

## Foreign Language: Level III

Performance Descriptions:	In Level III, students continue to develop oral proficiency skills. This enables them to perform routine language functions on a variety of topics. Students are able to ask and answer questions, sustain conversation and express ideas with increasing facility. Students continue to develop reading and writing skills appropriate to the level in cultural contexts. Students demonstrate increased appreciation of the culture and people of the target language.
Strand: <b>FL1 Speaking, Listening, and Understanding</b>	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:	<b>FL1a:</b> 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:	<b>FL1a.1:</b> builds and expands vocabulary in the target language; <b>FL1a.2:</b> continues to refine an understanding of the sound system of the target language; and discriminates individual sounds and intonation of the target language; <b>FL1a.3:</b> understands basic idiomatic expressions and cognates; <b>FL1a.4:</b> responds appropriately to spoken commands; and <b>FL1a.5:</b> comprehends the main ideas in a variety of spoken presentations.
Examples:	<i>Examples of activities through which students provide evidence of listening and understanding include:</i> <ul style="list-style-type: none"><li>• <i>Understand and respond to appropriately to teacher instructions.</i></li><li>• <i>Listen to popular songs and interpret meaning.</i></li><li>• <i>Answer simple questions about a listening activity in the target language with graphic fill-ins.</i></li><li>• <i>Listen for a series of events in a listening activity.</i></li></ul>
Standard:	<b>FL1b:</b> The student engages in conversations; provides and obtains information, expresses feelings and emotions, and exchanges opinions in the target language. The student:
Components:	<b>FL1b.1:</b> engages in basic classroom interactions; <b>FL1b.2:</b> uses basic idiomatic expressions and expressions of courtesy; <b>FL1b.3:</b> uses the target language in everyday situations; and <b>FL1b.4:</b> demonstrates increasing control of vocabulary.
Examples:	<i>Examples of activities which provide evidence of speaking include:</i> <ul style="list-style-type: none"><li>• <i>Create short conversations and narrative passages.</i></li><li>• <i>Formulate answers to questions based on personal experiences.</i></li><li>• <i>Initiate questions.</i></li><li>• <i>Discuss simple topics related to self and immediate environment.</i></li><li>• <i>Describe and compare qualities, people, and things.</i></li></ul>

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

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

- *Organize key information read using essays, newspapers, magazines and internet resources.*
- *Categorize newspaper clippings about employment opportunities, apartment availability, furniture, restaurants and entertainment.*
- *Recite a simple literary passage.*

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:** reads and comprehends functional readings and/or literature from a variety of genres;  
**FL2b.3:** predicts meaning of key words in a selection; and  
**FL2b.4:** understands new vocabulary with contextual clues.

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

- *Analyze functional text as well as novice level literary text.*
- *Produce commercials from media sources.*
- *Summarize current event acquired 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 using idiomatic expressions and colloquialisms;  
**FL2c.2:** researches and writes reports on a variety of topics; and  
**FL2c.3:** writes descriptions about diverse themes using variations of patterns previously learned.

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

- *Write about current events.*
- *Investigate historical events and create time lines.*
- *Clarify directions.*
- *List recommendations on a variety of topics (e.g., how to be a good student, travel etc.).*
- *Creates travel or other brochures.*

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

- Write a “Dear Abby” letter seeking advice.
- Respond to a classmate’s “Dear Abby” letter.
- Produce pen pal letters, e-mails, and chat with other students via the internet.
- Review a movie or a restaurant.
- Complete an authentic document requesting information (e.g., job and visa application, or document from the internet).

Standard: **FL2e:** The student demonstrates communicative and interpretative skills in both reading and writing in the target language. The student:

Component: **FL2e.1:**reads and comprehends material, and produces written work that reflects understanding of text.

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

- Interpret an essay question and write a response following set criteria.
- Read a selection on a controversial topic and write responses to be presented in a classroom debate.
- Read historical information and write about the importance of a particular event.
- Analyze cultural selections and write comparisons and contrasts to their own heritage.

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, folk 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:*

- Draw a picture that exemplifies the stereotype of the average person of the culture studied. (Students compare the pictures with those of the other students and tally the most recurrent traits.)
- Learn to associate the main accents with the different regions of the country.
- Choose a typical product of the culture studied and present it to the class (ex: model car, ice cream etc.).

- Learn about the school system of the culture studied.
- Listen and learn the most popular fairy tales of the culture studied.
- Learn about dishes from different regions.
- Listen, learn, and sing a song from a popular pop singer.
- Bring the covers of the most popular magazines in the target language in order to identify and discuss the most famous people of the moment.

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:*

- Search (and possibly visit) a statue or a famous piece of art of the country of the culture studied and make a model or a drawing for art class.
- Learn and identify some cognates and borrowings from the target language and his/her native language and report them in his/her English class.
- Report in geography class on the landscape of the culture studied as a project.

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:*

- Identify and compare the different ways to express respect in the culture studied and his/her own culture.
- Learn about the most popular children's games in the culture studied.
- Compare the ads from two magazines of both cultures and look for the products that are advertised most frequently.
- Hypothesize how a newspaper from the culture studied would advertise a certain product (a simple catchy slogan, etc.) after being given a logo that represents a certain product.

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:*

- *Write a letter or email to a student of the same grade in a school in the culture studied.*
- *Call the weather forecast office and inquire about the forecast in the culture studied for the weekend.*
- *Send a birthday holiday card to a native speaker in the community of the culture studied.*
- *Write a letter of recommendation for a friend who would like to work as a volunteer in the local hospital during the weekends.*