

Virginia Foreign Language Standards of Learning

Modern World Languages:
Roman-Alphabet Language

Level IV

INTERPERSONAL COMMUNICATION



STANDARDS

- WIV.1** The student will engage in and discuss a variety of topics in both oral and written forms of communication.
- WIV.2** The student will demonstrate skills necessary to sustain extended oral and written exchanges in the target language.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

SPEAKING: Speakers at the Intermediate-Mid sublevel successfully handle uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These topics include personal information related to self, family, name, daily activities, interests, and personal preferences, as well as physical and social needs such as food, shopping, travel, and lodging.

Intermediate-Mid speakers tend to function reactively; for example, they respond to direct questions or requests for information. However, they are capable of asking questions when necessary to obtain simple information to satisfy basic needs such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies such as circumlocution.

Intermediate-Mid speakers express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of these limitations, Intermediate-Mid speakers are generally

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can participate in conversations about familiar topics, using sentences and series of sentences.

I can handle short social interactions in everyday situations by asking and answering a variety of questions.

I can usually say what I want to say about myself and my everyday life.

PROGRESS INDICATORS

I can start, maintain, and end a conversation about familiar topics.

- I can be the first to start a conversation.
- I can ask for information, details, and explanations during a conversation.
- I can bring a conversation to a close.
- I can interview someone for a project or a publication.

I can talk about my daily activities and personal preferences.

- I can talk about my daily routine.
- I can talk about my interests and hobbies. I can give reasons for my preferences.
- I can give some information about the activities I did.
- I can give some information about something I plan to do.
- I can talk about my favorite music, movies, and sports.

I can use my language to handle tasks related to my personal needs.

- I can request services such as repair for a phone, computer, or car.
- I can schedule an appointment.
- I can inquire about membership in an organization or club.

I can exchange information about subjects of special interest to me.

- I can talk about artists from other countries.
- I can talk about historical events.
- I can talk about a mathematics, technology, or science project.

understood by sympathetic interlocutors accustomed to dealing with nonnatives.

Overall, Intermediate-Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

WRITING: Intermediate-Mid sublevel writers meet practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. Their writing style closely resembles oral discourse.

Writers show evidence of control of basic sentence structures and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate-Mid writers can be understood readily by natives used to the writing of nonnatives. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

PERFORMANCE DESCRIPTORS—COMMUNICATION

Intermediate Range

Expresses self and participates in conversations about familiar topics, using sentences and a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.

Functions

Communicates by understanding and creating personal meaning. Understands, asks, and answers a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”

Contexts/Content

Communicates in contexts relevant to oneself, others, and the immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.

Text Type

Understands and produces discrete sentences, strings of sentences, and some connected sentences. Asks questions to initiate and sustain conversations.

Language Control

Understands straightforward language that contains mostly familiar structures. Controls language sufficiently to be understood by those accustomed to dealing with language learners.

Vocabulary

Communicates using high-frequency and personalized vocabulary within familiar themes or topics.

Communication Strategies

Uses some of the following strategies to maintain communication but not all of the time and inconsistently.

- Ask questions
- Ask for clarification
- Self-correct or restate when not understood
- Circumlocute

Cultural Awareness

Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

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

- WIV.1** The student will engage in and discuss a variety of topics in both oral and written forms of communication.
- WIV.2** The student will demonstrate skills necessary to sustain extended oral and written exchanges in the target language.

RESOURCES FOR INTERPERSONAL COMMUNICATION

Resource for Grouping and Calling on Students

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

Discussion Boards

- ◇ Padlet: <http://padlet.com>
- ◇ Edmodo: <https://www.edmodo.com>
- ◇ GoogleClassroom: <https://www.google.com/edu/classroom>
- ◇ Google+: <https://plus.google.com>
- ◇ Wikis: <https://docs.google.com/a/henrico.k12.va.us/presentation/d/1rJNWa4qABGxYolu7v3MjicqQrpnO3IXNllkHDxIWbIQ/present#slide=id.i0>

Electronic Pen Pals

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

Online Newspaper Sites for Weather Reports

- ◇ <http://www.onlinenewspapers.com>

Interpersonal Tools

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

Conversation Starters

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

Screen capture (audio/video)

