge
- Predict meaning based on context, prior knowledge, and/or experience

For alphabetic languages:
- Rely on recognition of cognates
- May recognize word family roots, prefixes, and suffixes

Cultural Awareness — Uses own culture to derive meaning from texts that are heard, read, and viewed.

PROGRESS INDICATORS

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

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

I can sometimes understand the main idea of published materials.
- I can distinguish a birthday wish from a note expressing thanks.
- I can identify destinations and major attractions on a travel brochure.
- I can locate places on city maps.

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

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

INTERPRETIVE COMMUNICATION: READING

STANDARD

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

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

◊ Publishers' resources

◊ Menus, school schedules, transportation schedules, maps, signs, ads, brochures, grocery lists, text messages, photo captions, online catalogs, online shopping Web sites, and graphs

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

◊ Teachers simulate a visit to a city and have students answer interactive questions and address challenges. For example, is the metro open; what does the schedule say; or what time are the guided tours at a museum?

◊ Students read a selection and answer questions to get clues for a treasure or scavenger hunt.

◊ Students read a selection and restate the order of events.

◊ Students read descriptions of people and take on the described persona or role-play the character.

◊ Students answer questions, based on the resources given above, in the target language. Teachers ask students to classify, categorize, compare, contrast, predict, recommend, advise, and evaluate in order to demonstrate their comprehension.

◊ Students read a short passage and answer questions about, dramatize, and reorder the passage (if it is out of sequence).

◊ Students match pictures with reading prompts.

◊ Students complete reading gap or fill-in activities.

◊ Students follow written directions (e.g., go on a scavenger hunt, assemble a product).

◊ Students recognize the radical components of a character by identifying each component in Chinese.

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

PRESENTATIONAL COMMUNICATION: SPEAKING

STANDARDS

NWIV.4 The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.

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

NOTE: *Students will likely be transitioning between these two proficiency levels some time during this academic year of study.*

TARGET PROFICIENCY LEVEL–NOVICE-HIGH

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

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

TARGET PROFICIENCY LEVEL–INTERMEDIATE-LOW

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

PERFORMANCE DESCRIPTORS–PRESENTATIONAL SPEAKING

Novice Range	Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	Produces words and phrases and highly practiced sentences or formulaic questions.
Language Control	Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	Produces a number of high-frequency words and formulaic expressions; uses a limited variety of vocabulary on familiar topics.
Communication Strategies	May use some or all of the following strategies to communicate: • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts
Cultural Awareness	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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

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

PROGRESS INDICATORS
Novice-High

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

I can present information about others, using phrases and simple sentences.
   I can talk about others' likes and dislikes.
   I can talk about others' free-time activities.
   I can give basic biographical information about others.

I can tell about a familiar experience or event, using phrases and simple sentences.
   I can tell about what I do in class or at work.
   I can tell about what I do during the weekend.
   I can tell about what happens after school or work.

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

PRESENTATIONAL COMMUNICATION: SPEAKING

STANDARDS

NWIV.4 The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.

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

PROGRESS INDICATORS (CONTINUED)

Novice-High

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

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

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

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

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

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

Intermediate-Low

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

I can describe the physical appearance of a friend or family member.

I can describe another person's personality.
I can describe a school or workplace.
I can describe a famous place.
I can describe a place I have visited or want to visit.
I can present my ideas about something I have learned.

I can express my needs and wants.

I can describe what I need for school or work.
I can talk about what I want or need to do each day.
I can present songs, short skits, or dramatic readings.
I can retell a children's story.
I can present a proverb, poem, or nursery rhyme.
I can participate in a performance of a skit or a scene from a play.

I can express my preferences about topics of interest.

