OKLAHOMA STANDARDS FOR WORLD LANGUAGES

(Foreign, Native American, and/or American Sign Language)

Overview

The Oklahoma State Board of Education has identified the study of languages (foreign, Native American, American Sign Language) as core curriculum along with science, mathematics, social studies, language arts, and the arts (visual art and general music). All districts are required to implement a sequential program of study of at least one language other than English in the curriculum. The State School Laws of Oklahoma 2001 state "Students must learn about cultures and environments – their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science." (70 O.S.§11-103.6)

The content standards for language learning included in this document are based on an instructional program in world languages other than English for all students, beginning in kindergarten and continuing through 12th grade. These standards reflect the latest research in the field of second language instruction as presented in the profession's national standards document, *Standards for Foreign Language Learning: Preparing for the 21st Century.* As in the national standards, there are five overarching goals in Oklahoma's curriculum framework: communication, cultures, connections, comparisons, and communities. **With communication and culture as the cornerstone for all language learning, the state's goal is for all Oklahoma students to learn "how, when, and why to say what to whom"** in a language other than English (National Standards in Foreign Language Education Project, 1996, p.11).

World Languages Requirement in Oklahoma

Grades K-3	Languages Awareness is a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own.
Grades 4-8	Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document.
Grades 9-12	Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same foreign language are part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates.

Languages Awareness (Grades K-3) is to be a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own. Districts will implement an exploratory program that will expose the student to several languages and cultures. The goal of this program model is to learn about language(s) and culture(s), and is not intended to lead to any proficiency in the language(s) studied. The student may be exposed to several languages and cultures.

In addition to the required language(s) awareness program, districts may choose to start a sequential, articulated language program beginning in kindergarten that focuses on communication. The goal of this K-12 program model is communication that will lead to proficiency as students progress through the sequential, articulated program in their elementary and secondary schools. Heining-Boynton maintains that for those schools and/or districts that desire their students to begin the early study of foreign languages in a meaningful context with a highly structured curriculum articulated in a long sequence, then this is the model of choice (Heining-Boynton, 1998, p. 2).

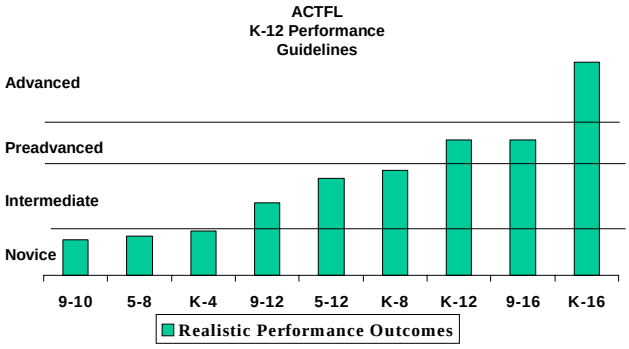
For those districts who have not chosen to implement a sequential, articulated language program in K-3, **Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. Language(s) selection is determined by each district. The students will continue the sequential and articulated program in the same language every year through Grade 8. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document.** To reach the Novice Level proficiency requirement for the Grade 4-8 program, it is recommended that students will need to meet a minimum total of 365 hours of instruction in a standards-based curriculum classroom.

Districts should be aware of federal legislation which offers monetary awards to districts who have implemented elementary foreign language programs that lead to student proficiency in the language. The Foreign Language Incentive Program of the No Child Left Behind Act of 2002 awarded "incentive payments to public elementary schools that provide students with a foreign language program designed to lead to communicative competency. A program leading to communicative competency is comparable to a program that provides at least 45 minutes of instruction per day for not less that 4 days per week throughout an academic year." (Federal Register, 2002, Vol. 67).

Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same world language is part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates. (70 O.S. §11-103.6c)

Time Framework

In Oklahoma's 4th grade through 8th grade sequential language program requirement, students should reach the Novice Level benchmark by the end of their language learning experience. If students choose to continue the study of the same language through high school, students should reach the Intermediate benchmark. Students should reach the Pre-advanced benchmark if they begin a sequential, articulated program in kindergarten and continue through 12th grade. This instructional sequence represents a vision for how well Oklahoma world language learners will perform in languages if they start early and continue language learning throughout their school experience.



Information adapted from *ACTFL Performance Guidelines For K-12 Learners*, 1999, p. 7.

Realistic performance levels for students enrolled in a sequential language learning experience at various points are outlined in the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners.* The graphic above and the table below describe realistic performance levels depending upon entry and exit into a sequential and articulated language program. It reflects the influence of time on language performance ability and shows what ability is reasonable to expect of students who begin foreign language study at various points in the K-12 spectrum. This information is based on the assumption that "elementary programs (K-5) meet from 3-5 days per week for no less than 30-40 minutes per class; middle school programs meet daily for no less than 40-50 minutes; and high school programs meet the required time that equals four Carnegie units of credit (480 hours of seat-time)" *(ACTFL Performance Guidelines for K-12 Learners, 1999, p. 6).* A K-12 language program sequence following these minimum guidelines would meet for no less than 1400 hours in order to reach Pre-advanced Learner Range performance.

Students enter:	**Students exit:**	**Performance Level**:
Kindergarten	12th grade	Pre-advanced Learner Range
4th grade	8th grade	Novice Learner Range
4th grade	12th grade	Intermediate Learner Range
7th grade	12th grade	Intermediate Learner Range
9th grade	10th grade	Novice Learner Range
9th grade	12th grade	Intermediate Learner Range

Varying learning rates, different learning styles, and the general language learning ability of students all affect how well second language acquisition will happen. The amount of time spent in language instruction greatly influences performance ability. It is important to note that language proficiency is best developed when students start early and stay late in a sequential, articulated program. Haas (1998) states that learning a foreign language is not much different from learning other core curriculum subjects. In any area, students benefit from starting early and continuing through a long sequence of learning that grows and deepens as they mature (p. 43).

Teacher Certification Recommendations and Requirements

For elementary sites, language certification for teachers is not required. However, teachers with language certification or teachers with language proficiency are preferred. In K-8 elementary sites, language certification for teachers of Grade 7 and/or 8 is required if students will receive high school credit for foreign language on their high school transcript.

For middle school and junior high sites, language certification for teachers is required. For middle school and junior high sites giving high school credit for world languages, teachers must have secondary certification, and curriculum standards at the middle school or junior high level must equal requirements at the high school level.

Oklahoma World Languages Curriculum Goals and Standards

Oklahoma's world languages educators envision a future in which "ALL students will develop and maintain proficiency in English and at least one other language, modern or classical." (National Standards in Foreign Language Education Project, 1996, p. 7). As stated in the profession's national goals, **communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or through reading. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language. Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways (National Standards in Foreign Language Education Project, 1996, p. 27). Students learn a language best when they are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competency. Active use of language is central to the learning process; therefore, learners must be involved in generating utterances for themselves. They learn by doing, by trying out language, and by modifying it to serve communicative needs (National Standards in Foreign Language Education Project, 1996, p 37). The following graphic is a visual summary of Oklahoma Standards for World Languages. The communication goal is central to the attainment of all other goals. The other four goals (cultures, connections, comparisons, and communities) serve as a context for the development of interpretive, interpersonal, and presentational communication.

