

Modern Languages Level V

Course Description

The Level V language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level IV course or are at an Intermediate-Low to Intermediate-Mid level of proficiency.

Students gain increased confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the target language, and making oral and written presentations in the target language. They manipulate more complex features of the language, including more abstract concepts. Students are able to understand material presented on a variety of topics related to contemporary, historical, and literary events and issues in the target culture(s). Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content in order to reflect developmentally appropriate interests.

This course may be taught over one year (e.g., traditional high school programs) or during one semester (e.g., 4 x 4 block schedule). An important component of language classes is the use of the language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in the modern language and in providing students the opportunity to interact with native speakers of the language.

By the end of Level V, students will exhibit Intermediate-Low level proficiency in speaking and writing and Intermediate-Mid level proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

Student Profile (Level V)

ACTFL Listening Proficiency Guidelines (Intermediate-Mid)

Listeners at the Intermediate-Mid level understand sentence-length discourse that consists of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

ACTFL Speaking Proficiency Guidelines (Intermediate-Low)

Speakers at the Intermediate-Low level can successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such

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as ordering food and making simple purchases. At this level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions. These speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language, but, in spite of frequent misunderstandings that require repetition or rephrasing, they can generally be understood by sympathetic interlocutors, particularly those accustomed to dealing with non-natives.

ACTFL Reading Proficiency Guidelines (Intermediate-Mid)

Readers at the Intermediate-Mid level read with increased understanding simple connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. Texts provide basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

ACTFL Writing Proficiency Guidelines (Intermediate-Low)

Writers at the Intermediate-Low level can meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic subject-verb-object word order. They are written mostly in present time with occasional and often incorrect use of past or future time. Writing tends to be a few sentences often with repetitive structure. Vocabulary is limited to common objects and routine activities, adequate to express elementary needs. Writing is somewhat mechanistic and topics are limited to highly predictable content areas and personal information tied to limited language experience. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. When these writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required.

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Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLV.IP1 The students exchange oral and written information and ideas in the target language on topics related to contemporary, historical and literary events and issues utilizing cultural references where appropriate. The students:

- A. Express physical and social needs.
- B. Relate personal information.
- C. Elicit and express opinions, preferences and other topical information.
- D. Exchange personal reactions to spoken and written information related to the target culture(s).

MLV.IP2 The students communicate original thoughts and react to conversational input using sentences and strings of sentences. The students:

- A. Participate in extended oral and written activities reflecting the present tense, with some usage of past and future tenses.
- B. Exchange ideas using level-appropriate material.
- C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
- D. Use self-correction.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLV.INT1 The students comprehend level appropriate spoken and written language on topics related to contemporary, historical and literary events and issues utilizing cultural references, where appropriate, presented through a variety of media in the target language, including authentic materials. The students:

- A. Understand subtleties of meaning in a variety of level-appropriate works, including idiomatic expressions and figurative language.
- B. Demonstrate comprehension of current and historical events.
- C. Demonstrate comprehension of level-appropriate literature.
- D. Understand connected discourse presented through print and electronic media in the target language.
- E. Demonstrate comprehension of short routine telephone conversations and some deliberate speech, such as routine announcements and simple reports via the media.
- F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension.

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Presentational Mode of Communication (P)

- MLV.P1 The students present previously learned as well as newly acquired information on topics related to contemporary, historical and literary events and issues utilizing cultural references where appropriate using sentences and strings of sentences. The students:
- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
 - B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
 - C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
 - D. Give prepared presentations (near full control of present tense, partial control of past and future tenses), using visual and technological support as appropriate.
 - E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
- MLV.P2 The students present student-created as well as culturally authentic stories, poems, skits, and/or short plays in the target language. The students:
- A. Produce well-organized presentations suitable for the audience and the purpose.
 - B. Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support.

II. Cultural Perspectives, Practices, and Products (CU)

- MLV.CU1 The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:
- A. Research, plan, and participate in cultural events.
 - B. Differentiate between cultural patterns of behavior.
 - C. Research and report on contemporary or historical events and issues.
 - D. Recognize target culture influences on the products and practices of the culture(s).

