

## **Modern Languages Level VIII**

### **Course Description**

The Level VIII 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 VII 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 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 foreign language and in providing students the opportunity to interact with native speakers of the language.

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

### **Student Profile (Level VIII)**

#### **ACTFL Listening Proficiency Guidelines (Advanced-Low)**

Listeners at the Advanced-Low level can understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. Texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual or imperative. Texts may also include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. The listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

#### **ACTFL Speaking Proficiency Guidelines (Intermediate-High)**

Speakers at the Intermediate-High level are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. They handle tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at this level narrate and describe in major time frames using connected discourse of paragraph length. Their performance will exhibit one or more features of breakdown, such as failure to maintain the narration or description semantically or syntactically in the major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, failure to successfully circumlocute, or a significant amount of

## Georgia Performance Standards for Modern Languages Level VIII

hesitation. These speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.) and gaps in communication may occur.

### ACTFL Reading Proficiency Guidelines (Advanced-Low)

Readers at the Advanced-Low level read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. The reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge, but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

### ACTFL Writing Proficiency Guidelines (Intermediate-High)

These writers can meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current interest. They connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. Writers can produce simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of these writers essentially correspond to those of the spoken language. These writers, even with numerous, and perhaps significant, errors, are generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

## **Georgia Performance Standards for Modern Languages Level VIII**

### Georgia Performance Standards with Elements

#### **I. Communication**

##### **Interpersonal Mode of Communication (IP)**

MLVIII.IP1 The students exchange oral and written information and ideas in the target language on topics related to philosophy, social issues, regionalisms, and traditions. The students:

- A. Define and discuss philosophical issues.
- B. Express and defend social views and opinions.
- C. Define and discuss aspects of regionalisms.
- D. Recognize and discuss the role of tradition in society.

MLVIII.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 in communicative exchanges.
- 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)**

MLVIII.INT1 The students comprehend level-appropriate spoken and written communication in the target language on topics related to philosophy, social issues, regionalisms, and traditions 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 proverbs, folktales, idiomatic expressions, and colloquialisms.
- B. Exhibit understanding of spoken and written texts.
- 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. Demonstrate an awareness of tone, style, and author perspective.
- F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension.

## **Georgia Performance Standards for Modern Languages Level VIII**

### **Presentational Mode of Communication (P)**

- MLVIII.P1 The students present information on topics related to philosophy, social issues, regionalisms, and traditions using vocabulary, phrases, and patterns in extended oral and written discourses. 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 with an increasing degree of accuracy, using visual and technological support as appropriate.
  - C. Demonstrate Intermediate-Low to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
- MLVIII.P2 The students present stories, poems, skits, short plays, and/or speeches in the target language. The students:
- A. Research, produce and prepare well-organized projects appropriate to the audience and the purpose in the target language.
  - B. Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support.
  - C. Participate in debates and deliver extemporaneous speeches.
  - D. Report on a regional aspect or tradition of the target culture(s).
  - E. Report on an event, idea, or person related to social or philosophical issues.

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

- MLVIII.CU1 The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated on topics related to philosophy, social issues, regionalisms, and traditions. The students:
- A. Research, plan, and participate in cultural events.
  - B. Recognize target culture influences on the products and practices of the target culture(s).
  - C. Recognize the target culture's influences on the products and practices of culture(s).

### **III. Connections, Comparisons, and Communities (CCC)**

- MLVIII.CCC1 The students expand their 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 and ideological issues.
  - B. Share opinions about readings, works, or people related to regionalisms and

## Georgia Performance Standards for Modern Languages Level VIII

traditions.

- C. Analyze and discuss how topics studied in other subject areas relate to those studied in the target language class.
- D. Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as social issues, philosophy, regionalisms, and traditions.

MLVIII.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 and philosophical issues on the relationships between the students' own culture(s) and the culture(s) of the countries where the target language is spoken.
- B. Identify the influences of regionalisms and traditions on the relationships between the students' own culture(s) and the culture(s) of the countries where the target language is spoken.
- C. Analyze and explain local, regional, and national differences in the countries where the target language is spoken.