Foreign Language National Assessment of Educational Progress Consensus Building Project,1999.

In the Oklahoma World Languages Standards document there are five goals for each level of proficiency: communication, cultures, comparisons, connections and communities. For each of the five **goals** there are two or more student **standards** that describe what students

should know and be able to do in the target language. For each standard, there are a list of **progress indicators** that specifically describe what students need to know and do within a specified proficiency range. After the progress indicators for each standard, there is a list of **performance guidelines** based on the *ACTFL Performance Guidelines for K-12 Learners* (1998). The performance guidelines describe how well a student will be able to perform the standard within the specified proficiency range. Following the performance guidelines there is a set of **classroom examples** that describe what types of sample activities appropriately reflect the standard addressed.

The Oklahoma standards document defines skills within certain ranges: Novice Level Range, Intermediate Level Range, and Pre-advanced Level Range. These proficiency ranges represent a continuum of student development, reflecting the diversity of individual student learning, as opposed to levels of instruction which are typically defined by years or semesters of classroom instruction.

Typically, the levels of language instruction are based on the time involved in the instruction. Because the implementation of world language programs in Oklahoma varies greatly from one context to another and entry into a foreign language program can occur at various grades, the levels of instruction are described as follows:

Level I instruction may be achieved in three ways: (1) in the elementary grades, kindergarten through Grade 5 (depending on the type of program offered); or (2) varying programs of instruction in middle school (comparable in content and contact hours to the course equivalent offered in high school); or (3) one Carnegie Unit (120 hours) of instruction in Grades 9-12.

Level II is described as (1) instruction in middle school (depending on the type of program offered) after the successful completion of Level I in elementary school; or (2) one Carnegie Unit (120 hours) of instruction in high school after the successful completion of Level 1 in middle school or high school.

Subsequent levels (Level III-VI) are described each as one Carnegie unit (120 hours) of instruction in high school after the successful completion of the previous level.

Each proficiency range (Novice, Intermediate, Pre-advanced) may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, scheduling logistics, and other variables affecting student learning. The Novice Level Range starts in Level I and generally carries over into Level II. The Intermediate Level Range may be initiated in Level II with some students, and generally includes Level III, extending into Level IV. The Pre-advanced Level Range will usually incorporate instruction initiated in Level IV and possibly continuing through Level VI.

The standards written in this Oklahoma world languages curriculum framework are for all languages taught in Oklahoma schools. Some languages, such as American Sign Language, Native American languages, and classical languages have unique characteristics that may require some modifications in the standards to reflect their special traits. For example, Latin places a stronger emphasis on reading, while oral skills receive less emphasis. Native American languages emphasize oral skills, while written skills receive less emphasis. American Sign Language emphasize visual-gestural and interpretive communication.

NOTE: Book icons (🕮) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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LANGUAGE(S) AWARENESS
K - Grade 3

Goal 1: Communication
Communicate in Languages Other Than English

Standard 1: Students will communicate in languages other than English.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Understand limited one- and two-word phrases, cognates, and social greetings.
2. Speak with one- or two-word phrases such as reciting numbers, colors, classroom objects.
3. Develop careful listening skills.
4. Read isolated words when strongly supported by visuals.
5. Copy familiar words for labeling, identifying, and organizing purposes.

Goal 2: Cultures
Gain Knowledge and Understanding of Other Cultures

Standard 2: Students will gain knowledge and understanding of other cultures.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Develop an awareness of other cultures. 🕮
2. Be able to identify areas of the world where the languages studied are spoken.
3. Participate in developmentally appropriate cultural activities such as games and songs.
4. Identify and reproduce distinctive cultural products of the culture of the languages studied.
5. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave takings and daily classroom interactions.

Goal 3 : Connections
Connect with Other Disciplines and Acquire Information

Standard 3: Students will connect with other disciplines and acquire information.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

NOTE: Book icons (🕮) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

1. Use isolated words from other content areas (math, science, geography) in foreign language class activities.

2. View and listen to developmentally appropriate programs in the target language on topics from other content areas (math, science, geography)

Goal 4: Comparisons
Develop Insight into the Nature of Language and Culture

Standard 4: Students will develop insight into the nature of language and culture.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Be aware of the differences among cultures and respect those differences. 🕮

2. Develop awareness that the world has many languages. 🕮

3. Compare holidays and celebrations. 🕮

4. Compare daily practices of people in the target cultures with their own. 🕮

Goal 5: Communities
Participate in Multilingual Communities at Home and Around the World

Standard 5: Students will use the language both within and beyond the school setting.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Develop an interest in future language(s) study.

2. Explore the value of communicating in another language.

3. Identify the target language in school and community environments.

4. Participate in activities related to special events celebrated in the target culture(s).

Novice Level Range

Goal 1: Communication
Communicate in Languages Other Than English

Communication occurring in the Novice Level Range ***often includes some combination*** *of the following topics:*

- *the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals*
- *beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, calendar, time, food and customs, transportation, travel, professions, and work*

Novice Level learners are typically in Levels I-II (see descriptions in the Overview).

Standard 1.1: Interpretive Communication - Listening/Reading/Viewing

Students will understand and interpret written and spoken language on a variety of topics.

Progress Indicators: ***What will Novice Level learners be able to do in the target language?***

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When listening, reading, and viewing, learners in the Novice Level Range will:

1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.
2. Understand key words in written material such as advertisements, schedules, and menus.
3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.
4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.
5. Respond to simple commands, familiar vocabulary, and language structures.

Performance Guidelines: ***What characterizes Novice Level learners' performance in listening, reading and viewing?***

Learners in the Novice Level Range:

A. Understand short, simple conversations and narratives (live or recorded), within highly predictable and familiar contexts.

NOTE: Book icons (🕮) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

B. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.

C. Rely on personal background experience to assist in comprehension.

D. Rely on repetition for understanding.

E. Determine meaning by recognition of cognates, prefixes, suffixes, and thematic vocabulary.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

Interpretive Tasks

- Recognize key words on store fronts and identify the type of store or services provided (e.g., book store, bakery, video store).
- Read and understand simple official forms (e.g., hotel registration, passport and visa applications).
- Listen to your teacher tell you to place certain items in different parts of the classroom, and respond accordingly.
- Listen to a patient explaining his/her symptoms of illness, including mention of various body parts, to a doctor and take simple notes listing what problems the patient is having.
- Read advertisements from authentic magazines and list all of the cognates found in the ads.
- Listen to authentic songs and write the main ideas expressed.
- Listen to a conversation of two native speakers. Answer simple comprehension questions in English.
- Listen to a simple story several times. Then draw what happened in the story.

Standard 1.2: Interpersonal Communication - Speaking/Writing

Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

Progress Indicators: ***What will Novice Level learners be able to do in the target language?***

When speaking and/or writing in person-to-person communication, learners in the Novice Level Range will:

1. Initiate greetings, introductions, and leave-taking.

2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.

3. Express personal needs, preferences, and feelings.

4. Initiate simple commands.

Performance Guidelines: ***What characterizes Novice Level learners' performance in person-to-person speaking and writing?***

Learners in the Novice Level Range:

A. Use memorized phrases and short sentences when communicating.

B. Use words and phrases primarily as lexical items without awareness of grammatical structure.

C. Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics.

