

Modern Languages Level VII

Course Description

The Level VII 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 successfully completed at least a Level VI course or have demonstrated an Intermediate-Mid level of proficiency.

Students expand their communicative skills by manipulating complex features of the language, including abstract concepts. Students will focus on various topics with a continued emphasis on the practical use of language.

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 the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

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

Student Profile (Level VII)

ACTFL Listening Proficiency Guidelines (Intermediate-High)

Listeners at the Intermediate-High level are able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

ACTFL Speaking Proficiency Guidelines (Intermediate-Mid)

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

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

They are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and

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some strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and /or grammar and/or syntax, misunderstandings can occur, but they are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

ACTFL Reading Proficiency Guidelines (Intermediate-High)

Readers at the Intermediate-High level are able to read consistently simple connected texts with full understanding when these texts deal with basic personal and social needs about which the reader has personal interest and/or knowledge. The student can extract some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension. The student has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. The student may have to read material several times for understanding.

ACTFL Writing Proficiency Guidelines (Intermediate-Mid)

Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. Writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception of the text. When writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and their message may be unclear. Writers can be understood readily by natives used to the writing of non-natives.

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Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLVII.IP1 The students exchange oral and written information and ideas in the target language on topics related to social issues, political systems, the arts, and the environment.
The students:

- A. Define and discuss social and political issues.
- B. Express and defend social views and opinions.
- C. Express and defend political views and opinions.
- D. Express and propose solutions.
- E. Interpret and express opinions.

MLVII.IP2 The students produce original extended oral and written discourse. The students:

- A. Participate in extended oral and written activities reflecting the past, present, and future tenses with increasing accuracy.
- B. Participate in sustained oral and written activities expressing hypothetical outcomes.
- C. Use effective paraphrasing, body language, an increased ability to circumlocute, and other creative means to convey and comprehend messages.
- D. Use effective self-correction techniques.
- E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLVII.INT1 The students comprehend level-appropriate spoken and written communication in the target language on topics related to social issues, political systems, the arts, and the environment presented through a variety of media, including authentic materials.
The students:

- A. Recognize and discriminate among subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and colloquialisms.
- B. Exhibit understanding of spoken and written texts related to the arts.
- C. Understand connected discourse presented through print and electronic media in the target language.
- D. Show understanding of extended conversations and speech, such as dialogues, monologues, and lectures.
- E. Begin to demonstrate an awareness of tone, style and author perspective.
- F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension.

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Presentational Mode of Communication (P)

- MLVII.P1 The students present level-appropriate information on topics related to social issues, political systems, the arts, and the environment in extended oral and written discourse. The students:
- A. Summarize and outline main ideas and supporting details from a variety of authentic language materials.
 - B. Create oral and written presentations in the past, present, and future tenses with increasing accuracy, using visual and technological support as appropriate.
 - C. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
- MLVII.P2 The students present stories, poems, skits, short plays, and/or speeches in the target language. The students:
- A. Research, produce and present well-organized projects in the target language.
 - B. Prepare well-organized presentations appropriate to the audience and the purpose.
 - C. Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support.

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

- MLVII.CU1 The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied on topics related to contemporary, historical, and literary events and issues utilizing cultural references where appropriate and explain how they are interrelated. The students:
- A. Research, plan, and participate in cultural events.
 - B. Recognize target culture influences on the products and practices of the culture(s).

III. Connections, Comparisons, and Communities (CCC)

- MLVII.CCC1 The students expand knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. The students:
- A. Share opinions about the role of major figures and events related to social, political, and environmental issues.
 - B. Share opinions about readings, works, or people related to the arts.
 - C. Discuss how topics studied in other subject areas relate to those studied in the target language class.

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- D. Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as social issues, political systems, environmental issues, and the arts.

MLVII.CCC2 The students examine and compare the similarities and differences that exist within and among the cultures studied. The students:

- A. Analyze the influences of social, political, and environmental issues on the relationships between the students' own culture(s) and the countries where the target language is spoken.
- B. Identify the influences of the arts on the relationships between the students' own culture(s) and the countries where the target language is spoken.
- C. Explain local, regional, and national differences in the countries where the target language is spoken.