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

KEY: SP = Speaking; W = Writing

- ◇ **Event Planning Role-Play (e.g., party, trip, date):** Students discuss and plan the details of an event such as time, location, weather, setting, food, occasion, clothing to wear, music, and decorations of the assigned event via simulated live chat or e-mail. SP/W
- ◇ **An Image Is Worth a Thousand Words:** The teacher provides students with images of events, graphs, ads, or other culturally appropriate visuals. Students work in groups to discuss and exchange ideas to interpret or identify the images. SP/W
- ◇ **Student Mentor:** Students simulate the roles of student mentors and new foreign students. Mentors are tasked with helping new students assimilate and adapt to a new school and educational system. SP
- ◇ **Restaurant Role-Play:** Students work in small groups to simulate ordering a meal in a restaurant, role-playing the parts of servers and customers so that all students get the opportunity to ask and answer questions. SP
- ◇ **The Critic:** Students discuss recent movies, music albums, or TV shows. Students take opposing views. Students support and defend their opinions while responding to opposing views. SP
- ◇ **Food Critic:** Student A writes an extended restaurant review as if he or she were posting it to Yelp. Student B reads the review and responds extensively to the review. Student A supports and defends his or her position. SP/W
- ◇ **Information Review:** A student writes an extended service (e.g., restaurant, salon, health care, pet) review as if it was being posted to Yelp. Another student reads and reacts to the review. The author supports and defends the original review. SP/W
- ◇ **Gallery Walk:** Students conduct a gallery walk, commenting orally and in writing (using Educreation) about topics such as recommendations for school improvement and new clubs. SP/W
- ◇ **Compare/Contrast:** Students interview each other to determine the similarities and differences between two images. For example, students look at two backpacks with differing contents and must determine what items the backpacks have in common and what items differ. SP
- ◇ **Can You Imagine?:** Students work in pairs. Student A is at the scene of an accident and student B is at another location. Student A and B text questions and answers, describing and discussing the events and details of the accident. W
- ◇ **Discussion Forum:** Students exchange information about an assigned topic using a platform such as Edmodo or a discussion board. W
- ◇ **Headbands – Who am I?:** Students move around the classroom to ask appropriate questions and identify preassigned identities. SP
- ◇ **Trip Advisor:** Students role-play traveller and travel agent to arrange a trip, including location, type of accommodations, budget, length of stay, and method of travel. The simulation can be oral or in writing, simulating a live chat. W/SP
- ◇ **Geek Squad:** Students discuss the pros and cons of new technological devices as presented in authentic ads or reviews. Students should include ways to improve the products and support and defend their opinions. W/SP
- ◇ **Student Exchange:** Students discuss the details and potential plans of an exchange trip to a target language country via SKype, Facetime, Google Hangout, or simulation. Students address what they will do during their trip and what they would do if they had an extra week in the country. SP
- ◇ **What Does the Future Hold?:** Students assume the role of exchange students and host students. They discuss postsecondary plans and options in their respective countries. SP/W

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

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

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

At the Intermediate-Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics, although a few misunderstandings may occur. Intermediate-Mid listeners may get some meaning from oral texts typically understood by Advanced level listeners.

PERFORMANCE DESCRIPTORS—INTERPRETIVE LISTENING

Intermediate Range	{	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions	{	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content	{	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self, everyday life, school, community, and particular interest.
Text Type	{	Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control	{	Controls language (e.g., vocabulary, structures, conventions) to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand more complex texts.
Vocabulary	{	Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	{	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness	{	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea in messages and presentations about a variety of topics related to everyday life and personal interests and studies. I can understand the main idea of conversations that I overhear.



PROGRESS INDICATORS

I can understand basic information in ads, announcements, and other simple recordings.

- I can understand when, where, and who is playing in a concert from a radio ad.
- I can understand the main message of an e-card greeting.
- I can understand what service is being offered in a TV ad.
- I can identify the type of film from a movie preview.

I can understand the main idea of what I listen to for personal enjoyment.

- I can understand basic questions or statements during a video conference.
- I can understand a short YouTube clip.
- I can understand peers' recorded descriptions about themselves or their avatars.

I can understand messages related to my everyday life.

- I can understand a voice message about the time and place of a meeting.
- I can understand a box-office recording about the times of the performances or events.
- I can understand when an event is being postponed or cancelled.