D. Rely on visual aids, gestures and repetitions to enhance communication.

E. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.

F. Communicate with pauses, false starts, some recourse to their native language and make frequent errors when taking risks with the language.

G. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

Interpersonal Tasks

- Make five statements about yourself to a partner who must then agree or disagree with your self-perception.

- Rank sports by preference and using highly practiced language, tell a friend why you like or dislike certain sports, and ask him/her what sports he/she likes.

- Ask/Answer questions with a partner about the age and names of family members.

- Write an e-mail to a friend listing the items in your school backpack, and then ask what is in his/her backpack.

- Ask/answer questions with a friend about what you want to do this weekend, and at what time you want to do this.

- Introduce friends and family members to others.

Standard 1.3: Presentational Communication - Speaking/Writing

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Progress Indicators: ***What will Novice Level learners be able to do in the target language?***

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When presenting information by speaking or writing, learners in the Novice Level Range will:

1. Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.

2. Give simple commands and make requests of another person or group.

3. Retell a simple story using familiar vocabulary and language structures.

4. Write personal journals and send brief messages to friends.

5. Dramatize student-created and/or authentic songs, short poems, skits or dialogues.

Performance Guidelines: ***What characterizes Novice Level learners' performance in spoken and written presentations?***

Novice Level learners will:

A. Use memorized, short phrases and sentences in oral and written presentations based on familiar material.

B. Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.

C. Rely heavily on repetition, gestures, facial expressions and visual aids to communicate their message orally.

D. Reproduce familiar material in written presentations.

E. Communicate with pauses, false starts, some recourse to their native language, and make frequent errors when taking risks with the language and attempting to produce language beyond the memorized.

F. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

Presentational Tasks

- Give short, simple directions to a person about how to get to the grocery store from your school parking lot.

- Write a thank-you postcard to your grandmother/aunt/brother for a birthday gift that you received.
- Prepare short messages in video or audio formats to be sent to your peers in the target culture on the things that you like to do.
- Design a poster for a nutrition class showing foods that should and should not be eaten. Present it to the class in the target language.
- Use a highly practiced vocabulary and visuals, retell a children's story to the class or group.

Goal 2: Cultures
Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

Progress Indicators: ***What are Novice Level learners able to do in the target language?***

Learners in the Novice Level Range will:

1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.
2. Identify some customs and traditions such as celebrations and holiday practices of the target culture. 🕮
3. Participate in cultural activities such as games, songs, and dances of the target culture.
4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members. 🕮
5. Recognize and explore the process of stereotyping other cultures. 🕮

Performance Guidelines: ***What characterizes the Novice Level learners' performance in communicating about cultural practices in the target language?***

Learners at the Novice Level:

A. Imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher.

B. Use memorized phrases and short sentences when communicating in spoken or written formats.

C. Rely on visual aids, gestures, and repetition to enhance comprehensibility.

D. Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context.

E. Understand a story line or event in written or oral contexts that reflect a cultural background similar to their own.

F. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

- Collaborate in creating a class book with illustrations and written descriptions of various aspects of daily life in the target cultures.
- Write your key-pal with lists of personal interests (the contents of your backpack, the programs you watch on TV, or a list of your school holidays) and ask your key-pal to respond with lists of personal interests.
- Identify and illustrate or perform a traditional custom or celebration.
- Initiate and respond to formal and informal telephone calls.

Standard 2.2: Products of Culture

Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

Progress Indicators: ***What are Novice Level learners able to do in the target language?***

1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture. 🕮
2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts. 🕮
3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports. 🕮
4. Identify countries, regions, and geographic features where the target language is spoken. 🕮
5. Extract samples of the culture's perspectives from popular media in the target culture. 🕮

Performance Guidelines*: What characterizes the Novice Level learners' performance in communicating about cultural products in the target language?*

Learners at the Novice Level Range will:

A. Use memorized phrases and short sentences when communicating in spoken or written formats about cultural products.

B. Rely on visual aids, gestures, and repetition to enhance comprehensibility about cultural products.

C. Comprehend written and spoken language about cultural products better when content has been previously presented in an oral and/or visual context.

D. Understand a story line or event in written or oral contexts that reflects a cultural background similar to their own.

E. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

- Recite a poem/sing a song of the target language.
- Demonstrate understanding of a story, folk tale, or legend by answering questions or retelling the story with or without visuals.
- Listen to the teacher's description of the physical attributes and/or contributions of a famous person of the target culture and identify who it is.

Goal 3: Connections
Connect with Other Disciplines and Acquire Information

Standard 3.1: Interdisciplinary Studies

Students will reinforce and further their knowledge of other content areas through the foreign language.

Progress Indicators: ***What will Novice Level learners be able to do in the target language?***

1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.

2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).

Performance Guidelines: ***What characterizes the performance of Novice Level learners?***

Learners in the Novice Level Range will:

A. Use memorized phrases and short sentences when communicating about selected content areas.

B. Rely on visual aids, gestures and repetitions to enhance communication about other content areas.

C. Understand short, simple conversations and narratives about other content areas (live or recorded), within highly predictable and familiar contexts.

D. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.

E. Rely on personal background experience to assist in comprehension.

F. Rely on repetition for understanding.

G. Determine meaning by recognition of cognates, prefixes, suffixes and thematic vocabulary.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

- Use currency of the target culture to make change using bills and coins.
- Prepare a healthy menu using typical foods of the target culture.
- Use authentic instruments of the target culture to explore music and rhythms.
- Learn the solar system, parts of a plant, life cycle of a butterfly.

Standard 3.2: Distinctive Viewpoints

Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Progress Indicators: ***What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines). 🕮
2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture. 🕮

Performance Guidelines: What characterizes the performance of Novice Level learners?

Learners in the Novice Level Range will:

A. Understand general oral and written information when enhanced by illustrations within highly predictable contexts.

B. Increase their comprehension by looking for and recognizing key words or phrases.

C. Rely on personal background information to help in understanding something they read or hear.

D. Rely on memorized phrases and short sentences to describe distinctive viewpoints of the target culture.

E. Use the student's native language only when the discussion of distinctive viewpoints extends beyond the novice proficiency range.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

- With several other students, act out familiar folktales, fables, or legends known to children of the target culture while another student reads the story aloud.
- Use the target language to describe an animal or plant that is indigenous to a particular region or country of the target culture.
- Use authentic sources to identify the current popular products of the target culture.

Goal 4: Comparisons
Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Progress Indicators: ***What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.
2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.
3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.
4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.

Performance Guidelines: ***What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range will:

A. Rely primarily on memorized phrases or short sentences when describing language structure comparisons between cultures.

B. Rely heavily on visuals to get ideas across to the audience.

C. Rely on personal background information to help in understanding similarities and differences of grammatical structures between the cultures.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

- Create a graphic organizer to compare language structures in English and the target language.
- Discuss the variations in vocabulary in English (apartment/flat, elevator/lift) as well as the variations in vocabulary among target language countries.
- Listen as the teacher models how to express language structures (e.g., word order, number and gender agreement, question formation) in the target language and identify how it is different from English.