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

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

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

◊ Students orally present their personal opinions when provided a prompt, such as a current issue, film or book, or commercial.
◊ Students interpret and present weather forecasts.
◊ Students orally compare and contrast holidays and traditions, dating, attitudes toward school, the concept of family, or approaches to a social issue.
◊ Students predict what will happen next based on a visual or written prompt.
◊ Students describe what happened next based on a visual or written prompt.
◊ Students orally present about a future career choice and explain why they chose that career.
◊ Students summarize and present the main ideas and supporting details of news articles.
◊ Students orally present on the life of a well-known person from the target culture.
◊ Students dramatize or recite skits, plays, monologues, or scenes from literature.
◊ Students give multistep directions for completing household tasks, following a recipe, and/or doing chores.
◊ Students create and present news reports about a natural disaster, current event, or local event.
◊ Students create and present a culturally appropriate public service announcement.

◊ Students create an original, culturally appropriate presentation about a thematic unit already studied.
◊ Students create and present a product, such as anime, in the style of a target-culture artist.
◊ Students write and perform an original story, song, rap, or skit that depicts the target culture.
◊ Students create a short oral presentation and accompanying visuals using multiple authentic cultural resources.
◊ Students keep journals or blogs and orally summarize a recent entry.
◊ Students peer edit.
◊ Students restate what a presenter said, using their own words (good practice for summarizing a position).
◊ Students sequence sentences from an authentic literary source.
◊ Students play the "extend-a-sentence" game.
◊ Students identify what the listener will need to know when beginning research for an oral presentation.
◊ Students use collaborative conversation starters to develop their listening and speaking skills.
◊ Teachers actively practice increasingly complicated question-and-answer strategies.
◊ Students demonstrate their "voice" in the target language.
◊ Students incorporate culturally authentic gestures and mannerisms into presentations to convey meaning.

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

PRESENTATIONAL COMMUNICATION: WRITING

STANDARDS

NWIV.4 The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.

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

NOTE: *Students will likely be transitioning between these two proficiency levels some time during this academic year of study.*

TARGET PROFICIENCY LEVEL–NOVICE-HIGH

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

TARGET PROFICIENCY LEVEL–INTERMEDIATE-LOW

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

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

Writing (Novice-High)
I can write short messages and notes about familiar topics related to everyday life.

Writing (Intermediate-Low)
I can write briefly about most familiar topics and present information, using a series of simple sentences.

PROGRESS INDICATORS
Novice-High

I can write information about my daily life in a letter, blog, discussion board, or e-mail message.
  I can introduce myself.
  I can describe my family and friends.
  I can describe my school.
  I can describe where I work and what I do.

I can write short notes, using phrases and simple sentences.
  I can write a postcard message.
  I can write a special occasion message such as a birthday or congratulatory note.
  I can write a short announcement, invitation, or thank- you note.

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

PERFORMANCE DESCRIPTORS–PRESENTATIONAL WRITING

Novice Range	Communicates information about very familiar topics, using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	Presents simple, basic information about very familiar topics by producing words, lists, notes, and formulaic language, using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.
Contexts/Content	Creates messages in some personally relevant contexts about topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.
Text Type	Produces words and phrases and highly practiced sentences or formulaic questions.
Language Control	Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.
Vocabulary	Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.
Communication Strategies	May use some or all of the following strategies to communicate: • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts
Cultural Awareness	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

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PRESENTATIONAL COMMUNICATION: WRITING

STANDARDS

NWIV.4 The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.

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

PROGRESS INDICATORS (CONTINUED)

Novice-High

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

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

Intermediate-Low

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

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

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

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

I can write questions to obtain information.
   I can post a question for discussion or reflection.
   I can develop a simple questionnaire or survey.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: WRITING

◊ Audacity

◊ Japanese, Russian, and Arabic typing support or keyboards

Chinese Input Learning Resources (Typing)

◊ eStroke (learning strokes): http://www.eon.com.hk/online

◊ Chinese tools overview (includes dictionary, translator, and other resources): http://www.chinese-tools.com

◊ Confucius Institute Web site: http://learning.chinese.cn/en

◊ E-learning huayu of Taiwan: http://www.huayuworld.org

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

◊ Students write about a future career choice and explain why this is their intended profession.

◊ Students summarize and present the main ideas and supporting details of news articles.

◊ Students write their personal opinions about a current issue, film, book, or commercial.

◊ Students write about the life of a well-known person from the target culture.

