Foreign Language Standards of Learning

for Virginia Public Schools

Board of Education
Commonwealth of Virginia

May 2014

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Foreword

The Virginia Board of Education is committed to a major program of public education that is among the best in the nation and that meets the needs of all students in the Commonwealth. The Standards of Learning enrich the process for achieving that objective.

This 2013 review of the Foreign Language Standards of Learning represents Virginia's ongoing commitment to high quality and relevant world language education in the Commonwealth. The current standards are the result of four decades of growth, change, and evolution in world language teaching. They also incorporate Virginia's ongoing initiative to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in a rapidly expanding world. The development of technology has transformed the world, bringing all people closer than ever and making them more aware of their role in the global community. The integration of technology in today's schools, coupled with the more interdisciplinary nature of education, points to the need for more informed and communicatively competent students. The knowledge and skills that students acquire in their world language classes will reinforce and expand their learning in other subject areas, enable them to interact effectively with others, and give them increased access to information across the world. Today's language students are developing not only linguistic skills, but also cultural insight that together lead to global awareness in preparation for career and continued studies.

It is important to understand and appreciate the value of learning and communicating in another language. As stated in the Standards for Foreign Language Learning in the 21st Century the reasons for studying a world language might range from the realistic to the idealistic, but in the end, one must be able to communicate. Those who study other languages know "how, when, and why, to say what to whom".

The Foreign Language Standards of Learning, through their reviews and revisions, have been developed and refined through the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty. These professionals have assisted the Department of Education in developing and reviewing the draft documents that were presented at public hearings. Their efforts have been directed toward the creation of a useful, relevant document that responds to the current needs of students. The Standards of Learning are evolving to reflect the movement toward proficiency as developed by the American Council on the Teaching of Foreign Languages (ACTFL), with the Standards for Foreign Language Learning in the 21st Century, and the ACTFL Performance Descriptors for Language Learners (2012 Edition).

These Foreign Language Standards of Learning for Virginia Public Schools provide a blueprint for structuring curricula whose goal is effective and meaningful interaction with others, whether across time, on another continent, in another country, in another state, or in our own neighborhood. Copies of these standards have been made available to public schools throughout Virginia for school divisions and teachers. These standards state end-of-course targets of knowledge and performance for modern Roman alphabet world languages in general, with specific standards for French, German, and Spanish; modern non-Roman alphabet languages world languages, including character-based (logographic) languages like Chinese, Korean, and Japanese, and non-Roman script languages like Russian and Arabic; and Latin in levels I through

IV and above. The standards for Level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content.

The Standards of Learning set reasonable, appropriate, and measurable targets and expectations for what students should know and be able to do by the end of each language course offered for a standard unit of credit. School divisions are encouraged to offer continuous and sequential world language instruction beginning in the elementary grades. Furthermore, schools are encouraged to go beyond the prescribed standards to enrich curricula to meet the needs of all students. However, in order for students to become proficient in other languages, they must have opportunities for longer sequences of language study.

The Virginia Board of Education has approved these Foreign Language Standards of Learning as an integral component of Virginia's educational agenda, ensuring that world language programs throughout the Commonwealth are grounded in up-to-date principles of language learning theory and effective teaching practices. These Standards of Learning are one component of the overall program of public education in Virginia that addresses the needs of young people in the Commonwealth to become educated citizens of the world.

Introduction

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

- Generic standards for levels I through IV of Roman Alphabet World Languages;

- Generic standards for levels I through V of Non-Roman Alphabet World Languages, including (a) non-Roman alphabet languages, such as Arabic and Russian, and (b) character-based languages, such as Chinese, Japanese, and Korean; and

- Language specific standards for levels I through IV of French, German, Spanish, and Latin.

The Roman Alphabet World Language standards for level IV and Non-Roman Alphabet World Language standards for level V focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. In addition, a curriculum framework for American Sign Language has been developed for levels I through III and is published as a separate document.

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

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

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

Each level of the modern world language standards is organized around seven content strands that outline the knowledge, skills, and processes essential for language use, focusing on communication. Each level of the Latin standards is organized into six content strands and contains a total of seven or eight standards that focus on interpretation of text. Each standard is followed by two or more essential components of the standard. There are between ten and twelve

standards for each level. Two or more indicators that describe student performance in meeting that standard follow each standard. The indicators are assessable in numerous ways, thereby allowing a variety of instructional possibilities. See individual language documents for examples that clarify or expand upon individual standards. The examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements.