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

INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

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

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Publishers' resources
- ◇ Authentic music, commercials, online video and audio, and a variety of topics related to everyday life, personal interests, and studies such as those found at www.lyricsgaps.com, www.apprendre.tv5monde.com, or www.tivi.de

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

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

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INTERPRETIVE COMMUNICATION: READING



STANDARD

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

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

At the Intermediate-Mid sublevel, readers are able to understand short, noncomplex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short, connected texts that feature descriptions and narration and deal with familiar topics.

PERFORMANCE DESCRIPTORS—READING

Intermediate Range	}	Understands main ideas and some supporting details about familiar topics from a variety of texts.
Functions		Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/Content		Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self, everyday life, school, community, and particular interest.
Text Type		Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Generally comprehends connected sentences and paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control		Controls language (e.g., vocabulary, structures, conventions) to understand fully and with ease short, noncomplex texts about familiar topics; limited control of language to understand more complex texts.
Vocabulary		Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies		May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes For nonalphabetic languages: <ul style="list-style-type: none"> • Recognize radicals
Cultural Awareness		Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can understand the main idea of texts related to everyday life and personal interests or studies.



PROGRESS INDICATORS

I can understand simple personal questions.

- I can understand the questions asked on a career preference survey.
- I can understand what is asked for on a simple, popular magazine questionnaire.
- I can understand the personal questions to complete a profile on a social media site.

I can understand basic information in ads, announcements, and other simple texts.

- I can understand the information in birth and wedding announcements.
- I can understand the information in sales ads.
- I can understand basic information on travel brochures.
- I can understand basic information on food labels.

I can understand the main idea of what I read for personal enjoyment.

- I can understand updates in entertainment magazines.
- I can understand postings in blogs about familiar topics.
- I can understand postcards from friends.

I can read simple written exchanges between other people.

- I can understand the main idea of personal messages exchanged in chat rooms.
- I can understand the main idea of a biographical interview with a celebrity.

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

INTERPRETIVE COMMUNICATION: READING



STANDARD

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

RESOURCES FOR INTERPRETIVE COMMUNICATION: READING

- ◇ Publishers' resources
- ◇ Career inventories, magazines questionnaires, social media profiles, birth and wedding announcements, ads, travel brochures, nutritional labeling, postings in blogs, and postcards

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 or write a summary sentence for each paragraph.
- ◇ Students complete reading gap or fill-in activities in texts that are more complex and longer in length.
- ◇ Students follow more complex and longer 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

WIV.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.

WIV.5 The student will produce and present original essays, poetry, plays, podcasts, and stories in the target language.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

Speakers at the Intermediate-Mid sublevel successfully handle uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, name, daily activities, interests, and personal preferences, as well as physical and social needs such as food, shopping, travel, and lodging.

Intermediate-Mid speakers tend to function reactively; for example, they respond to direct questions or requests for information. However, they are capable of asking questions when necessary to obtain simple information to satisfy basic needs such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies such as circumlocution.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL SPEAKING

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

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

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can make presentations about a wide variety of familiar topics, using connected sentences.



PROGRESS INDICATORS

I can make a presentation about my personal and social experiences.

- I can describe a childhood or past experience.
- I can report on a social event that I attended.
- I can make a presentation about something new I learned.
- I can make a presentation about my plans for the future.
- I can make a presentation about something I have learned or researched.

I can give a short presentation on a current event.

- I can present about a topic from an academic subject such as science, math, or English.
- I can describe how to plan and carry out an event such as a party or family reunion.
- I can give a short presentation about a famous person, landmark, or cultural event.

I can make a presentation about common interests and issues and state my viewpoint.

- I can give a presentation about a favorite movie or song and tell why I like it.
- I can give a presentation about a famous person or historical figure and tell why he/she is important.
- I can share my reactions about a current event and explain why the event is in the news.

PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARDS

WIV.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.

