

Virginia Foreign Language Standards of Learning

Modern World Languages:
Roman-Alphabet Language

Level II

INTERPERSONAL COMMUNICATION



STANDARDS

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

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

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

PERFORMANCE DESCRIPTORS—COMMUNICATION

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

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

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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

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

PROGRESS INDICATORS

I can exchange some personal information.

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

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

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

I can ask for and give simple directions.

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

I can make plans with others.

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

I can interact with others in everyday situations.

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

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

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

RESOURCES FOR INTERPERSONAL COMMUNICATION

Pairing – Random name picker

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

Discussion Boards

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

Interpersonal Tools

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

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

Conversation Starters

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

Screen Capture (audio/video)

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

Electronic Pen Pals

- ◇ <http://www.epals.com>

Online Newspapers for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

Key: SP = Speaking W = Writing

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

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARDS

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

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

PERFORMANCE DESCRIPTORS—LISTENING

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

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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



PROGRESS INDICATORS

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

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

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

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

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

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

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARDS

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

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

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INTERPERSONAL COMMUNICATION: READING



STANDARDS

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

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

PERFORMANCE DESCRIPTORS—READING

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

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

- I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
- I can sometimes understand the main idea of what I have read.



PROGRESS INDICATORS

- I can usually understand short simple messages about familiar topics.**
- I can understand basic, familiar information from an ad.
 - I can sometimes identify the purpose of a brochure.
 - I can identify information from a movie brochure or poster.
 - I can understand simple information in a text message from a friend.
 - I can recognize words, phrases, and characters when I associate them with things I already know.
- I can sometimes understand short, simple descriptions with the help of pictures or graphs.**
- I can understand simple captions under photos.
 - I can understand very basic information from a real estate ad.
 - I can understand Web site descriptions of clothing items to make an appropriate purchase.
 - I can identify the categories on a graph.
- I can sometimes understand the main idea of published materials.**
- I can distinguish a birthday wish from a note expressing thanks.
 - I can identify destinations and major attractions on a travel brochure.
 - I can locate places on city maps.
- I can understand simple, everyday notices in public places about topics that are familiar to me.**
- I can understand a simple public transportation schedule.
 - I can locate notices about where to park.
 - I can understand notices that tell of street or metro closings.
 - I can understand a store's hours of operation.
 - I can read the labels on a recycling bin.

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

INTERPRETIVE COMMUNICATION: READING



STANDARDS

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

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

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

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

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

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

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

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

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

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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



PROGRESS INDICATORS

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

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

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

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

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

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

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

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

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

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

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

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

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

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

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

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

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

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

PERFORMANCE DESCRIPTORS—PRESENTATIONAL WRITING

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

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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



PROGRESS INDICATORS

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

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

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

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

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

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

I can write basic information about things I have learned.

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

I can ask for information in writing.

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

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PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

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

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CULTURE



STANDARD

WII.7 The student will demonstrate understanding of the perspectives, practices, and products of the cultures studied and the ways these cultural aspects are interrelated.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

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

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

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

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

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



PROGRESS INDICATORS

Products and Practices

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

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

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

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

Understanding of Cultural Perspectives

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

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

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

I can identify some characteristics of national identity.

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

I can identify ways in which cultures are globalized.

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

Participation in Cultural Interaction

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

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

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

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

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

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

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CULTURE



STANDARD

WII.7 The student will demonstrate understanding of the perspectives, practices, and products of the cultures studied and the ways these cultural aspects are interrelated.

RESOURCES FOR INTERCULTURALITY

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

WII.8 The student will use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

CAN-DO STATEMENTS

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

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

RESOURCES

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

Figures of Speech

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

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

WII.8 The student will use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

ASSESSMENT STRATEGIES

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

Suggested Topics for Investigation

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

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

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

RESOURCES

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

ASSESSMENT STRATEGIES

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

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LINGUISTIC AND CULTURAL COMPARISONS



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- WII.10** The student will demonstrate understanding of similarities and differences between the cultures studied and those of the United States.

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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

CAN-DO STATEMENTS

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

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

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

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

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

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

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

RESOURCES

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

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

Suggested Topics for Investigation:

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

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