Standard 4.2: Culture Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Progress Indicators: ***What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Identify similarities and differences in verbal and nonverbal behavior between cultures.
2. Recognize cross-cultural similarities and differences in the practices of the culture studied. 🕮
3. Identify cross-cultural similarities and differences in the products of the culture studied. 🕮
4. Recognize cross-cultural similarities and differences in the perspectives within the target culture. 🕮

Performance Guidelines: ***What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range:

A. Rely primarily on memorized phrases or short sentences when describing comparisons between cultures.

B. Rely heavily on visuals to get ideas across to the audience.

C. Rely on personal background information to help in understanding cultural similarities and differences between the culture studied and their own. 🕮

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

- Follow the teacher's model to practice the table manners of the target culture and compare them with the student's own culture.
- Identify the significance of signs and symbols in the target culture.
- Make a Venn diagram comparing a celebration in the U.S. with the same or equivalent celebration in the target culture.

- Compare the greetings, leave takings, and the use of personal space in the target culture and in the U.S.
- Looking at pictures of restaurant scenes in the U.S. and the target country, compare similarities and differences of the scenes.

Goal 5: Communities
Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students will use the language both within and beyond the school setting.

Progress Indicators: ***What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Identify professions/occupations which are enhanced by proficiency in another language. 🕮
2. Practice oral or written use of the foreign language with people outside the classrooms.
3. Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.
4. Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community. 🕮

Performance Guidelines: ***What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range will:

A. Use memorized phrases or short sentences with very familiar topics.

B. Write simple tasks, such as short messages or notes.

C. Be accurate in pronunciation when presenting well-rehearsed materials.

D. Understand general information when enhanced by visuals or gestures.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

- Keep an in-class log or chart of personal encounters with the target language outside of the school.
- Establish a pen-pal/key-pal correspondence with someone from the target culture.
- Locate/visit stores within the community that cater to the target culture.
- Listen to radio broadcasts and list recognizable words from the target culture.

- Teach basic expressions and level-appropriate songs and games from the target culture to children in a neighboring elementary or preschool or at home to members of the family.

Standard 5.2: Personal Enrichment

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Progress Indicators: ***What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Demonstrate a willingness to interact with native speakers.
2. Discover and explore a variety of entertainment sources representative of the target culture.
3. Identify current issues of interest within the target culture. 🕮
4. Discover and explore samples of art, literature, music, representative of the target culture. 🕮

Performance Guidelines: ***What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range will:

A. Be understood primarily by those very accustomed to interacting with language learners.

B. Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts.

C. Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.

D. Use primarily memorized phrases and short sentences during highly predictable interactions on very familiar topics.

Classroom Examples: ***What types of tasks are appropriate for the Novice Level Range classroom?***

- Use Web sites in the target language to make plans for a vacation in the target culture.
- Select an audio clip of favorite music in the target language and share it with other members of the class.
- Attend cultural events of the target culture within the community.
- Visit art exhibits of artists from the target culture.
- Learn a dance of the target culture and host a dance with music only from the target culture.

INTERMEDIATE LEVEL RANGE

Goal 1 : Communication
Communicate in Languages Other Than English

Communication occurring in the Intermediate Level Range ***expands*** ***on the combination*** *of the following topics:*

- *the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals*
- *beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, time and calendar, food and customs, transportation, travel, professions, and work*
- *community: environment, business, government, service, religion, and social issues*

Intermediate Level learners are typically in Levels II-IV (see descriptions of levels in the Overview).

Standard 1.1: Interpretive Communication - Listening/Reading/Viewing

Students will understand and interpret written and spoken language on a variety of topics.

Progress Indicators: ***What will Intermediate Level learners be able to do in the target language?***

By the end of the Intermediate Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When listening, reading, and viewing, learners in the Intermediate Level Range will:

1. Understand spoken language that incorporates familiar vocabulary and structures including high frequency idioms.
2. Understand more detailed information in written advertisements, schedules, and menus.
3. Comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos, and Internet resources.
4. Comprehend the main idea and some supporting ideas of selected authentic written materials such as short stories, narratives, advertisements, and brochures on topics of personal interest.
5. Respond to a series of commands.

Performance Guidelines***: What characterizes Intermediate Level learners' performance in listening, viewing and reading?***

NOTE: Book icons (🕮) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Learners in the Intermediate Level Range will:

A. Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts.

B. Identify main ideas and some specific information on a limited number of predictable topics.

C. Use background knowledge to comprehend simple stories and personal correspondence.

D. Depend on the use of paraphrase and restatement in order to understand the message.

E. Infer meaning of some unfamiliar words in order to understand the gist of an oral or written text.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

Interpretive Tasks

- Read and understand the directions for assembling a child's toy.
- Read and understand the general meaning of a movie review.
- Listen and understand a native speaker describing a significant life event (e.g., obtaining his/her driving license, attending an important sporting event, passing an exam, getting a job).

Listen to and understand a sequence of directions about what to do during a tornado.

Standard 1.2: Interpersonal Communication - Speaking/Writing

Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

Progress Indicators: ***What will Intermediate Level learners be able to do in the target language?***

By the end of the Intermediate Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When speaking and writing in person-to-person communication, learners in the Intermediate Level Range will:

1. Sustain a conversation on selected topics about themselves and others, using details and descriptions.
2. Ask and answer a variety of questions, giving reasons for their answers.
3. Express personal preferences and feelings with some explanation.
4. Initiate a series of commands.

Performance Guidelines: ***What characterizes Intermediate Level learners' performance in speaking and writing?***

Learners in the Intermediate Level Range:

A. Use strings of sentences when communicating on familiar topics.

B. Recombine learned vocabulary and structures to express their own thoughts within familiar contexts.

C. Use some paraphrasing and can find another way to express an idea/term to avoid a breakdown in communication, and can ask for clarification.

D. May mispronounce words in new context or words being read for the first time.

E. Continue to communicate with false starts and pause frequently to search for words when interacting with others.

F. Are understood by those accustomed to interacting with language learners.

G. Demonstrate control of present time and show evidence of some control of other time frames.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

Interpersonal Tasks

- Write an apology (e.g., for missing a birthday, date, hurting someone's feelings)
- Tell what you or others will be doing five years from now and ask someone else about his/her future plans.
- Give instructions to someone to do something (how to study for a test, what to do in case of an emergency).

Standard 1.3: Presentational Communication – Speaking and Writing

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Progress Indicators: ***What will Intermediate Level learners be able to do in the target language?***

By the end of the Intermediate Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When presenting information by speaking or writing learners in the Intermediate Level Range will:

1. Describe in written or spoken format a short presentation on familiar topics (e.g., school, community, or personal experiences).

2. Give directions to someone in order to complete a multistep task.

3. Recount an event incorporating some description and detail.

4. Write one-page compositions and letters.

5. Present student-created and/or authentic short plays, stories, skits, poems and songs.

Performance Guidelines: ***What characterizes the Intermediate Level learners' performance in spoken and written presentations?***

Learners in the Intermediate Level Range:

A. Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about familiar topics.

B. Communicate oral and written information with sufficient accuracy that listeners and readers understand most of what is presented.

C. Make occasional use of paraphrasing and can find another way to express an idea/term to avoid a breakdown in communication, and make efforts at self-correction.

D. Supplement their basic vocabulary for both oral and written presentations with expressions acquired from other sources such as dictionaries.

E. Continue to pause to search for words and show some interference from the native language when attempting to present less familiar material.

F. Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners.

G. Formulate oral and written presentations primarily in present time but also, with preparation, in past and future time.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

Presentational Tasks

- Give excuses or explanations for why you were late for class or why you did not do your work.
- Retell a familiar fairy tale or short story.
- Write a diary entry about an event that happened in the past, including background information and circumstances.

Goal 2: Cultures
Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Progress Indicators: ***What are Intermediate Level learners able to do in the target language?***

Learners in the Intermediate Level Range will:

1. Interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations.

2. Explain in simple terms the reasons for different traditions and customs of the target culture. 🕮

3. Experience cultural and social activities common to a student of similar age in the target culture such as school life, sports, music and other entertainment. 🕮

4. Identify and discuss perspectives typically associated with the target culture's business practices. 🕮

5. Discuss some commonly held generalizations about the target culture. 🕮

Performance Guidelines: ***What characterizes the Intermediate Level learners' performance in communicating about cultural practices in the target language?***

Learners in the Intermediate Level Range:

A. Begin to use culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors outside the memorized context.

B. Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about cultural practices.

C. Demonstrate some cultural knowledge in oral and written presentations.

D. Recognize the reflections of practices, products, and perspectives of the target culture in oral and written texts.

E. Use knowledge of their own culture and that of the target culture to communicate more accurately about cultural practices.

F. Supplement their basic vocabulary about cultural practices from other sources such as dictionaries.

G. Use the student's native language when the investigation of cultural perspectives extends beyond the Intermediate Level Range.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

- Prepare messages on video or audio tape to be sent to peers in the target culture on topics of shared personal interest in their daily lives at home or at school.

- Teach the class how to play a game/sport of the target country.

- Prepare a presentation (written report, poem, dramatization) which describes ways in which the learner's views about the target culture have changed over time.

- View a video depicting a cultural celebration and write a short letter in the language describing it and explaining its origin.

- Using the Internet, research information about several common businesses in the target country and document such things as store hours, requirements for employment, and acceptable methods of payments.

Standard 2.2: Products of Culture

Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Progress Indicators: ***What are Intermediate Level learners able to do in the target language?***

Learners in the Intermediate Level Range will:

1. Explain the significance of objects, images, and symbols, and products of the target culture.

2. Describe major contributions and historical figures from the target culture including contributions in science, mathematics, government, and fine arts. 🕮

3. Identify the influence of the target culture on the products of the U.S. 🕮

4. Explain the impact of the target country's geography on daily life in the target culture. 🕮

5. Identify the target culture's basic perspectives in its art, literature, music, dance. 🕮

Performance Guidelines: ***What characterizes the Intermediate Level learners' performance in communicating about cultural products in the target language?***

Learners in the Intermediate Level Range:

A. Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about cultural products.

B. Recognize the reflections of practices, products, and perspectives of the target culture in oral and written texts.

C. Demonstrate some cultural knowledge about cultural products in oral and written presentations.

D. Use the student's native language when the investigation of cultural perspectives extends beyond the intermediate proficiency range.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

- After reading about the lives of famous people of the target culture, the learner will summarize in writing and present orally information about one of the famous people.

- Create and explain a visual display which illustrates the influence of the target culture on the student's home culture.

- Develop a timeline which illustrates major contributions of the culture to the world community.
- Write a letter describing how to get to a specific place in the target culture, including means of transportation, directions, landmarks, and distance.
- Paint an animal of your choice in the style of an artist from the target country.
- Research and report on the symbolism found in the colors and symbols on the national flag of the target culture.

Goal 3: Connections
Connect with Other Disciplines and Acquire Information

Standard 3.1: Interdisciplinary Studies

Students will reinforce and further their knowledge of other content areas through the foreign language.

Progress Indicators: ***What will Intermediate Level learners be able to do in the target language?***

Learners in the Intermediate Level Range will:

1. Transfer and apply information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, English) to the target language classroom.
2. Apply the information gathered through target language resources in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English) in order to supplement learning.

Performance Guidelines: ***What characterizes the performance of Intermediate Level Range learners?***

Learners in the Intermediate Level Range:

A. Use strings of sentences when communicating in oral or written contexts on familiar topics in selected content areas.

B. Recombine learned vocabulary and structures to express their own thoughts within familiar contexts.

C. Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts about selected content areas.

D. Identify main ideas and some specific information on a limited number of predictable topics in selected content areas.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

- Explore the measuring system used in the target culture.
- Present a dramatization of an historical event.
- Prepare, conduct, and record results of a science experiment in the target language.
- Use weather reports in newspapers to compare temperatures in Fahrenheit and Celsius.
- Explain the historical reason for the origin or the geographical names found in the United States that are derived from the target language.

Standard 3.2: Distinctive Viewpoints

Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Progress Indicators: ***What will Intermediate Level learners be able to do in the target language?***

Learners in the Intermediate Level Range will:

1. Using authentic target language sources, (such as the Internet, books and magazines) acquire and apply information about the target culture.
2. Use authentic sources to explore the distinctive perspectives of the foreign culture.

Performance Guidelines: ***What characterizes the performance of Intermediate Level Range learners?***

Learners in the Intermediate Level Range:

A. Understand longer, more complex oral and written information in familiar contexts.

B. Identify main ideas and some specific information on a limited number of topics found in the target culture.

C. Determine meaning by using contextual clues.

D. Are helped by the use of redundancy, paraphrase, and restatement in order to understand the message.

E. Use strings of sentences to describe distinctive viewpoints of the target culture.

F. Use the student's native language only when the discussion of distinctive viewpoints extends beyond the Intermediate Level Range.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

- Using a Web site for a department store in the target culture, identify the popular product lines you might not find in the U.S.
- Apply the grammatical knowledge acquired in the foreign language to achieve a better understanding of English grammatical structures.
- Show how the works of artists in the target culture have influenced the arts in the home culture.

Goal 4: Comparisons
Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Progress Indicators: ***What will Intermediate Level learners be able to do in the target language?***

Learners in the Intermediate Level Range will:

1. Explore the historical and cultural reasons for cognates and borrowed words. 🕮
2. Use knowledge of sound and writing systems (including stress, intonation, punctuation) to communicate on topics of personal interest.
3. Contrast identified structural patterns of the language studied (such as tense, gender, word order, agreement) to structural patterns in their own language.
4. Use appropriate idiomatic expressions in limited settings.

Performance Guidelines: ***What characterizes the performance of Intermediate Level learners?***

Learners in the Intermediate Level Range:

A. Understand general concepts about language comparisons.

B. Express their own thoughts using sentences/strings of sentences when describing language structure comparisons.

C. Rely on paraphrase and restatement in order to understand or communicate about language structure comparisons between cultures.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

- Compare the target language and English titles for movies originating in the U.S. to determine whether the title in the target language is a literal translation of the English title, or if the title in the target language is meant to be a representation of the movie content.

- Identify terms of respect and terms of affection used in the target language and compare them to terms used in English.
- Discuss the various command forms of the target language compared with only one command form of English.
- Discuss the idea of past tense in English and compare it to the past tense(s) of the target language.