The emphasis on communication and interpretation ensures that students completing long-term, sequential world language programs in Virginia's public schools will be able, within reasonable limits, to interact with users of the language and gain insight into their culture. The level of proficiency reached depends largely on the amount of actual practice and experience with the target language. Therefore, school divisions are encouraged to offer sequential world language instruction beginning in the elementary schools.

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

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

Several terms that have particular significance within world language education are used throughout the document. Reference is often made to culturally authentic materials, which are materials that have been created for and by native speakers of the language, and which have been derived from the culture itself. In addition, because language courses are sequential, reference is made to level-appropriate linguistic elements and skills, such as vocabulary and grammatical structures or instructional materials, such as reading selections or videos. "Level-appropriate" means that the content, context, process, ability, skill, or material described should require students to function adequately at a level at which they are studying. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by making the linguistic task assigned to the students relevant to their language proficiency level. "Cultural competence" refers to the appropriateness of an action or response within a social context.

Goals and Strands for Modern World Languages

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

Goals

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

Effective Communication

Students will:

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

Enhanced Cultural Understanding

Students will:

- Develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior which order their world, and the ideas and perspectives which guide their behaviors.

- Develop an understanding of other cultures' contributions to the world and how these contributions have shaped international perspectives.

Expanded Access to Information

Students will:

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

- Access information in more than one language making available a greater range of authentic resources and a richer base of knowledge.

Increased Global Perspective

Students will:

- Respond to and contribute to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a world language class.

- Explore additional prospects for further education, career opportunities and personal fulfillment as a result of second language study.

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

• Interpersonal Communication
• Interpretive Communication: Listening and Reading for Understanding
• Presentational Communication: Speaking and Writing
• Cultural Perspectives, Practices, and Products
• Making Connections through Language
• Linguistic and Cultural Comparisons
• Interacting in School and Global Communities

Interpersonal Communication
The first strand focuses on the productive communicative skills needed to exchange information with another person. In the interpersonal communication strand, students initiate, sustain, and close a conversation or produce interactive written communication, such as an e-mail exchange.

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

Presentational Communication: Speaking and Writing
The third strand focuses on the communicative skills needed to present information in the target language orally or in writing to an audience. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations and differ from the interpersonal communication strand in that students do not interact with the audience.

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

Making Connections through Language
The topics addressed in the world language classroom provide an opportunity for students to associate information about the language and culture(s) they are learning with concepts studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information available to them in the target language. This reciprocal reinforcement and

enhancement of curricular concepts increases students' in-depth understanding and appreciation of the total curriculum.

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

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

Goals and Strands for Latin

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

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

Goals
Achieving linguistic proficiency and cultural understanding is a long-term endeavor, requiring further experiences beyond the classroom setting. Within the scope of the level of study, students

will be able to perform with reasonable success in the four areas below.

Effective Linguistic Interpretation
Students will:

- Understand linguistic and cultural information through reading a variety of texts in Latin.

- Improve their understanding of and ability to communicate in the English language by comparing and contrasting it with Latin.

Enhanced Cultural Understanding
Students will:

- Develop insight into other people's ways of life, the patterns of behavior that order their world, and the ideas and perspectives that guide their behaviors.

- Develop an understanding of other cultures' contributions to the world and how these contributions have shaped international perspectives.

Expanded Access to Information
Students will:

- Connect with other disciplines through the study of Latin, enabling them to reinforce and expand their understanding of the interrelationships among content areas.

- Access information in Latin, making available a greater range of authentic resources and a richer, broader base of knowledge.

Increased Global Perspective
Students will:

- Respond to and contribute to their communities and the world in a more informed and effective manner as a result of the historical perspective gained in a Latin class.

- Explore additional prospects for further education, career opportunities, and personal fulfillment as a result of the study of Latin.

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

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

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

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

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

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

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

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

Modern World Language: Non-Roman Alphabet Languages Standards of Learning

for Virginia Public Schools

Modern World Language: Non-Roman Alphabet Language I

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

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

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

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

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

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

Interpersonal Communication

NWI.1   The student will exchange simple spoken and written information in the target language.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
2. Express likes and dislikes, requests, descriptions, and directions.
3. Ask and answer formulaic questions about self and other familiar topics.