III. Connections, Comparisons, and Communities (CCC)

- MLV.CCC1 The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts and/or career/ technical education. The students:

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- A. Express opinions about the role of major contemporary and historical figures and events from the cultures studied.
 - B. Discuss how topics studied in other subject areas relate to those studied in the target language class.
 - C. Research and discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
- MLV.CCC2 The students examine the similarities and differences that exist within and among the cultures studied. The students:
- A. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture.
 - B. Discuss local, regional, and national differences in the countries where the target language is spoken.
- MLV.CCC3 The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. The students:
- A. Compare target language pronunciation, vocabulary, and colloquial usage in various countries and regions with English language usage.
 - B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.
- MLV.CCC4 The students use language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:
- A. Organize and present information acquired through the use of media, entertainment, and technology, in the target language.
 - B. Apply interpreting skills to oral and written target language.
 - C. Augment cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.

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Modern Languages Level V: Summary of Skills Developed

The following list is intended to guide instruction and to assist teachers with their planning by providing a two-page reference to the elements described in the Georgia Performance Standards for Modern Languages, Level V. It is important to remember that typical Level V students will exhibit varying levels of proficiency.

Skills developed in Level V

The students:

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| MLV.IP1A | Express physical and social needs. |
| MLV.IP1B | Relate personal information. |
| MLV.IP1C | Elicit and express opinions, preferences and other topical information. |
| MLV.IP1D | Exchange personal reactions to spoken and written information related to the target culture(s). |
| MLV.IP2A | Participate in extended oral and written activities reflecting the present tense, with some usage of past and future tenses. |
| MLV.IP2B | Exchange ideas using level-appropriate material. |
| MLV.IP2C | Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. |
| MLV.IP2D | Use self-correction. |
| MLV.IP2E | Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. |
| MLV.INT1A | Understand subtleties of meaning in a variety of level-appropriate works, including idiomatic expressions and figurative language. |
| MLV.INT1B | Demonstrate comprehension of current and historical events. |
| MLV.INT1C | Demonstrate comprehension of level-appropriate literature. |
| MLV.INT1D | Understand connected discourse presented through print and electronic media in the target language. |
| MLV.INT1E | Demonstrate comprehension of short routine telephone conversations and some deliberate speech, such as routine announcements and simple reports via the media. |
| MLV.INT1F | Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing, and reading comprehension. |
| MLV.P1A | Summarize and communicate main ideas and supporting details from a variety of authentic language materials. |
| MLV.P1B | Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. |
| MLV.P1C | Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. |
| MLV.P1D | Give prepared presentations (near full control of present tense, partial control of past and future tenses), using visual and technological support as appropriate. |

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| MLV.P1E | Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. |
| MLV.P2A | Produce well-organized presentations suitable for the audience and the purpose. |
| MLV.P2B | Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support. |
| MLV.CU1A | Research, plan, and participate in cultural events. |
| MLV.CU1B | Differentiate between cultural patterns of behavior. |
| MLV.CU1C | Research and report on contemporary or historical events and issues. |
| MLV.CU1D | Recognize target culture influences on the products and practices of the culture(s). |
| MLV.CCC1A | Express opinions about the role of major contemporary and historical figures and events from the culture(s) studied. |
| MLV.CCC1B | Discuss how topics studied in other subject areas relate to those studied in the target language class. |
| MLV.CCC1C | Research and discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. |
| MLV.CCC2A | Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture. |
| MLV.CCC2B | Discuss local, regional, and national differences in the countries where the target language is spoken. |
| MLV.CCC3A | Compare target language pronunciation, vocabulary, and colloquial usage in various countries and regions with English language usage. |
| MLV.CCC3B | Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. |
| MLV.CCC4A | Organize and present information acquired through the use of media, entertainment, and technology, in the target language. |
| MLV.CCC4B | Apply interpreting skills to oral and written target language. |
| MLV.CCC4C | Augment cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. |

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Modern Languages Level V: Suggested Topics

The following topics are strongly suggested for the Level V course. These topics should be combined into coherent thematic units and taught in context. The GPS for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

All Level I, II, III, and IV Topics

Contemporary Figures

Cultural Nuances (Customs, Regional Differences, Perspectives, Etc.)

Current Events

Historical Events and Periods

Historical Figures

Impact and Influence of Technology on Society

Literary Figures

Literary Genres and Works

Literature

Sports and Entertainment Figures

World Views