WIV.5 The student will produce and present original essays, poetry, plays, podcasts, and stories in the target language.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create and present basic opening statements and closing arguments in support of or against an issue of shared concern.
- ◇ Students synthesize basic and somewhat detailed interdisciplinary information and content to create and present reports, presentations, and/or projects.
- ◇ Students produce and teach an activity showing an exercise routine to the class.
- ◇ Students recite or retell authentic stories, folktales, legends, poems, and rhymes, using appropriate pronunciation, intonation, and gestures.
- ◇ Students dramatize or perform authentic songs, dances, skits, plays, monologues, or scenes from literature, using appropriate pronunciation, intonation, and gestures.
- ◇ Students play music or produce an art/craft of the target culture and share information about it with others.
- ◇ Students write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue, or play that has authentic cultural elements.
- ◇ Students produce an activity, showing a specific method to help conserve the environment.
- ◇ Students produce oral and written reports about historical or modern arts.
- ◇ After reading an authentic story, students write and present alternative endings.
- ◇ Given government Web sites on health issues, students investigate topics related to a unit of study. Students produce oral and written reports about the health and exercise habits of citizens of a target language country.
- ◇ Students produce an oral or written presentation, reflecting modern trends related to health, diet, and exercise habits in a target language country.
- ◇ Students produce an activity showing an understanding of the life and style of an artist from the target language culture.
- ◇ Students produce an oral or written presentation, reflecting modern trends in a target language country related to the arts.
- ◇ Students produce oral and written reports about ecotourism, pastimes, sports, and conservation of the environment.
- ◇ Students produce an oral or written presentation reflecting current trends and/or attitudes in a target-language society in regards to the global footprint, environment, and conservation.
- ◇ Students produce an oral or written presentation, reflecting modern trends related to conflict resolution/relationships in a target language country.
- ◇ Students produce oral and written presentation about modern trends in technology, professions, and careers of the future in a target language country.
- ◇ After reading about current and future trends, students create an activity, showing an understanding of technology-based professions of the future.
- ◇ Students create and present an activity about the coursework, skills, and abilities needed for specific jobs and careers.
- ◇ Students create and present an oral or written presentation, reflecting modern trends related to the economy and employment in a target language country.
- ◇ Students keep journals or blogs and orally summarize a recent entry in 2-3 sentences.
- ◇ Students peer edit.
- ◇ Students restate what a presenter said, using their own words (good practice for summarizing a position).
- ◇ Students sequence sentences from an authentic literary source.
- ◇ Students use collaborative conversation starters to develop listening and speaking skills.
- ◇ Students actively practice more complicated question-and-answer strategies.
- ◇ Students demonstrate their “voice” in the target language.
- ◇ Students incorporate culturally authentic gestures and mannerisms into presentations to convey meaning.

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

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

- WIV.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.
- WIV.5** The student will produce and present original essays, poetry, plays, podcasts, and stories in the target language.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

Writers at the Intermediate-Mid sublevel meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse.

Writers at the Intermediate-Mid sublevel show evidence of control of basic sentence structures and verb forms. This writing is best defined as a collection of discrete sentences and/or questions that are loosely strung together. There is little evidence of deliberate organization. Intermediate-Mid writers can be understood readily by natives used to the writing of nonnatives. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

PERFORMANCE DESCRIPTORS—PRESENTATIONAL WRITING

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

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

NCCSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can write about a wide variety of familiar topics, using connected sentences.



PROGRESS INDICATORS

I can write messages and announcements.

- I can write a message to explain or clarify something.
- I can write about common events and daily routines.
- I can write an autobiographical statement for a contest, study abroad or other special program, or a job application.
- I can write an invitation or flyer about an event I am planning.

I can write short reports about something I have learned or researched.

- I can write a short article about a current event.
- I can write about an academic subject, such as science, math, or English.
- I can write the minutes or a debrief from a club or other meeting.

I can compose communications for public distribution.

- I can create a flyer for an upcoming event at my school or at work.
- I can write a review of a movie, book, play, or exhibit. I can post an entry to a blog or a discussion forum.
- I can compose a simple letter, response, or article for a publication.
- I can contribute to a school or work publication.

PRESENTATIONAL COMMUNICATION: WRITING



STANDARDS

WIV.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.