NWI.2   The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
2. Use proper forms of address in familiar situations.
3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.

Interpretive Communication: Listening and Reading for Understanding

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

NWI.4   The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.
1. Differentiate among basic types of statements, questions, and exclamations.
2. Use culturally appropriate gestures, body language, and intonation to clarify the message.

Presentational Communication: Speaking and Writing

NWI.5   The student will present information orally and in writing in the target language, using a variety of previously learned vocabulary, phrases, and structural patterns.
1. Present orally basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of audio media sources.

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

NWI.6   The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, and songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate coherent ideas using appropriate visual and technological support.

Cultural Perspectives, Practices, and Products

NWI.7   The student will develop an awareness of common perspectives, practices, and products of the culture(s) where the target language is spoken.
1. Identify main viewpoints of the culture(s), such as the concept of time, education, transportation, and the roles of family members.
2. Identify key customs and traditions of the culture(s), such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify important historical and contemporary individuals and groups associated with significant events from the culture(s).
4. Identify some products of the culture(s), such as natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols, such as the art of calligraphy.

NWI.8   The student will recognize that perspectives, practices, and products of the culture(s) studied are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of speakers of the target language shape their cultures.
2. Identify major cities or regions and geographical features in countries where the target language is spoken and the reasons they are significant in the cultures of those countries.

Making Connections through Language

NWI.9   The student will connect information about the target language and culture(s) with concepts studied in other subject areas.
1. Identify the use of target language and culture in other subject areas, for example, Arabic numbers and the number zero.
2. Relate content from other subject areas to topics discussed in the target-language class.

Linguistic and Cultural Comparisons

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

NWI.11   The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.
1. Compare patterns of behavior and interaction found in the United States with those found in the cultures studied.
2. Demonstrate an awareness that social practices and personal interactions differ among cultures, for example, the concept of personal space and eye contact, and the importance of the group versus the individual.
3. Demonstrate an awareness of unique elements of the student's own culture.

Interacting in School and Global Communities

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

Modern World Language: Non-Roman Alphabet Language II

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

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

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

Interpersonal Communication

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

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

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

Interpretive Communication: Listening and Reading for Understanding

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

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

Presentational Communication: Speaking and Writing

NWII.5   The student will present information orally and in writing in the target language, using previously learned language in simple sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or non-print materials.
2. Present information, using structures that reflect present, past, and future time frames.
3. Demonstrate attention to accurate intonation, pronunciation, and tones where appropriate.
4. Demonstrate attention to accurate word order, punctuation, tone marks, and spelling or stroke order where appropriate.
5. Write simple sentences on familiar topics in short paragraphs.

NWII.6   The student will present in the target language rehearsed and unrehearsed material, such as skits, short narratives, and songs that reflect the target culture.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Present ideas in an organized manner, using appropriate visual and technological support.

Cultural Perspectives, Practices, and Products

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

Making Connections through Language

NWII.8   The student will use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the target language and culture(s) on other subject areas.
2. Compare information acquired in other subject areas to topics discussed in the target language class.

Linguistic and Cultural Comparisons

NWII.9   The student will compare and contrast elements of the target language with those of English and other languages.
1. Recognize critical sound distinctions and intonation patterns in the target language and in English and their effects on the communication of meaning.
2. Compare the diverse and unique aspects of language-specific vocabulary and structural patterns of the target language and of English.

NWII. 10   The student will demonstrate understanding of similarities and differences between the culture(s) studied and those of the United States.
1. Identify similarities and differences of traditions of the target-language culture(s) and those of the United States, such as, holidays, food, family, and celebrations.
2. Identify similarities and differences of geography and the impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.

Interacting in School and Global Communities

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

Modern World Language: Non-Roman Alphabet Language III

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

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

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

Interpersonal Communication

NWIII.1   The student will engage in original oral and written communications based on familiar topics in the target language.
1. Express his/her own opinions and preferences and elicit those of others.
2. Use familiar vocabulary and structures to exchange ideas about topics and events found in a variety of adapted print and non-print target-language sources.