Standard 4.2: Culture Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Progress Indicators: ***What will Intermediate Level learners be able to do in the target language?***

Learners in the Intermediate Level Range will:

1. Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
2. Give basic descriptions of crosscultural similarities and differences in the practices of the target culture.
3. Give basic descriptions of crosscultural similarities and differences in the products of the target culture.
4. Give simple descriptions of crosscultural similarities and differences in the perspectives of the target culture.

Performance Guidelines: ***What characterizes Intermediate Level learners' performance?***

Learners in the Intermediate Level Range:

A. Express their own thoughts using sentences/strings of sentences when describing cultural comparisons between the culture studied and their own.

B. Understand general concepts about cultural similarities and differences.

C. Rely on paraphrase and restatement in order to understand or communicate about cross-cultural comparisons.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

- Listen to a song always associated with a particular celebration in the target culture and compare it to the song sung in the U.S. for the same celebration.
- Use Web sites, magazines, movies, and television programs to collect information about the favorite stars in the target culture. Compare them with the favorites in the U.S.
- Compare the symbols/landmarks of the American culture to those found in the target culture.

Goal 5: Communities
Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students will use the language both within and beyond the school setting.
Progress Indicators: ***What will Intermediate Level learners be able to do in the target language?***

Learners in the Intermediate Level Range will:

1. Investigate and/or participate in activities where the ability to communicate in a second language is beneficial, such as local business visitations, exchange programs, and sister-city projects.

2. Communicate with others who speak or have a working knowledge of the language about a variety of topics, such as sports, hobbies, or current events.

3. Establish contact with a native speaker through Internet, e-mail, personal travel.

4. Take part in language-related activities to benefit their school and/or community such as tutoring, interpreting, or public performance.

Performance Guidelines: ***What characterizes Intermediate Level learners' performance?***

Learners in the Intermediate Level Range:

A. Express their own thoughts using sentences/strings of sentences on familiar topics.

B. Demonstrate control of present time and some control of other time frames.

C. Describe and narrate in oral and written presentations on familiar topics.

D. Understand main ideas and some specific information on a limited number of topics.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

- Use the target language to communicate with speakers of the target culture while on community service projects/trips.

- Listen to personal accounts from people who speak more than one language.

- Keep a log of personal encounters with the target language in the school and community.

- Research topics of interest in magazines, newspapers or on the Web.

Standard 5.2: Personal Enrichment

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Progress Indicators: ***What will Intermediate Level learners be able to do in the target language?***

Learners in the Intermediate Level Range will:

1. Exchange information with native speakers about topics of personal interest.
2. Explore various target language resources to expand their knowledge of individual hobbies or interests.
3. Research current issues of interest using various foreign language/culture sources. 🕮
4. Demonstrate extracurricular use of target language media as a source of entertainment.

Performance Guidelines: ***What characterizes the performance of Intermediate Level learners?***

Learners in the Intermediate Level Range:

A. Are understood by those very accustomed to interacting with language learners.

B. Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven.

C. Rely on the use of paraphrase and restatement in order to enhance comprehensibility in both oral and written presentations.

D. Express their own thoughts, describe and narrate, using sentences and strings of sentences, in oral and written presentations on familiar topics.

Classroom Examples: ***What types of tasks are appropriate for the Intermediate Level Range classroom?***

- Students will identify their "ideal home" and then use a Web site of homes for sale in the target culture to find a good match.
- View videos, television programs, and/or movies of interest in the target language.
- Invite/interact with classmates who are native speakers of the target language to school functions and interact with them in the target language.
- Attend a service or meeting conducted in the target language.

PRE-ADVANCED LEVEL RANGE

The term Pre-advanced is the same as Intermediate-High in the *ACTFL Proficiency Guidelines*. Pre-advanced was selected as the term to describe those who function most of the time at the Advanced level of proficiency but who cannot yet sustain the level of performance that is needed for an Advanced rating (*ACTFL Performance Guidelines for K-12 Learners*, p. 6).

Pre-advanced learners are typically in Levels IV-VI (see descriptions of levels in the Overview).

Goal 1: Communication
Communicate in Languages Other Than English

Content at the Pre-advanced Level Range includes personal, cultural and social topics such as: history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields; career choices, the environment, and political and social issues.

Standard 1.1: Interpretative Communication - Listening/Reading/Viewing

Students will understand and interpret written and spoken language on a variety of topics.

Progress Indicators: ***What will Pre-advanced Level learners be able to do in the target language?***

When listening, reading, and viewing, learners in the Pre-advanced Level Range will:

1. Understand spoken language that incorporates more advanced vocabulary and structures, including idiomatic expressions.
2. Understand more complex written materials in both concrete and abstract contexts.
3. Comprehend the main ideas and supporting ideas of oral and written presentations, and selected authentic materials, including videos, radio and television broadcasts, and Internet resources.
4. Analyze the main elements of authentic literary texts.
5. Respond appropriately to compound directions, instructions, and commands.
6. Research and synthesize information from a variety of sources. 🕮

Performance Guidelines: ***What characterizes Pre-advanced Level learners' performance in listening, reading and viewing?***

Learners in the Pre-advanced Level Range will:

A. Demonstrate growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.

B. Understand main ideas and significant details on a variety of topics.

NOTE: Book icons (🕮) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

C. Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use.

D. Apply rules of language to construct meaning from oral and written text.

E. Move beyond literal comprehension toward more critical reading and listening.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- Read and understand an article in popular magazines and be able to give a brief global summary and find specific facts.
- As the teacher describes the scene in a well-known painting, draw as you visualize it.
- Listen to and understand excerpts from a film/play and demonstrate comprehension of plot and character traits.

Standard 1.2: Interpersonal Communication - Speaking/Writing

Students will engage in conversations, and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

Progress Indicators: ***What will Pre-advanced Level learners be able to do in the target language?***

When speaking and writing in person-to-person communication, learners in the Pre-advanced Level Range will:

1. Initiate, sustain and conclude communication on a variety of topics.
2. Ask and answer a variety of questions that require follow-up questions and responses for more information.
3. Support personal preferences, feelings, opinions with more complete explanation.
4. Persuade another person to do something.

Performance Guidelines: ***What characterizes pre-advanced learners' performance in speaking and writing in person-to-person communication?***

Learners in the Pre-advanced Level Range will:

A. Use connected sentences and/or paragraphs when communicating on a variety of familiar topics, making use of transition words and phrases.

B. Interact with others in more complicated or unfamiliar contexts using vocabulary from a variety of topics.

C. Ask for clarification and suggest alternative words to ensure understanding.

D. Use rules of pronunciation to correctly pronounce new words.

E. Use language more confidently and with fewer pauses.

F. Be understood by native speakers unaccustomed to interacting with language learners.

G. Demonstrate sustained control of basic structures in present time and partial control of more complex structures and time frames in the past and future.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- In a panel discussion, discuss what constitutes a healthy diet and its impact on health.
- Introduce yourself to an incoming freshman and give him/her pointers on how to survive at your school.
- With 3 or 4 classmates debate the issue of whether family life is more or less important in today's world.

Standard 1.3: Presentational Communication - Speaking/Writing

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Progress Indicators: ***What will Pre-advanced Level learners be able to do in the target language?***

When presenting information by speaking or writing, learners in the Pre-advanced Level Range will:

1. Describe in written or spoken format a presentation on a topic of personal interest.
2. Give a series of directions to someone, coaching the person in order to complete the tasks.
3. Recount an event with substantive description and detail.
4. Write formal compositions and letters for a variety of purposes.
5. Present student-created works and excerpts of authentic literature.