◊ Students write a skit, play, monologue, or scenes from literature.

◊ Students compare and contrast in writing holidays and traditions, dating, attitudes toward school, the concept of family, or approaches to a social issue such as health problems or pollution from the target culture and U.S. culture.

◊ Students peer edit writing for grammar, punctuation, capitaliza-

tion, structure, and other elements.

◊ Students keep a journal or blog.

◊ Teachers actively teach word variations at the beginning of the year (e.g., nouns, adjectives, adverbial forms).

◊ Students play the "extend-a-sentence" game.

◊ Students identify what the reader will need to know when beginning research for writing.

◊ Students analyze syntax in the target language, comparing it to their native language.

◊ Given a topic sentence, students write 3-5 supporting sentences and a closing sentence.

◊ Teachers incorporate strategies from readwritethink.org into their instruction.

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CULTURE

STANDARD

NWIV.6 The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.

TARGET PROFICIENCY LEVEL–INTERMEDIATE

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

- Through the target language, students examine relationships among the products, practices, and perspectives of the target culture(s).

- Students enhance their understanding by making cultural comparisons and developing cultural insights.

- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.

- As they become globally competent citizens, students learn that language and culture are inextricably linked.

- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

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

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can identify common patterns in the products and practices of cultures.

I can compare familiar cultural beliefs and values.

I can interact at a functional level in familiar cultural contexts.

PROGRESS INDICATORS

Products and Practices
I can explore and reference current and past examples of authentic cultural products and practices.
  I can understand the main idea and characters of short stories, folk tales, or graphic novels.
  I can recognize, reference, and compare famous artists and their works.
  I can understand, explain, and respond to the main idea of a movie clip, documentary, or full-length feature.
  I can talk about a historical figure.
  I can have a conversation about a festival.
  I can summarize the contributions of a culture in a blog or multimedia presentation.
I can compare and contrast some common products of other cultures and my own.
  I can describe similarities and differences in artwork.
  I can have a conversation about educational systems.
  I can provide basic information about countries' governments.
  I can identify similarities among folk tales.
I can compare and contrast some behaviors or practices of other cultures and my own.
  I can compare and contrast eating habits.
  I can compare and contrast how people buy and sell.
  I can compare and contrast how families interact.
  I can compare and contrast how people celebrate.
  I can compare and contrast how my peers socialize.

Understanding of Cultural Perspectives
I can describe some basic cultural viewpoints.
  I can talk about the individual role of family members and the importance of birth order.
  I can give examples that show the importance of academics vs. sports.
  I can describe the importance of time vs. money.
  I can make comparisons about the roles of men and women in society.
  I can describe the importance of religion.
  I can describe how other cultures view major historical events differently.
I can make some generalizations about a culture.
  I can sometimes identify cultural stereotypes or exaggerated views of a culture.
  I can compare some religious beliefs.
  I can classify the political beliefs of a nation in simple terms.
  I can determine which TV shows and films are popular in a given culture.

Participation in Cultural Interaction
I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.
  I can usually accept and refuse invitations in a culturally accepted way.
  I can usually offer and receive gifts in a culturally accepted way.
  I can usually request assistance in a culturally accepted way.
  I can respond when someone sneezes, toasts, or pays me a compliment in a culturally accepted way.
  I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, and agreeing when talking with others.
I can recognize and refer to elements of traditional and pop culture.
  I can refer to a historical event.
  I can describe the outcome in a recent election.
  I can talk about a hit song.
  I can mention the significance of a work of art in conversation.
  I can describe the difference between a traditional costume and a fashion trend.
I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.
  I can sometimes sense when my behavior or speech has offended someone and apologize appropriately.
  I can sometimes recognize when I have acted or spoken too informally and try to correct it.
  I can sometimes recognize when my attempt at humor is misguided.

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CULTURE

STANDARD

NWIV.6 The student will examine the interrelationships among the perspectives, practices, and products of the cultures studied.

