

Georgia Performance Standards for Modern Languages

Modern Languages Level I Course Description

The Level I language course focuses on the 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 minimal or no prior knowledge of the language and culture. This course may be taught over two years (e.g., middle school programs), over one year (e.g., traditional high school programs), or during one semester (e.g., 4 x 4 block schedule). The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. 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 I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999).

Student Profile (Level I)

ACTFL Listening Proficiency Guidelines (Novice-High) Listeners at the Novice-High level are able to understand short, learned utterances and some sentence-length utterances; particularly where context strongly supports understanding and speech is clearly audible. They can comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. At this level, students may require repetition, rephrasing and/or a slower rate of speech for comprehension. ACTFL Speaking Proficiency Guidelines (Novice-Mid) Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence. ACTFL Reading Proficiency Guidelines (Novice-High), Readers at the Novice-High level have sufficient control of the writing system to interpret written language areas of practical need. Where vocabulary has been learned, they can read for instructional and directional purposes, standardized messages, phrases, and expressions, menus, schedules, timetables, maps and signs. At times, but not on a consistent basis, the Novice-High readers may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive. ACTFL Writing Proficiency Guidelines (Novice-Mid) Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.

Georgia Performance Standards with Elements

I. Communication Interpersonal Mode of Communication (IP)

MLI.IP1 The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:

- A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
- B. Express likes, dislikes, emotions, agreement and disagreement.
- C. Make simple requests.
- D. Ask for clarification.
- E. Give simple descriptions.
- F. Comprehend basic directions.
- G. Ask questions and provide responses based on topics such as self, family, school, etc.
- H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

MLI.IP2 The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:

- A. Initiate, participate in, and close a brief oral or written exchange.
- B. Use formal and informal forms of address.
- C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

II. Interpretive Mode of Communication (INT)

MLI.INT1 The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:

- A. Identify main ideas and some details when reading and listening.
- B. Comprehend simple, culturally authentic announcements, messages, and advertisements.
- C. Understand simple instructions, such as classroom procedures.
- D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.

MLI.INT2 The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:

- A. Differentiate among statements, questions and exclamations.
- B. Recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLI.P1 The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:

- A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.
- B. Give basic information about self and others including school, family, activities, etc.
- C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLI.P2 The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:

- A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.
- B. Demonstrate comprehension of rehearsed material.

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

MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:

- A. Demonstrate knowledge of contributions of target culture(s) to civilization.
- B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
- C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

III. Connections, Comparisons, and Communities (CCC)

MLI.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:

- A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).
- C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.
- D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.

MLI.CCC2 The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:

- A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.
- B. Demonstrate an awareness of elements of the students' own culture.

MLI.CCC3 The students compare basic elements of the target language to the English language. The students:

- A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.
- B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

MLI.CCC4 The students demonstrate an awareness of current events in the target culture(s). The students:

- A. Give information regarding major current events of the target culture(s).
- B. Understand the impact of current events of the target culture(s).

MLI.CCC5 The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:

- A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.
- B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.