MLVIII.CCC3 The students expand their 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.

MLVIII.CCC4 The students apply interpreting 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 language in the target language.
- C. Compare and contrast literary texts, such as poetry, folktales, and proverbs in the target language with English language versions.
- 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.

## Georgia Performance Standards for Modern Languages Level VIII

### Modern Languages Level VIII: 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 VIII. It is important to remember that typical Level VIII students will exhibit varying levels of proficiency.

#### Skills developed in Level VIII

**The students:**

MLVIII.IP1A	Define and discuss philosophical issues.
MLVIII.IP1B	Express and defend social views and opinions.
MLVIII.IP1C	Define and discuss aspects of regionalisms.
MLVIII.IP1D	Recognize and discuss the role of tradition in society.
MLVIII.IP2A	Participate in extended oral and written activities reflecting the past, present, and future tenses with increasing accuracy.
MLVIII.IP2B	Participate in sustained oral and written activities expressing hypothetical outcomes.
MLVIII.IP2C	Use effective paraphrasing, body language, an increased ability to circumlocute, and other creative means to convey and comprehend messages.
MLVIII.IP2D	Use effective self-correction techniques in communicative exchanges.
MLVIII.IP2E	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLVIII.INT1A	Recognize and discriminate subtleties of meaning in a variety of level-appropriate texts, including proverbs, folktales, idiomatic expressions, and colloquialisms.
MLVIII.INT1B	Exhibit understanding of spoken and written texts.
MLVIII.INT1C	Understand connected discourse presented through print and electronic media in the target language.
MLVIII.INT1D	Show understanding of extended conversations and speech, such as dialogues, monologues, and lectures.
MLVIII.INT1E	Demonstrate an awareness of tone, style, and author perspective.
MLVIII.INT1F	Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing, and reading comprehension.
MLVIII.P1A	Summarize and outline main ideas and supporting details from a variety of authentic language materials.
MLVIII.P1B	Create oral and written presentations in the past, present, and future with an increasing degree of accuracy, using visual and technological support as appropriate.
MLVIII.P1C	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
MLVIII.P2A	Research, produce, and prepare well-organized projects appropriate to the audience and the purpose in the target language.
MLVIII.P2B	Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support.
MLVIII.P2C	Participate in debates and deliver extemporaneous speeches.

## Georgia Performance Standards for Modern Languages Level VIII

MLVIII.P2D	Report on a regional aspect or tradition of the target culture(s).
MLVIII.P2E	Report on an event, idea, or person related to social or philosophical issues.
MLVIII.CU1A	Research, plan, and participate in cultural events.
MLVIII.CU1B	Recognize target culture influences on the products and practices of the culture(s).
MLVIII.CCC1A	Share opinions about the role of major figures and events related to social and ideological issues.
MLVIII.CCC1B	Share opinions about readings, works, or people related to regionalisms and traditions.
MLVIII.CCC1C	Analyze and discuss how topics studied in other subject areas relate to those studied in the target language class.
MLVIII.CCC1D	Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as social issues, philosophy, regionalisms, and traditions.
MLVIII.CCC2A	Analyze the influences of social and philosophical issues on the relationships between students' own culture(s) and the culture(s) of the countries where the target language is spoken.
MLVIII.CCC2B	Identify the influences of regionalism and traditions on the relationships between the students' own culture(s) and the culture(s) of the countries where the target language is spoken.
MLVIII.CCC2C	Analyze and explain local, regional, and national differences in the countries where the target language is spoken.
MLVIII.CCC3A	Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken.
MLVIII.CCC3B	Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.
MLVIII.CCC4A	Organize and present information acquired through the use of media, entertainment, and technology.
MLVIII.CCC4B	Apply interpreting skills to oral and written language in the target language.
MLVIII.CCC4C	Compare and contrast literary texts, such as poetry, folktales and proverbs, in the target language, with English language versions.
MLVIII.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.

## Georgia Performance Standards for Modern Languages Level VIII

### Modern Languages Level VIII: Suggested Topics

The following topics are strongly suggested for the Level VIII 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, VI, and VII 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