NWIII.2   The student will initiate, sustain, and close oral and written exchanges in the target language using familiar vocabulary and structures.
1. Participate in exchanges that reflect major time frames.
2. Exchange basic information on familiar topics in a variety of interpersonal contexts.

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

Interpretive Communication: Listening and Reading for Understanding

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

Presentational Communication: Speaking and Writing

NWIII.4   The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.
1. Relate orally and in writing main ideas and some details from a variety of authentic language materials.
2. Demonstrate attention to accurate word order, punctuation, tone marks, and spelling or stroke order.
3. Compose short, descriptive paragraphs.

NWIII.5   The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.
1. Produce spoken and written presentations that suit the purpose of the presentation.
2. Use various verbal and nonverbal presentational techniques, including visual aids and technological support.

Cultural Perspectives, Practices, and Products

NWIII.6   The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied and the ways these cultural aspects are interrelated.
1. Examine how and why products, such as natural and manufactured items, the arts, forms of recreation and pastimes, regionally-specific dialects, and symbols reflect practices and perspectives of the culture(s) studied.
2. Compare and contrast the viewpoints of people who speak the target language and the ways these viewpoints are reflected in their practices and products, such as in art, architecture, and music.
3. Investigate the interrelationship of geography and history of the culture(s) studied.

Making Connections through Language

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

Linguistic and Cultural Comparisons

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

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

Interacting in School and Global Communities

NWIII.10 The student will improve target language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Use target-language skills and cultural competence in accessing media, entertainment, and technology.
2. Use target-language resources, such as individuals and organizations in the community or technology, for personal enrichment and enjoyment.

Modern World Language: Non-Roman Alphabet Language IV

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

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

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

Interpersonal Communication

NWIV.1   The student will engage in original and spontaneous oral and written communications in the target language.
1. Express opinions, preferences, and desires and elicit those of others.
2. Use familiar vocabulary and structures to express ideas about topics and events found in a variety of print and non-print target language sources.

NWIV.2   The student will initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect major time frames.
2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.
3. Use nonverbal communication, paraphrasing, and circumlocution to express, clarify, and comprehend ideas.

Interpretive Communication: Listening and Reading for Understanding

NWIV.3   The student will understand the spoken and written target language found in a variety of short, non-complex authentic sources.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, reports, and literary selections.
2. Understand culturally authentic, level-appropriate materials that present new information in familiar contexts.
3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for understanding travel schedules or using technology.
4. For character-based languages, recognize traditional or simplified characters in Chinese or hiragana, katakana, and kanji in Japanese.

Presentational Communication: Speaking and Writing

NWIV.4   The student will present information orally and in writing in the target language, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.
3. Understand culturally appropriate gestures, body language, and intonation in order to clarify and respond to the message.

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

Cultural Perspectives, Practices, and Products

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

Making Connections through Language

NWIV.7   The student will use the target language to expand and deepen understanding of connections between the target language and other subject areas.
1. Examine using the target language topics studied in other subject areas and those studied in the target language class.
2. Use authentic resources to expand knowledge acquired in other subject areas.

Linguistic and Cultural Comparisons

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

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

Interacting in School and Global Communities

NWIV.10   The student will apply target language skills to expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand target-language skills and cultural competence through the use of media, entertainment, and technology.
2. Compare aspects of the target culture obtained from interaction with target-language speakers and authentic media or technology.

Modern World Language: Non-Roman Alphabet Language V

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

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

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

Interpersonal Communication

NWV.1   The student will engage in and discuss a variety of topics in both oral and written forms of communication.
1. Express and support opinions and elicit those of others.
2. Exchange personal reactions to spoken and written information, including contemporary and historical events and global issues.
3. Exchange information from a variety of authentic media sources.

NWV.2   The student will sustain extended oral and written exchanges in the target language.
1. Use a wide range of vocabulary, structures, and appropriate time frames.
2. Exchange ideas clearly, based on level-appropriate themes.
3. Use paraphrasing, circumlocution, and other creative means to express, clarify, and comprehend ideas.

Interpretive Communication: Listening and Reading for Understanding

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

Presentational Communication: Speaking and Writing

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

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

Cultural Perspectives, Practices, and Products

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

Making Connections through Language

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

Linguistic and Cultural Comparisons

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

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

Interacting in School and Global Communities

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