Performance Guidelines: ***What characterizes Pre-advanced Level learners' performance in spoken and written presentations?***

Learners in the Pre-advanced Level Range will:

A. Report, narrate, and describe, using paragraph length and longer forms of discourse in oral and written presentations on topics of personal, school, and community interest.

B. Demonstrate conscious efforts at correct formulation andediting.

C. Make use of simplification, reformulation, and circumlocution to enhance written and oral communication.

D. Demonstrate control of an extensive vocabulary from a variety of topics.

E. Use language with ease and with few pauses.

F. Make use of a variety of resource materials and presentation methods to enhance communication. 🕮

G. Possibly show some inaccuracies and interference from the native language when presentations deal with multiple time frames.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- Narrate an accident that you have experienced or witnessed.
- Write and perform an original dialog based on two characters from a film or text.
- Write a complaint about a familiar topic (dress code, food in the cafeteria, choice of course offerings) and give suggestions for changes.
- Speculate about what life would be like elsewhere (on the moon, under the sea, in the target culture).
- Present yourself in a job interview, explain your qualifications, why you want the job, why you would be better than other applicants. (This presentation may be videotaped.)

Goal 2: Cultures
Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

Progress Indicators: ***What are Pre-advanced Level learners able to do in the target language?***

Learners in the Pre-advanced Level Range will:

1. Interact according to the social and cultural requirements of most social and some formal contexts.
2. Discuss inappropriately used verbal and nonverbal expressions and analyze the cultural implications.
3. Participate in and analyze cultural events.
4. Exhibit deeper knowledge of historical background of the target culture that explain their cultural practices. 🕮
5. Analyze some commonly held generalizations about the target culture. 🕮

Performance Guidelines: ***What characterizes the Pre-advanced Lrvrl learners' performance in communicating about cultural practices in the target language?***

Learners in the Pre-advanced Level Range will:

A. Use language increasingly reflective of authentic cultural practices and perspectives.

B. Describe cultural practices by using connected narrative and descriptive sentences in present and other time frames.

C. Use culturally appropriate vocabulary, idioms, and nonverbal behaviors in an authentic situation.

D. Integrate culturally embedded words, phrases, and idioms in everyday communication.

E. Communicate with a fairly high degree of facility when making oral and written presentations about well-researched topics of cultural practices.

F. Apply understanding of cultural practices to enhance comprehension of oral and written texts.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- Read a short passage about the origins of a custom or cultural celebration in the language and do a presentation on it using the language.
- Report on information gained from authentic texts (newspapers, magazines, letters, e-mail) on how people in the target culture view the role of the U.S. in world affairs.
- Write a report giving examples of how media and texts in the target language reflect patterns of behavior, beliefs, and attitudes.

Standard 2.2: Products of Culture

Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

Progress Indicators: ***What are Pre-advanced Level learners able to do in the target language?***

Learners in the Pre-advanced Range will:

1. Research the cultural significance of objects, images, and symbols of the target culture. 🕮
2. Describe the target culture through its visual arts, architecture, literature, and music. 🕮
3. Describe the role and significance of the contributions of the target culture in today's world. 🕮
4. Research an environmental issue from the target country and use the language to tell/write of its impact on the target country. 🕮
5. Identify some of the target language's literary masterpieces and authors and explore the cultural perspectives representative of their work. 🕮

Performance Guidelines: ***What characterizes the pre-advanced learners' performance in communicating about cultural products in the target language?***

Learners in the Pre-advanced Level Range will:

A. Describe cultural products by using connected narrative and descriptive sentences in present and other time frames.

B. Integrate culturally embedded words, phrases, and idioms in everyday communication.

C. Use language increasingly reflective of authentic cultural products and perspectives.

D. Communicate with a fairly high degree of facility when making oral and written presentations about well-researched topics on cultural products.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- You are a tour guide in a tourist area of the target country. Give information about the sites to the group of tourists as the tour bus drives through the area.
- While participating in a conversation with peers and/or adults, exchange information/opinions about causes and consequences of an historical event in the target language country.
- After reading a literary text (short story, poem, novel, drama or viewing a film in the target language), participate in a panel presentation and share viewpoints/opinions about the text/film.
- Prepare a display and orally present information about commercial trade patterns between the home and target cultures.

Goal 3: Connections
Connect With Other Disciplines and Acquire Information

Standard 3.1: Interdisciplinary Studies

Students will reinforce and further their knowledge of other content areas through the foreign language.

Progress Indicators: ***What are Pre-advanced Level learners able to do in the target language?***

Learners in the Pre-advanced Level Range will:

1. Interpret information and apply skills from other content areas (such as the arts, health, social studies, English) to the target language classroom.
2. Locate target language resources in order to analyze and synthesize information for use in other content areas (such as the arts, health, social studies, sciences, mathematics, English).

Performance Guidelines: ***What characterizes the performance of Pre-advanced Level learners?***

Learners in the Pre-advanced Level Range will:

A. Use connected sentences and/or paragraphs when communicating on a variety of familiar topics studied in selected content areas.

B. Interact with others on information learned in other selected content areas.

C. Understand main ideas and significant details on topics studied in selected content areas.

D. Make use of a variety of resource materials and presentation methods to enhance communication.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- Measure and record distances, weights, and capacities of a variety of objects using the measuring system of the target cultures.
- Make a display and orally present information about careers that require communicative competence in the target language.
- Research the importance of a major historical event in the target culture.
- Read newspaper accounts of the same event in English and the target language to compare the treatment of the event.
- Demonstrate understanding of maps, graphs, charts, and other visuals by responding to questions that require the learner to identify patterns, note trends, and draw conclusions.

Standard 3.2: Distinctive Viewpoints

Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Progress Indicators: ***What are Pre-advanced Level learners able to do in the target language?***

Learners in the Pre-advanced Level Range will:

1. Synthesize information about the target culture, using authentic sources. 🕮
2. Use authentic sources to analyze the distinctive perspectives of the target culture. 🕮

Performance Guidelines: ***What characterizes the performance of Pre-advanced Level learners?***

Learners in the Pre-advanced Level Range will:

A. Understand more complex written materials in both concrete and abstract contexts.

B. Apply rules of language to construct meaning from oral and written text.

C. Comprehend the main ideas and supporting ideas of oral and written presentations.

D. Use connected sentences and/or paragraphs when communicating about distinctive viewpoints of the target culture.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- Access the Internet to search information related to medical issues.
- Using authentic popular music, identify cultural perspectives associated with the target culture.
- Use information gained from authentic texts to develop a timeline which illustrates major contributions of the target culture to the world community.
- Research the interpretation of the same historical event from the home culture and the target cultures' points of view.

Goal 4: Comparisons
Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Progress Indicators: ***What will Pre-advanced Level learners be able to do in the target language?***

Learners in the Pre-advanced Level Range will:

1. Have some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future.
2. Apply knowledge of sound and writing systems in spontaneous communicative situations.
3. Use knowledge of structural patterns of their own language and the target language for effective communication.
4. Apply idiomatic expression in a variety of social contexts.