RESOURCES FOR INTERCULTURALITY

◊ Materials from embassies, government resources, travel agencies, and publishers
◊ Images.library.pitt.edu/v/visuals
◊ Mapping the Nation – data from and infographics of local origins, languages, and international business activities in the U.S.
◊ Library of Congress – contributions of U.S. immigrants
◊ Calendars – school schedules, observed holidays, or historical events
◊ Maps of and statistics from countries, regions, and cultures
◊ Podcasts
◊ Movies, movie trailers, or clips from the target culture with English subtitles or familiar American movies without subtitles in the target language

◊ Children's songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
◊ Newspapers, native speakers, exchange students, pen pals, native family members, and commercials
◊ Online shopping sites, restaurant menus, virtual tours, and sports sites
◊ Children's books, fairy tales, legends, and myths
◊ For Non-Roman languages: traditional dressing practices; examples of writing styles and writing systems; name cards; LINK Chinese-English Dictionary; manga; Qatar Foundation; Weibo; Taobao.com; Wal-martchina.com; China Daily
◊ Pinterest: Alenord and Ohio Foreign Language Association (curators for authentic resources)

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

◊ Students use information from Mapping the Nation and prepare a presentation on their town as an international community. Share information with local government, schools, or international visitors.
◊ Students use information from Doctors Without Borders, daily news, and/or TV stations in the target culture to learn about global challenges and to discuss and present relevant issues and possible solutions.
◊ Students retrieve information about population migrations within the target culture, historical and current, and discuss their key findings.
◊ Students discuss the diversity of U.S. culture and its influence on other world cultures.
◊ Students interview a native speaker about higher-education options and career opportunities.
◊ Students present orally or in writing about which famous author or historical figure they would like to meet and why.
◊ Students prepare a presentation about the "dos and don'ts" in the professional world of the target culture, conduct mock interviews, and complete a job application.
◊ Students create a cookbook of recipes from the target culture.
◊ Students introduce themselves to a guest and role-play a hosting situation.
◊ Students host a showcase of student-created cultural products and practices.
◊ Students visit a local international business and write a follow-up e-mail or letter thanking the business for the visit and mentioning something that they learned.
◊ Students visit a local museum and create a tour in the target language.
◊ Students plan a multidestination trip to a country from the target culture, including several means of transportation, and find a solution for an unanticipated complication.
◊ Students celebrate holidays as they would be celebrated in the target culture.
◊ Students use advertisements and products to explore perspectives.

◊ Students research and present about how historical figures continue to impact society.
◊ Students perform traditional dances, counting time in the target language and wearing traditional clothing.
◊ Students use Google Voice, Twitter, WeChat, Voxer and other apps to communicate opinions and activities related to culture points.
◊ Students Skype with native speakers and other language learners to communicate about various topics and acquire cultural information.
◊ Students watch a movie that incorporates issues about social class and/or gender roles in the target society and write an editorial response.
◊ Students present information on culture, using a format such as PhotoStory, Prezi, or student-made movies and skits.
◊ Students research and present about a product of their choice related to contemporary life in the target culture.
◊ Students report on current events, making connections between the U.S. and target cultures where possible, and anticipate future events.
◊ Students exchange letters recommending movies and music.
◊ Students maintain a class blog.
◊ Teachers facilitate Edmodo or Skype exchanges between classmates or students from the target culture.
◊ Students participate in and/or attend cultural festivals, performing songs and dances.
◊ Students participate in student exchanges.
◊ Students create a book of authentic recipes.
◊ Students acquire cultural information by interviewing native speakers.
◊ Students incorporate idiomatic expressions into dialogues or skits.
◊ Students write poems and songs.
◊ Students read or tell jokes and watch humorous exchanges in the target language.
◊ Students research music styles, musicians, and lyrics as poetry.
◊ Students go to a local restaurant of the target language and/or cuisine, read the menu, and order in the target language.

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MAKING CONNECTIONS THROUGH LANGUAGE

STANDARD

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

CAN-DO STATEMENTS

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

I can use the target language to examine topics studied in other subject areas and topics studied in the language class.