MLVII.CCC3 The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. The students:

- A. Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken.
- B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.

MLVII.CCC4 The students apply 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.
- B. Apply interpreting skills to oral and written target language.
- C. Compare and contrast literary texts, such as folktales and proverbs in the target language with the English equivalents.
- D. Supplement their 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 VII: 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 VII. It is important to remember that typical Level VII students will exhibit varying levels of proficiency.

Skills developed in Level VII

The students:

MLVII.IP1A	Define and discuss social and political issues.
MLVII.IP1B	Express and defend social views and opinions.
MLVII.IP1C	Express and defend political views and opinins.
MLVII.IP1D	Express and propose solutions.
MLVII.IP1E	Interpret and express opinions.
MLVII.IP2A	Participate in extended oral and written activities reflecting the past, present, and future tenses with increasing accuracy.
MLVII.IP2B	Participate in sustained oral and written activities expressing hypothetical outcomes.
MLVII.IP2C	Use effective paraphrasing, body language, an increased ability to circumlocute, and other creative means to convey and comprehend messages.
MLVII.IP2D	Use effective self-correction techniques.
MLVII.IP2E	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLVII.INT1A	Recognize and discriminate subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and colloquialisms.
MLVII.INT1B	Exhibit understanding of spoken and written texts related to the arts.
MLVII.INT1C	Understand connected discourse presented through print and electronic media in the target language.
MLVII.INT1D	Show understanding of extended conversations and speech, such as dialogues, monologues, and lectures.
MLVII.INT1E	Begin to demonstrate an awareness of tone, style, and author perspective.
MLVII.INT1F	Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing, and reading comprehension.
MLVII.P1A	Summarize and outline main ideas and supporting details from a variety of authentic language materials.
MLVII.P1B	Create oral and written presentations incorporating the past, present, and future tenses with increasing accuracy, using visual and technological support as appropriate.
MLVII.P1C	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
MLVII.P2A	Research, produce, and present well-organized projects in the target language.
MLVII.P2B	Prepare well-organized presentations appropriate to the audience and the purpose.

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MLVII.P2C	Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support.
MLVII.CU1A	Research, plan, and participate in cultural events.
MLVII.CU1B	Recognize target culture influences on the products and practices of the culture(s).
MLVII.CCC1A	Share opinions about the role of major figures and events related to social, political, and environmental issues.
MLVII.CCC1B	Share opinions about readings, works, or people related to the arts.
MLVII.CCC1C	Discuss how topics studied in other subject areas relate to those studied in the target language class.
MLVII.CCC1D	Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as social issues, political systems, environmental issues, and the arts.
MLVII.CCC2A	Analyze the influences of social, political, and environmental issues on the relationships between students' own culture(s) and the countries where the target language is spoken.
MLVII.CCC2B	Identify the influences of the arts on the relationships between the students' own culture(s) and the countries where the target language is spoken.
MLVII.CCC2C	Explain local, regional, and national differences in the countries where the target language is spoken.
MLVII.CCC3A	Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken.
MLVII.CCC3B	Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.
MLVII.CCC4A	Organize and present information acquired through the use of media, entertainment, and technology.
MLVII.CCC4B	Apply interpreting skills to oral and written language.
MLVII.CCC4C	Compare and contrast literary texts, such as folktales and proverbs, in the target language, with their English equivalents.
MLVII.CCC4D	Supplement their 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 VII: Suggested Topics

The following topics are strongly suggested for the Level VII 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, IV, V, and VI Topics

Arts (including Architecture, Film, Literature, Music, Works or Art, etc.)

Cuisine

Economics and The Stock Market

Education Systems

Environmental Issues

Fairy Tales and Folklore

Government and Politics

Immigration and Emigration

Philosophy and Religion

Proverbs and Colloquialisms

Regionalisms (Dialects, Products, etc.)

Social Issues

Stereotypes

Traditions