Performance Guidelines: ***What characterizes Pre-advanced Level learners' performance?***

Learners in the Pre-advanced Level Range will:

A. Use connected sentences and/or paragraphs when communicating about basic language comparisons between cultures.

B. Use more specialized and precise vocabulary when describing language structure comparisons.

C. Use background knowledge to deduce meaning and to understand complex information about language structures.

D. Be able to clarify details about language structures by asking questions.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- Compare how people express apologies, condolences, praise, reprimands, requests, in the target language and English.
- Analyze the differences among grammatical structures in English and the target language.
- Explore authentic materials to find new words adapted from English.
- Role-play a shopping situation in a foreign market place using appropriate idiomatic expressions.

Standard 4.2: Culture Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Progress Indicators: ***What will Pre-advanced Level learners be able to do in the target language?***

Learners in the Pre-advanced Level Range will:

1. Apply appropriate verbal and nonverbal behavior between cultures.
2. Analyze crosscultural similarities and differences in the practices of the culture studied. 🕮
3. Analyze crosscultural similarities and differences in the products of the culture studied. 🕮
4. Analyze and infer crosscultural similarities and differences in the perspectives of the culture studied. 🕮

Performance Guidelines: ***What characterizes Pre-advanced Level learners' performance?***

Learners in the Pre-advanced Level Range will:

A. Use connected sentences and/or paragraphs when communicating about similarities and differences between the culture studied and their own.

B. Use more specialized and precise vocabulary when describing cultural similarities and differences between cultures.

C. Use background knowledge to deduce meaning and to understand complex information about cultural similarities and differences.

D. Be able to clarify details about cultural differences by asking questions.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- Study murals painted in both the USA and in the target culture and compare their artistic styles and political messages.
- Discuss the similarities and differences of folk legends in the target culture with those found in the student's own culture.
- Analyze the differences of the concept of life/death between the target culture and the student's own culture.
- Discuss the similarities and differences in the perspectives of time/money/work ethic between the two cultures.
- Explore how ceremonies such as weddings or funerals differ between the target culture and the student's own culture.

Goal 5: Communities
Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students will use the language both within and beyond the school setting.

Progress Indicators: ***What will Pre-advanced Level learners be able to do in the target language?***

Learners in the Pre-advanced Level Range will:

1. Research the benefits of being able to communicate in more than one language. 🕮
2. Interact appropriately in the target language in real-life situations.
3. Maintain ongoing personal contact with a native speaker.
4. Provide services such as tutoring, interpreting, and public performances within and beyond the school community using the target language.

Performance Guidelines: ***What characterizes Pre-advanced Level learners' performance?***

Learners in the Pre-advanced Level Range will:

A. Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting on topics of personal, school, and community interest.

B. Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.

C. May encounter difficulty comprehending language dealing with abstract topics.

D. Understand main ideas and significant details on a variety of topics, although comprehension may be uneven.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- Using e-mail communication, survey students in the target culture concerning U.S. involvement in world affairs and then compile and analyze the data.
- Intern with someone from the business community who uses the target language at work.
- Volunteer to interpret for a community service, such as a clinic, that serves speakers of the target language.
- Interview bilingual professionals to find out how being bilingual has enhanced opportunities in their field.
- Prepare and conduct a survey among corporations and businesses to identify second language skills required of their employees.

Standard 5.2: Personal Enrichment

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Progress Indicators: ***What will Pre-advanced Level learners be able to do in the target language?***

Learners at the Pre-advanced Level Range will:

1. Initiate and sustain long-term associations with others proficient in the language.
2. Use a variety of sources for entertainment or personal growth such as films, books, Internet, or social events.
3. Critically discuss current issues of the target culture. 🕮
4. Pursue personal interests in various aspects of the target culture.

Performance Guidelines: ***What characterizes Pre-advanced Level learners' performance?***

Learners in the Pre-advanced Level Range:

A. Are understood by those with whom they interact, although there may still be a range of linguistic inaccuracies, and on occasion the communication partner may need to make a special effort to understand the message.

B. Are able to understand main ideas and significant details on a variety of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven.

C. Clarify details by asking questions but occasionally do not comprehend.

D. Formulate paragraph-length and longer oral and written presentations in present time, on topics of personal, school, community and global interest.

E. Show some inaccuracies and/or interference from the native language when presentations deal with multiple time frames and/or other complex structures.

Classroom Examples: ***What types of tasks are appropriate for the Pre-advanced Level Range classroom?***

- Participate in a study abroad program and/or host an exchange student from the target culture.
- Interact with an exchange student in the target language.
- Volunteer in the community where the target language can be utilized
- Attend performances presented in the target language.
- Using electronic media, report on current events from the target culture.
- Using the target language, teach others the rules and strategies of a popular sport of the target culture.

GLOSSARY

articulation - refers to a foreign language program which provides for a gradual, sequential progression of knowledge and skills from level to level of language development.

authentic assessment - assessments that evoke demonstrations of knowledge and skills in ways that are applied in the real world.

authentic materials - resources including books, magazines, newspapers, brochures, menus, videos, recordings which are used by people in the target culture.

benchmark - an interpretation of a performance standard according to age, grade, or developmental level.

circumlocution - using alternate (roundabout) words and phrases to convey meaning or express an idea.

classical languages - the forms of Latin and Greek used in ancient Greek and Latin literature.

cognate - a word in the target language that looks like, or sounds like a word with the same meaning in English.

culture - the term "culture" is generally understood to include the philosophical perspectives, the behavioral practices, and the products - both tangible and intangible - of a society.

curriculum framework - a comprehensive document developed for a content area consisting of overarching goals, content standards, and performance standards. The curriculum framework serves as a guide to local school districts as they create a curriculum unique to their needs.

developmentally appropriate materials - materials that correlate to age, grade, or proficiency level of the student.

false start - the natural tendency of a speaker to restate what has just been uttered in order to correct, clarify, or improve upon it.

idiomatic expressions - expressions in one language that cannot be directly translated into another language.

intangible - examples of intangible products: a dance, an oral tale, a sacred ritual, a system of education.

interpersonal mode of communication - is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

interpretive mode of communication - is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

overarching goals - relatively brief, very general statements that describe what students should know and be able to do. They should reflect the best and most recent theory and research in that area. They are more general than content standards, but provide a framework into which content standards can be organized.

performance standards - specify how well students perform the content standards. Performance standards gauge the degree to which content standards have been attained by individuals or groups, indicating the nature of the evidence and the quality of student performance on agreed-upon tasks or measurement instruments.

perspectives - the attitudes, ideas, beliefs, viewpoints, or values of a cultural group.

presentational mode of communication - refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

proficiency - ability to communicate effectively in everyday real-life situations in both oral and written forms in the cultures where the language is spoken.

recombination - the ability to use previously learned vocabulary and structures to create new and unique expressions.

sequential language learning - language learned in a continuous related order. In an articulated, sequential program, courses are scheduled every year and teachers follow a curriculum that spirals learning objectives from year to year for the purpose of the students attaining communicative proficiency in the language learned.

tangible - examples of tangible products: a toy, a painting, an article of clothing, a cathedral, a piece of literature, a pair of chopsticks.

target culture - the culture of the people who speak the target language.

target language - the language that is being taught or learned.