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

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

RESOURCES

◊ Virtual tours of museums (e.g., the Prado, the Louvre), Rome, and Pompeii; literature anthologies; videos of folkloric dancing; CD compilations of music; and maps (e.g., Google Earth)

◊ Web sites of restaurants

◊ Realia such as museum brochures, menus, advertisements, student class schedules, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, and magazines

◊ Target-culture Web sites such as hotel reservation sites and travel sites

Figures of Speech

◊ http://www.pantheon.org – (Encyclopedia Mythica)

◊ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini

◊ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. http://ephemeris.alcuinus.net/index.php

◊ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. http://orbis.stanford.edu

◊ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. http://omnesviae.org

MAKING CONNECTIONS THROUGH LANGUAGE

STANDARD

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

◊ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.

◊ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.

◊ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.

◊ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.

◊ Students read literature excerpts and write book reviews analyzing literary elements and the author's influence on the literary world.

◊ Students participate in the Model United Nations club.

◊ Students perform a role-play of a news conference or press briefing on a current or historical event such as World War II, the Algerian Revolution, or the bombing of Hiroshima.

◊ Students perform a role-play of a newscast about elections in a target-language country.

◊ Students create a "Fakebook" profile and blog about the merits of digital and social media.

◊ Students research authentic recipes and videotape themselves as they narrate the steps of food preparation.

◊ Students Skype with peers in other countries and discuss the environment, ecology, health care, transportation, or technology.

◊ Students research authentic target-language Web sites to obtain information about other subject areas such as the environment, ecology, health care, transportation, or technology. Students analyze the information and write a paper or present orally.

◊ Students research authentic target-language Web sites to obtain information about systems in other countries (e.g., public transportation, water purification, health care). In writing or orally, students compare and contrast these systems with those in their community.

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Virginia Foreign Language Standards of Learning   Modern World Languages: Non-Roman Alphabet – Level IV

LINGUISTIC AND CULTURAL COMPARISONS

STANDARDS

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

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

RESOURCES

◊ Publishers' materials

◊ Dictionaries both in print and online

◊ Video/audio clips of various dialects and accents

◊ Advertisements taken from television, radio, movies; conversations between people; and any other listening or reading resources cited in WIV.3 that illustrate dialects and accents

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

◊ In the target language, students describe, discuss, or present the differences and similarities between languages and social practices from the target cultures studied.

◊ Students compare and contrast two cultures on such topics as social, economic, and political relationships in the global community.

◊ Students initiate pen pal, e-mail pal, or Skype pal exchanges with students who speak different languages and are from different cultures in order to correspond about their various global perspectives.

◊ Students partner with a class in the target-language country. Each class researches and describes a cultural topic related to the target culture as mentioned in the standards of learning. Students share their research with the partner school for verification and discussion.

◊ Students continue to develop a deeper understanding of the writing patterns of Chinese characters such as a radical.

◊ Students paraphrase or use circumlocution when describing Chinese idioms.

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Virginia Foreign Language Standards of Learning   Modern World Languages: Non-Roman Alphabet – Level IV

LINGUISTIC AND CULTURAL COMPARISONS

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Virginia Foreign Language Standards of Learning　　　　　　Modern World Languages: Non-Roman Alphabet – Level IV

INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES

STANDARD

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

CAN-DO STATEMENTS

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

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

RESOURCES

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

◊ Students analyze target-language infographics to access information about topics of investigation.
◊ Students compare and contrast products, practices, and perspectives from the target culture and their own.
◊ Students investigate and present about professions and/or businesses in the community with cultural connections.
◊ Students investigate societal and global concerns.
◊ Students communicate with a pen pal to learn about an aspect of their society. Students compare responses with other students in the class.
◊ Students watch commercials or movie trailers from the target culture and discuss in the target language how the society's perspectives are illustrated.
◊ Students find authentic Web resources about suggested topics of investigation. In simple target language, students analyze how their research reflects target-culture perspectives.

Suggested Topics for Investigation

◊ Topics and events found in a variety of print and nonprint target language sources, including personal opinions and preferences; and target-society perspectives, practices, and products.

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES

STANDARD

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

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