WIV.5 The student will produce and present original essays, poetry, plays, podcasts, and stories in the target language.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create and present basic opening statements and closing arguments in support of or against an issue of shared concern.
- ◇ Students synthesize basic and somewhat detailed interdisciplinary information and content to create and present reports, presentations, and/or projects.
- ◇ Students produce and teach an activity showing an exercise routine to the class.
- ◇ Students recite or retell authentic stories, folktales, legends, poems, and rhymes, using appropriate pronunciation, intonation, and gestures.
- ◇ Students dramatize or perform authentic songs, dances, skits, plays, monologues, or scenes from literature, using appropriate pronunciation, intonation, and gestures.
- ◇ Students play music or produce an art/craft of the target culture and share information about it with others.
- ◇ Students write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue, or play that has authentic cultural elements.
- ◇ Students produce an activity, showing a specific method to help conserve the environment.
- ◇ Students produce oral and written reports about historical or modern arts.
- ◇ After reading an authentic story, students write and present alternative endings.
- ◇ Given government Web sites on health issues, students investigate topics related to a unit of study. Students produce oral and written reports about the health and exercise habits of citizens of a target language country.
- ◇ Students produce an oral or written presentation, reflecting modern trends related to health, diet, and exercise habits in a target language country.
- ◇ Students produce an activity showing an understanding of the life and style of an artist from the target language culture.
- ◇ Students produce an oral or written presentation, reflecting modern trends in a target language country related to the arts.
- ◇ Students produce oral and written reports about ecotourism, pastimes, sports, and conservation of the environment.
- ◇ Students produce an oral or written presentation reflecting current trends and/or attitudes in a target-language society in regards to the global footprint , environment, and conservation.
- ◇ Students produce an oral or written presentation, reflecting modern trends related to conflict resolution/relationships in a target language country.
- ◇ Students produce oral and written presentation about modern trends in technology, professions, and careers of the future in a target language country.
- ◇ After reading about current and future trends, students create an activity, showing an understanding of technology-based professions of the future.
- ◇ Students create and present an activity about the coursework, skills, and abilities needed for specific jobs and careers.
- ◇ Students create and present an oral or written presentation, reflecting modern trends related to the economy and employment in a target language country.
- ◇ Students write “choose their own adventure” stories.
- ◇ Students peer edit for grammar, punctuation, capitalization, and structure.
- ◇ Students keep a journal or blog.
- ◇ Teachers actively teach word variations such as nouns, adjective forms, or adverbial forms.
- ◇ Students analyze syntax in the target language, comparing it to their native language.
- ◇ Given a topic sentence writing prompt, students write three to five supporting sentences and a closing sentence.
- ◇ Teachers incorporate strategies from [ReadWriteThink](#).

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

CULTURE



STANDARD

WIV.6 The student will analyze how various perspectives reflect the practices and products of the cultures studied.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

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

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

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

NCSSFL-ACTFL PROGRESS INDICATOR BENCHMARK

I can identify common patterns in the products and practices of cultures.
I can compare familiar cultural beliefs and values.
I can interact at a functional level in familiar cultural contexts.



PROGRESS INDICATORS

Products and Practices

I can explore and reference current and past examples of authentic cultural products and practices.

- I can understand the main idea and characters of short stories, folk tales, or graphic novels.
- I can recognize and reference famous artists and their works.
- I can understand the main idea of a movie clip or documentary.
- I can talk about a historical figure.
- I can have a simple conversation about a festival.
- I can summarize the contributions of a culture in a blog or multimedia presentation.

I can compare and contrast some common products of other cultures and my own.

- I can describe similarities and differences in artwork.
- I can have a simple conversation about educational systems.
- I can provide basic information about countries' governments.
- I can identify similarities among folk tales.

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast eating habits.
- I can compare and contrast how people buy and sell.
- I can compare and contrast how families interact.
- I can compare and contrast how people celebrate.
- I can compare and contrast how my peers socialize.

Understanding of Cultural Perspectives

I can describe some basic cultural viewpoints.

- I can talk about the individual role of family members and the importance of birth order.

- I can give examples that show the importance of academics vs. sports.
- I can describe the importance of time vs. money.
- I can make simple comparisons about the roles of men and women in society.
- I can describe the importance of religion.
- I can describe how other cultures view major historical events differently.

I can make some generalizations about a culture.

- I can sometimes identify cultural stereotypes or exaggerated views of a culture.
- I can compare some religious beliefs.
- I can classify the political beliefs of a nation in simple terms.
- I can determine which TV shows and films are popular in a given culture.

