

## Foreign Language: Level II

**Performance Descriptions:** In Level II, students continue to develop oral proficiency skills. Students continue to develop reading and writing skills appropriate to the level of study. Students continue to demonstrate an 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. The student:

**Components:** **FL1a.1:** builds and expands basic vocabulary in the target language;  
**FL1a.2:** refines understanding of the sound system of the target language, and discriminates individual sounds and intonation of the target language.  
**FL1a.3:** understands basic idiomatic expressions and cognates; and  
**FL1a.4:** responds appropriately to spoken commands;  
**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 to instructions in classroom situations.*
- *Listen to folk songs and poetry.*
- *Answer simple questions about a listening activity.*
- *Paraphrase main ideas from a spoken presentation in the native language.*
- *Listen and take notes from a listening activity with visuals.*
- *Listen for and sort details in a listening activity with graphic fill-ins.*

**Standard:** **FL1b:** The student engages in conversations; provides and obtains information, expresses feelings and emotions, and exchanges opinions in the target language. The student:

**Components:** **FL1b.1:** engages in basic classroom interactions;  
**FL1b.2:** uses basic idiomatic expressions and expressions of courtesy; and  
**FL1b.3:** uses the target language in everyday situations.

**Examples:** *Examples of activities which provide evidence of speaking include:*

- *Engage in simple conversations.*
- *Identify classroom objects.*
- *Describe self and others.*
- *Create simple dialogues based upon everyday situations.*
- *Initiate and respond to simple questions.*

**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 simple written directions;  
**FL2a.2:** reads a passage;  
**FL2a.3:** recognizes cognates and words in context;  
**FL2a.4:** reads aloud using correct pronunciation, inflection, and intonation.

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

- *Read and comprehend a variety of authentic material such as menus, maps, short articles and graphs.*
- *Read basic forms of communication, such as lists, post cards, messages, and environmental print and create a personal one.*

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;  
**FL2b.2:** predicts meaning of key words in a simple selection;  
**FL2b.3:** understands new vocabulary with contextual clues;  
**FL2b.4:** recognizes impersonal expressions.

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

- *Use contextual clues in cultural readings to respond with new vocabulary.*
- *Interpret and role play simple children's stories, myths and legends.*
- *Retell current events obtained via the internet.*

Standard: **FL2c:** The student writes words and simple expressions in the target language. The student:

Components: **FL2c.1:** writes forms of familiar spoken language.  
**FL2c.2:** presents a simple written report on familiar topics;  
**FL2c.3:** writes descriptions of familiar topics;  
**FL2c.4:** utilizes impersonal expressions.

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

- *Write a post card describing a real or imagined vacation.*
- *Create a schedule describing daily routines..*
- *Produce basic forms of communication including notes, invitations and basic instructions creates a pictorial menu.*
- *Create a pictorial menu.*

Standard: **FL2d:** The student demonstrates written communication in the target language for a variety of needs. The student:

Components: **FL2d.1:** writes questions to obtain information;  
**FL2d.2:** writes appropriate answers to questions on familiar topics; and  
**FL2d.3:** creates a writing sample with point of view and purpose.

Examples:	<p><i>Examples of activities through which students provide evidence of writing in the target language include:</i></p> <ul style="list-style-type: none"><li>• <i>Collaborate with other students writing questions and answers to simple interview questions about self and others.</i></li><li>• <i>Contact tourism board in target culture requesting travel information.</i></li><li>• <i>Write short functional messages in a variety of situations, including e-mail and internet resources.</i></li><li>• <i>Create a commercial, advertisement, or short recitation.</i></li></ul>
Standard:	<b>FL2e:</b> The student demonstrates communicative and interpretative skills in both reading and writing in the target language. The student:
Component:	<b>FL2e.1:</b> reads and comprehends material, and produces written work that reflects understanding of text.
Examples:	<p><i>Examples of activities through which students provide evidence of reading material and writing in the target language include:</i></p> <ul style="list-style-type: none"><li>• <i>Interpret cultural selections or other functional text and summarize, graph or produce other written expression.</i></li><li>• <i>Read simple short stories, legends or myths and write simple reviews expressing likes and dislikes.</i></li><li>• <i>Read and reply to letters, requests and e-mails.</i></li></ul>
Strand:	<b>FL3 Cultures</b>
	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:	<b>FL3a:</b> The student demonstrates an understanding of the different aspects of the culture studied. The student:
Components:	<b>FL3a.1:</b> recognizes attitudes, values and beliefs; <b>FL3a.2:</b> explores formal social, political and economic institutions; <b>FL3a.3:</b> examines celebrations, holidays, traditions, folk stories, legends; <b>FL3a.4:</b> discovers foods; and <b>FL3a.5:</b> explores fine arts, literature and entertainment.
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"><li>• <i>Learn appropriate slang words/expressions used by teenagers in the culture studied.</i></li><li>• <i>Learn the difference between formal and informal expressions.</i></li><li>• <i>Learn how people from the culture studied express basic needs and/or seek help in cases of emergency.</i></li><li>• <i>Learn about the most important economical resources of the country (ex: fashion, farming, industry, etc.).</i></li><li>• <i>Identify on a map the main geographical areas of the country where certain typical products are made.</i></li><li>• <i>Dramatize a passage from a popular folk story.</i></li><li>• <i>Make candy grams for parents celebrating a holiday in the culture studied.</i></li><li>• <i>Study a simple recipe of the country of the culture studied.</i></li><li>• <i>Learn about the most common games in the culture studied.</i></li><li>• <i>Write an outline of the most important writers in the culture studied and place them into their historical time periods.</i></li></ul>

- *Listen, record, and present to the class a selection of a radio program of 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:*

- *Learn the story of the capital of the country or a legend tied with the history of the culture studied and present it to his/her history class.*
- *Draw a picture representing a famous character from a folk story in the culture studied (Santa Claus, etc.) for an art project.*
- *Draw a food pyramid of the culture studied and compare it to his/her own in health class.*
- *Make a calendar in his/her computer class on which he/she marks the most important holidays of the culture studied.*

Standard: **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:

Components: **FL3c.1:** discovers and compares similarities and differences between the two cultures;

**FL3c.2:** develops an awareness and understanding of alternative views.

**FL3c.3:** analyzes and evaluates similarities and differences between the two cultures; and

**FL3c.4:** develops the ability to hypothesize about cultural systems in general.

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

- *Contrast verbal and nonverbal behaviors in the culture studied and his/her own.*
- *Learn simple proverbs in the target language and search for the corresponding ones in his/her native language.*
- *Explore the appropriate behaviors in the culture studied in certain situations, such as dining with guests; e.g., what is considered to be good manners during dinner in the culture studied.*
- *Analyze the differences on a given topic; such as work habits, between the culture studied and his/her own culture and write a report.*
- *Hypothesize what sports and pastimes are offered in the area after being given a postcard of a ski resort in the culture studied.*

Standard: **FL3d:** The student demonstrates cultural understandings by interacting in real-life situations, applying appropriate social protocols and language. The student:

Components: **FL3d.1:** communicates on a personal level with target language speakers;

**FL3d.2:** participates in community celebrations in the target culture; and

**FL3d.3:** involves him/herself in local community events and activities or simulated real-life situations.

Examples:

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

- *Contact one facility in the culture studied, such as the movie theater, the swimming pool, or the museum, to find out about opening and closing times.*
- *Fill out a form to subscribe to a local magazine.*
- *Make a costume celebrating a holiday in the culture studied, take a photo and send it to a native speaker friend, explaining how he/she celebrated that holiday.*
- *Prepare a telephone call to the local tourist office to find out about the excursion offered.*