
Foreign Language: Level IV

Performance Descriptions: In Level IV, students continue to develop oral proficiency skills, enabling them to perform in a wider variety of situations. Students are able to create with language by combining and recombining learned elements. Students continue to develop reading and writing skills appropriate to the level in cultural texts. Students demonstrate increased appreciation of the culture and people of the target language.

Strand:

**FL1 Speaking,
Listening, and
Understanding**

Speaking, listening, and understanding are fundamental processes which people use to express, explore, and learn about ideas. The student speaks and understands the target language as a result of various instructional strategies focusing on oral proficiency. These include use of the target language in familiar situations to enhance vocabulary development and oral proficiency skills.

Standard:

FL1a: The student understands and interprets spoken expression in the Target language on a variety of topics with increasing facility, and comprehends short conversations and narrative passages. The student:

Components:

FL1a.1: builds and expands vocabulary in the target language;
FL1a.2: begins to understand the diversity of dialects of the target language, and begins to discern differences between dialects;
FL1a.3: understands idiomatic expressions and cognates;
FL1a.4: responds appropriately to indirect commands and suggestions; and
FL1a.5: comprehends the main ideas in a variety of spoken presentations.

Examples:

Examples of activities through which students provide evidence of listening and understanding include:

- *Understand and respond appropriately to instructions.*
- *Listen to popular songs and understand meaning.*
- *Answer questions about a short narrative presented by a native speaker.*
- *Summarize the main ideas in a listening activity in the target language.*
- *Listen to and take notes from a short narrative.*
- *Listen to and check for details in a short presentation.*

Standard:

FL1b: The student expresses feelings and emotions, engages in sustained discourse on familiar and unfamiliar topics, makes suggestions and offers advice, and supports opinions in the target language. The student:

Components:

FL1b.1: uses idiomatic expressions and expressions of courtesy;
FL1b.2: demonstrates increasing control of vocabulary;
FL1b.3: initiates conversation on familiar subjects and in daily life situations; and
FL1b.4: speaks in the target language with increased ease.

Examples:

Examples of activities through which students provide evidence of speaking include:

- *Summarize current events and narrative passages.*
- *Discuss solutions to a variety of situations.*
- *Deliver an oral report.*
- *Perform dialogues with assigned roles.*
- *Summarize an oral presentation verbally.*

Strand:	FL2 Reading and Writing	Reading is a process of understanding the written target language. It requires students to recognize the printed word, interpret the text, and demonstrates comprehension of the text in the target language. Writing is a process through which the writer shapes the target language to communicate effectively.
Standard:	FL2a:	The student reads material in the target language. The student:
Component:	FL2a.1:	reads and comprehends multi-tasked written directions;
	FL2a.2:	reads and demonstrates an understanding of a text as a whole;
	FL2a.3:	identifies complexities presented in the structure of a text; and
	FL2a.4:	reads aloud using correct pronunciation, inflection, and intonation.
Examples:		<i>Examples of activities through which students provide evidence of reading material in the target language include:</i> <ul style="list-style-type: none">• Follow written directions in a recipe or directional document.• Research media sources and report on the information.• Perform community service by participating in reading groups.
Standard:	FL2b:	The student comprehends and interprets the main idea of a variety of written materials in the target language. The student:
Components:	FL2b.1:	expands reading vocabulary to include idiomatic and colloquial expressions;
	FL2b.2:	reads and comprehends literature from a variety of genres;
	FL2b.3:	predicts meaning of key phrases in a selection; and
	FL2b.4:	understands new vocabulary with contextual clues.
Examples:		<i>Examples of activities through which students provide evidence of reading material in the target language include:</i> <ul style="list-style-type: none">• Reuse idiomatic and colloquial expressions in a new context.• Critique literature from a variety of genres.• Write predictions of meanings of key phrases in a selection.• Interpret new vocabulary with contextual clues.
Standard:	FL2c:	The student writes in the target language for a varied audience and purpose. The student:
Components:	FL2c.1:	writes forms of familiar spoken language using idiomatic expressions and colloquialisms;
	FL2c.2:	researches and writes reports on a variety of topics; and
	FL2c.3:	writes questions to obtain information and provides answers when appropriate.
Examples:		<i>Examples of activities through which students provide evidence writing in the target language include:</i> <ul style="list-style-type: none">• Write stories to perform in other classrooms or at community events.• Present a Power Point presentation to a panel of peers.
Standard:	FL2d:	The student demonstrates communicative and interpretative skills in both reading and writing in the target language. The student:
Component:	FL2d.1:	reads and comprehends material, and produces written work that reflects understanding of text:

Examples: *Examples of activities through which students provide evidence reading material and writing in the target language include:*

- *Create an assessment to administer to peers.*
- *Re-write a story from different points of view.*
- *Add an epilogue to a selection.*

Strand:
FL3 Cultures

The understanding of another culture includes the relationships among the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (foods, book, games, etc.) of a society.

Standard: **FL3a:** The student demonstrates an understanding of the different aspects of the culture studied. The student:

Components: **FL3a.1:** recognizes attitudes, values and beliefs;
FL3a.2: explores formal social, political and economic institutions;
FL3a.3: examines celebrations, holidays, traditions, stories, legends;
FL3a.4: discovers foods; and
FL3a.5: explores fine arts, literature and entertainment.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- *Learn about the dress code and styles of the culture studied ad present them in a fashion show.*
- *Learn the historical backgrounds of the different language varieties in the regions of the culture studied.*
- *Draw an outline of how the main political parties developed in the history of the culture studied.*
- *Search for historical reasons for different economies in the regions of the culture studied.*
- *Summarize a popular fairy tale and give a moral.*
- *Give instructions to his/her classmates on how to make a recipe from the culture studied.*
- *Watch a musical or a movie in the target language and discuss it.*
- *Research a most representative poet of the culture studied and present the information to the class.*
- *Simulate a segment of a radio talk show that is famous in the culture studied.*

Standard: **FL3b:** The student reinforces and expands their knowledge of other disciplines through the culture studied, and vice versa. The student:

Components: **FL3b.1:** connects information studied in other subjects to their learning of the culture studied and vice versa; and
FL3b.2: applies the concepts acquired in the culture studied in other curricular areas.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- *Study the mathematical proportions of an ancient monument in the culture studied and report the findings to the math teacher.*
- *Write the instructions of how to operate a simple machine popular in the culture studied (coffee maker, etc.) and present the instructions to his/her life skills class.*

Standard:	<ul style="list-style-type: none">• <i>Write a report of a famous battle that took place in the culture studied and research historical causes in his/her history class.</i> <p>FL3c: The student expands his/her views of the world through the exploration of the culture studied by making parallels between the culture studied and his/her own. The student:</p>
Components:	<p>FL3c.1: discovers and compares similarities and differences between the two cultures;</p> <p>FL3c.2: develops an awareness and understanding of alternative views.</p> <p>FL3c.3: analyzes and evaluates similarities and differences between the two cultures; and</p> <p>FL3c.4: develops the ability to hypothesize about cultural systems in general.</p>
Examples:	<p><i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i></p> <ul style="list-style-type: none">• <i>Learn a list of idiomatic expressions that relate to a certain activity and give the corresponding expression in his/her language.</i>• <i>Research the most popular TV shows in the culture studied by consulting the data related to the audiences for each program.</i>• <i>Bring to class a picture of two paintings representing the culture studied and his/her own culture and discuss the differences, considering both the art and the historical perspectives.</i>• <i>Speculate about the origin of the borrowings and cognates of the two languages after being given a list of words.</i>
Standard:	<p>FL3d: The student demonstrates cultural understandings by interacting in real-life situations, applying appropriate social protocols and language. The student:</p>
Components:	<p>FL3d.1: communicates on a personal level with target language speakers;</p> <p>FL3d.2: participates in community celebrations in the target culture; and</p> <p>FL3d.3: involves him/herself in local community events and activities or simulated real-life situations.</p>
Examples:	<p><i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i></p> <ul style="list-style-type: none">• <i>Contact a library in the culture studied to find out about the availability of a certain book.</i>• <i>Leave a message on the answering machine of the local telephone company, complaining about the telephone not working at home.</i>• <i>Videotape the class singing a song celebrating an important holiday in the culture studied.</i>• <i>Take gym lessons for a few weeks at the local gym or obtain a videotape with workout exercises in the target language.</i>