Participation in Cultural Interaction

I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.

- I can usually accept and refuse invitations in a culturally accepted way.
- I can usually offer and receive gifts in a culturally accepted way.
- I can usually request assistance in a culturally accepted way.
- I can respond when someone sneezes, toasts, or pays me a compliment in a culturally accepted way.
- I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, and agreeing when talking with others.

I can recognize and refer to elements of traditional and pop culture.

- I can refer to a historical event.
- I can describe the outcome in a recent election.
- I can talk about a hit song.
- I can mention the significance of a work of art in conversation.
- I can describe the difference between a traditional costume and a fashion trend.

I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.

- I can sometimes sense when my behavior or speech has offended someone and apologize appropriately.
- I can sometimes recognize when I have acted or spoken too informally and try to correct it.
- I can sometimes recognize when my attempt at humor is misguided.

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CULTURE



STANDARD

WIV.6 The student will analyze how various perspectives reflect the practices and products of the cultures studied.

RESOURCES FOR INTERCULTURALITY

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use information from [Mapping the Nation](#) and prepare a presentation on your town as an international community. Share information with local government, schools or international visitors.
- ◇ Use information from Doctors Without Borders, daily news, TV stations in the target culture to learn about global challenges and to discuss and present relevant issues and possible solutions.
- ◇ Retrieve information from various sources about population migrations within the target culture, historical and current. Discuss your key findings.
- ◇ Discuss the diversity of the United States culture and its influence on other world cultures i.e. incorporation of language use and products (science and technology, beauty and aesthetics and contemporary life).
- ◇ Interview a native speaker about higher education options, communities and career opportunities.
- ◇ Present orally or in writing about “If you could meet a famous author or historical figure, who would it be and why.”
- ◇ Prepare a presentation about the “dos and don’t” in the professional world of the target culture. Conduct mock interviews and complete a job application.
- ◇ Create a cookbook using recipes from the target culture.
- ◇ Introduce yourself to a guest and role-play a hosting situation.
- ◇ Host a showcase of student-created cultural products and practices.
- ◇ Visit this site for more detail regarding Integrated Performance Assessment.
- ◇ Watch a movie that incorporates issues about social class and/or gender roles in the target society. Write an editorial response based on what you saw.
- ◇ Present information on culture using a format such as PhotoStory, Prezi, student-made movies and skits.
- ◇ Continue exploration of and present a product of your choice related to contemporary life in the target culture.
- ◇ Report on current events, where possible making connections between the United States and the target culture. Anticipate future events.
- ◇ Exchange letters recommending movies and music or not.
- ◇ Maintain a class blog.
- ◇ Facilitate Edmodo exchanges between classmates or students from the target culture.
- ◇ Participate in and/or attend cultural festivals, performing songs and dances.
- ◇ Participate in student exchanges.
- ◇ Create a book of authentic recipes.
- ◇ Acquire cultural information by interviewing native speakers.
- ◇ Incorporate idiomatic expressions into dialogues, skits.
- ◇ Write poems and songs.
- ◇ Read or tell jokes and watch humorous exchanges in the target language.
- ◇ Research music styles, musicians and lyrics as poetry.
- ◇ Go to a local restaurant of the target language and/or cuisine.
- ◇ Visit a local international business. Write a follow-up e-mail thanking the business for the visit and mentioning something that you learned.
- ◇ Visit a local museum and create a tour in the target language.
- ◇ Plan a multi-destination trip to a country in the target culture, including several means of transportation. Problem solve an unanticipated complication.
- ◇ Celebrate holidays as they would be celebrated in the target culture.
- ◇ Use advertisements and products to explore perspectives.
- ◇ Research and present how historical figures continue to impact society today.
- ◇ Perform traditional dances, counting time in target language and wearing traditional clothing.
- ◇ Use Vidopop, Twitter, Wechat, Voxer and other apps to communicate opinions and activities related to culture points.
- ◇ Skype with native speakers to acquire cultural information and communicate on topic.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

WIV.7 The student will demonstrate increased understanding of the connections between content studied in the target-language class and content studied in other subject areas.

CAN-DO STATEMENTS

I can use the target language to discuss and evaluate usage of the target language found in other subject areas such as literature, math, science, technology, or history.

