

Modern Languages Level IV

Course Description

The Level IV 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 III course or are at a Novice-High to Intermediate-Low level of proficiency.

During this course, most students should move into the Intermediate level of proficiency. They gain 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 foreign language, and making oral and written presentations in the target language. They are exposed to more complex features of the language, moving from concrete to more abstract concepts. Students are able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). 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 IV, 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 IV)

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)

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

- A. Express needs and desires.
- B. Share emotions and preferences.
- C. Elicit and express opinions and information.
- D. Exchange personal reactions to spoken and written information related to the target culture(s).

MLIV.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, with some usage of past and future tenses.
- B. Exchange ideas clearly 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)

MLIV.INT1 The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:

- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
- B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.
- C. Comprehend and react to current events and issues presented through print and electronic media.
- D. Understand simple connected discourse.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension.

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Presentational Mode of Communication (P)

- MLIV.P1 The students present information orally and in writing using familiar and new 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 (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, 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.
- MLIV.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 organized 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)

- MLIV.CU1 The students understand, describe, 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 cultural patterns of behavior.
 - C. Research and report on some aspect of the history and development of the target culture(s).

III. Connections, Comparisons, and Communities (CCC)

- MLIV.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. Report on the role of major contemporary and historical figures and events from the cultures studied.
 - B. Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.

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- C. 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.
- MLIV.CCC2 The students investigate the similarities and differences that exist within and among the cultures studied. The students:
- A. Discuss the influences of events and issues of the relationships between countries where the target language is spoken and the students' own culture.
 - B. Discuss how members of the target culture(s) view the United States.
 - C. Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.
- MLIV.CCC3 The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. The students:
- A. Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions.
 - B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.
- MLIV.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. Discuss information acquired through the use of media, entertainment, and technology in the target language.
 - B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.

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Modern Languages Level IV: Summary of Skills Developed

Typical Level IV 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 IV.

Skills developed in Level IV

The students:

MLIV.IP1A	Express needs and desires.
MLIV.IP1B	Share emotions and preferences.
MLIV.IP1C	Elicit and express opinions and information.
MLIV.IP1D	Exchange personal reactions to spoken and written information related to the target culture(s).
MLIV.IP2A	Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.
MLIV.IP2B	Exchange ideas clearly using level-appropriate material.
MLIV.IP2C	Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
MLIV.IP2D	Use self-correction.
MLIV.IP2E	Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLIV.INT1A	Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
MLIV.INT1B	Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.
MLIV.INT1C	Comprehend and react to current events and issues presented through print and electronic media.
MLIV.INT1D	Understand simple connected discourse.
MLIV.INT1E	Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening, viewing, and reading comprehension.
MLIV.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
MLIV.P1B	Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
MLIV.P1C	Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
MLIV.P1D	Give prepared presentations (near full control of present, past, and future tenses), using visual and technological support as appropriate.
MLIV.P1E	Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

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MLIV.P2A	Prepare and present organized culturally authentic poetry, skits, or stories.
MLIV.P2B	Prepare and present original essays, poetry, skits, or stories in the target language.
MLIV.CU1A	Participate in real or simulated cultural events.
MLIV.CU1B	Discuss cultural patterns of behavior.
MLIV.CU1C	Research and report on some aspect of the history and development of the target culture(s).
MLIV.CCC1A	Report on the role of major contemporary and historical figures and events from the culture(s) studied.
MLIV.CCC1B	Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
MLIV.CCC1C	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
MLIV.CCC2A	Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture.
MLIV.CCC2B	Discuss how members of the target culture(s) view the United States
MLIV.CCC2C	Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.
MLIV.CCC3A	Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions.
MLIV.CCC3B	Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.
MLIV.CCC4A	Discuss information acquired through the use of media, entertainment, and technology in the target language.
MLIV.CCC4B	Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.

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Modern Languages Level IV: Suggested Topics

The following topics are strongly suggested for the Level IV 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, and III 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