

Modern Languages Level III

Course Description

The Level III 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 II course or are at a Novice-Mid to Novice-High level of proficiency.

Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. Because students may begin formal language learning at various stages of development, teachers must adjust vocabulary and content 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 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 III, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

Student Profile (Level III)

ACTFL Listening Proficiency Guidelines (Intermediate-Low)

Listeners at the Intermediate-Low level can understand sentence-length utterances that consist of recombinations of learned elements in a limited number of content areas (basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions), particularly if strongly supported by the situational context. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

ACTFL Speaking Proficiency Guidelines (Novice-High)

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. These speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

These speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. First language may strongly

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influence pronunciation, as well as vocabulary and syntax when attempting to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, these speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a simple variety of topics and perform functions pertaining to the Intermediate level, the speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

ACTFL Reading Proficiency Guidelines (Intermediate-Low)

Readers at the Intermediate-Low level understand main ideas and/or some facts from the simplest 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. The 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 include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

ACTFL Writing Proficiency Guidelines (Novice-High)

Writers at the Novice-High level are able to meet limited basic practical writing needs using lists, short messages, postcards and simple notes, and to express themselves within the context in which the language was learned, relying mainly on practiced material. The writing is generally writer-centered and focused on common, discrete elements of daily life. Writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Control of features of the Intermediate level is not sustained due to inadequate vocabulary and/or grammar. Writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

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Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLIII.IP1 The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students:

- A. Express needs and desires.
- B. Share feelings and emotions.
- C. Exchange opinions and preferences.
- D. Give detailed descriptions.
- E. Give and follow detailed directions and instructions.
- F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources.

MLIII.IP2 The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:

- A. Participate in extended oral and written activities reflecting the present.
- B. Begin to participate in oral and written activities reflecting the future and past.
- C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.
- D. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.
- E. Begin to self-correct.
- F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLIII.INT1 The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. The students:

- A. Identify main ideas and supporting details from a variety of sources.
- B. Understand culturally authentic materials and information.
- C. Demonstrate comprehension of current events and issues presented through print and electronic media.
- D. Follow instructions given in the target language.
- E. Understand simple connected discourse.
- F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.

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Presentational Mode of Communication (P)

MLIII.P1 The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex 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 in the present with increasing proficiency, using visual and technological support as appropriate.
- C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.
- D. Begin to prepare presentations in the past and future.
- E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLIII.P2 The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. The students:

- A. Prepare and present culturally authentic poetry, skits or stories.
- B. Prepare and present original essays, poetry, skits, or stories in the target language.

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

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

- A. Participate in real or simulated cultural events.
- B. Discuss patterns of behavior typically associated with culture(s).
- C. Investigate the role of geography in the history and development of the culture(s) studied.

III. Connections, Comparisons, and Communities (CCC)

MLIII.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, and/or the arts. The students:

- A. Understand the role of major contemporary and historical figures and events from the culture(s) studied.
- B. Relate topics studied in other subject areas to those studied in the target language class.
- C. Recognize 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.

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- MLIII.CCC2 The students investigate similarities and differences that exist within and among the cultures studied. The students:
- A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture.
 - B. Compare and contrast social conventions of the target cultures with the students' own culture.
 - C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.
- MLIII.CCC3 The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students:
- A. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 - B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.
- MLIII.CCC4 The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:
- A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.
 - B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge.

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Modern Languages Level III: Summary of Skills Developed

Typical Level III students will exhibit varying levels of proficiency. 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 III.

Skills Developed in Level III

The students:

MLIII.IP1A	Express needs and desires.
MLIII.IP1B	Share feelings and emotions.
MLIII.IP1C	Exchange opinions and preferences.
MLIII.IP1D	Give detailed descriptions.
MLIII.IP1E	Give and follow detailed directions and instructions.
MLIII.IP1F	Ask questions and provide responses on topics and events found in a variety of print and non-print sources.
MLIII.IP2A	Participate in extended oral and written activities reflecting the present.
MLIII.IP2B	Begin to participate in oral and written activities reflecting the future and past.
MLIII.IP2C	Exchange information through conversations, notes, letters, or e-mail on familiar topics.
MLIII.IP2D	Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.
MLIII.IP2E	Begin to self-correct.
MLIII.IP2F	Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLIII.INT1A	Identify main ideas and supporting details from a variety of sources.
MLIII.INT1B	Understand culturally authentic materials and information.
MLIII.INT1C	Demonstrate comprehension of current events and issues presented through print and electronic media.
MLIII.INT1D	Follow instructions given in the target language.
MLIII.INT1E	Understand simple connected discourse.
MLIII.INT1F	Demonstrate Novice-High to Intermediate-Low proficiency in listening, viewing, and reading comprehension.
MLIII.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
MLIII.P1B	Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.
MLIII.P1C	Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.
MLIII.P1D	Begin to prepare presentations in the past and future.
MLIII.P1E	Demonstrate Novice-High to Intermediate-Low proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
MLIII.P2A	Prepare and present culturally authentic poetry, skits, or stories.
MLIII.P2B	Prepare and present original essays, poetry, skits, or stories in the target language.

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MLIII.CU1A	Participate in real or simulated cultural events.
MLIII.CU1B	Discuss patterns of behavior typically associated with culture(s).
MLIII.CU1C	Investigate the role of geography in the history and development of the culture(s) studied.
MLIII.CCC1A	Understand the role of major contemporary and historical figures and events from the culture(s) studied.
MLIII.CCC1B	Relate topics studied in other subject areas to those studied in the target language class.
MLIII.CCC1C	Recognize 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.
MLIII.CCC2A	Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture.
MLIII.CCC2B	Compare and contrast social conventions of the target cultures with the students' own culture.
MLIII.CCC2C	Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.
MLIII.CCC3A	Demonstrate understanding that language and meaning do not transfer directly from one language to another.
MLIII.CCC3B	Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.
MLIII.CCC4A	Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.
MLIII.CCC4B	Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge.

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Modern Languages Level III: Suggested Topics

The following topics are strongly suggested for the Level III 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 and II Topics

Career and Business

Communities

Fashion

Future Goals and Expectations

Geography and Map Skills

Health and Fitness

Leisure

Media and Technology

Medical and Dental

Pop Culture

Relationships

Shopping

Survival Skills

Travel and Transportation