I can use the target language to discuss and evaluate references to the target culture in other subject areas such as literature, math, science, technology, or history.

I can use the target language to compare and contrast topics studied in other subject areas with those in the language class.

I can use the target language to discuss and evaluate artistic expression, literary elements, and noted authors, composers, and artists from countries where the target language is spoken.

I can use the target language to discuss and evaluate political or historical figures and events that involve countries or regions where the target language is spoken.

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

RESOURCES

- ◇ Museum Web sites (e.g., virtual tours of the Prado, the Louvre)
- ◇ Restaurant Web sites
- ◇ 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)
- ◇ Target-culture Web sites, such as hotel reservation sites and travel sites.

Figures of Speech

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

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

WIV.7 The student will demonstrate increased understanding of the connections between content studied in the target-language class and content studied in other subject areas.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students use infographics from the target language to access basic information about topics of interest, including families, weather, and leisure activities.
- ◇ Students create nonlinguistic representations to show similarities and differences among the above-listed topics.
- ◇ Students compare and contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure, and sports.
- ◇ Students investigate and present their findings about professions and/or businesses in the community with cultural connections.
- ◇ Students read literature excerpts and write a “book review,” analyzing literary elements and the author’s influence on the literary world.
- ◇ Students participate in Model United Nations club.
- ◇ Students role-play a news conference or press briefing about a current or historical event such as World War I, the fall of the Berlin Wall, or the bombing of Hiroshima.
- ◇ Students role-play a newscast about elections in a target-language country.
- ◇ Students create “Fakebook” profiles and blog about the merits of digital and social media.
- ◇ Students research authentic recipes and prepare food in the culinary arts lab.
- ◇ Students research authentic recipes and videotape themselves as they narrate the steps of food preparation.
- ◇ Students Skype with students in other countries and discuss the environment, ecology, health care, transportation, or technology.
- ◇ Students research authentic target language Web sites to obtain information about other subject areas such as the environment, ecology, health care, transportation, or technology. Students analyze the information and write a paper or present orally.
- ◇ Students research authentic target-language Web sites to obtain information about systems in other countries (e.g., public transportation, water purification, health care). In writing or orally, students compare and contrast these systems with those in their community.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARD

WIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language.

WIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community.

RESOURCES FOR LINGUISTIC AND CULTURAL COMPARISONS

- ◇ Publishers' materials
- ◇ Dictionaries both in print and online.
- ◇ Advertisements taken from regional areas, such as Hong Kong, Malaysia, China, and Taiwan; television and radio; conversations between people, menus, maps, and any other listening or reading resources cited in WIII.3.
- ◇ Authentic resources as cited before (e.g., TV, movies, realia) that deal with contemporary events and issues (i.e., the Cultural Revolution).

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Student will describe, discuss, or present in the target language the differences and similarities between languages, social practices, and cultures studied with emphasis on historical and contemporary events.
- ◇ Student will compare a literal, direct, or word-by-word translation with an idiomatic translation. This skill is usually a byproduct of listening, speaking, and reading.
- ◇ Students will investigate and discuss the differences and similarities (compare and contrast) between the two cultures on such topics as historical and contemporary events.
- ◇ Initiate a pen pal, e-mail, or Skype exchange between students of different languages and cultures.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARD

WIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language.

WIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community.

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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

CAN-DO STATEMENTS

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

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

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

RESOURCES

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

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INTERACTING IN SCHOOL AND GLOBAL COMMUNITIES



STANDARD

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

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students record interviews with people from the target culture who have knowledge about or personal experience with contemporary events, historical events, or global issues. If interviews are not possible, students role-play the interviewing process, focusing on the below suggested topics.
- ◇ Students create multimedia presentations, integrating what they learned from one or more of the interactions from the academic year.
- ◇ Students research the below suggested topics.
- ◇ Students interact and collaborate with target language speakers about a variety of topics.
- ◇ 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 develop an understanding that people in other cultures might have different perspectives on contemporary events, historical events, or global issues.
- ◇ Students find authentic Web resources about one or the below suggested topics.

Suggested Topics for Investigation

- ◇ Contemporary events, historical events, and global issues, including personal reactions and opinions

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