

Modern Languages Level II

Course Description

The Level II 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 successfully completed a Level I course or are at a Novice-Mid level of proficiency.

Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. 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 in order to reflect developmentally appropriate interests.

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). 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 II, 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 II)

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 slowed 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.

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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, such as some items on menus, schedules, timetables, maps and signs. At times, but not on a consistent basis, the Novice-High reader 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.

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Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

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

- A. Express needs and preferences.
- B. Express feelings and emotions.
- C. Request help and clarification.
- D. Give descriptions.
- E. Give and follow directions and instructions.
- F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.
- G. Ask questions and provide responses about plans and events.

MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. The students:

- A. Initiate, participate in, and close an oral or written exchange.
- B. Use simple paraphrasing to convey and comprehend messages.
- C. Use gestures and body language to convey and comprehend messages.
- D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLII.INT1 The students understand 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 and essential details when reading and listening.
- B. Interpret culturally authentic materials and information.
- C. Comprehend and follow oral and written instructions.
- D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.

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

- A. Differentiate among increasingly complex statements, questions, and exclamations.

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- B. Interpret basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLII.P1 The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. The students:

- A. Relate main ideas and essential details from level-appropriate print or non-print material.
- B. Give brief, organized oral presentations, using visual and technological support as appropriate.
- A. Write short, organized compositions, using visual and technological support as appropriate.
- B. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLII.P2 The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. The students:

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

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

MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. The students:

- A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
- B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.
- C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.

III. Connections, Comparisons, and Communities (CCC)

MLII.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. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.
- B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.

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- MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. The students:
- A. Compare and contrast traditions, such as holidays, foods, and celebrations.
 - B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.
 - C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.
- MLII.CCC3 The students develop a better understanding of the English language through the study of the target language. The students:
- A. Compare vocabulary usage and structural patterns of the target language with English.
 - B. Use level-appropriate idiomatic expressions in the target language.
- MLII.CCC4 The students identify current events and issues in the target culture(s). The students:
- A. Give information regarding major current events of the target culture(s).
 - B. Understand the impact of major current events on the target culture(s).
- MLII.CCC5 The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. The students:
- A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.
 - B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.

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Modern Languages Level II: Summary of Skills Developed

Typical Level II 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 II.

Skills developed in Level II

The students:

MLII.IP1A	Express needs and preferences.
MLII.IP1B	Express feelings and emotions.
MLII.IP1C	Request help and clarification.
MLII.IP1D	Give descriptions.
MLII.IP1E	Give and follow directions and instructions.
MLII.IP1F	Ask questions and provide responses based on topics such as self, others, and the immediate environment.
MLII.IP1G	Ask questions and provide responses about plans and events.
MLII.IP2A	Initiate, participate in, and close an oral or written exchange.
MLII.IP2B	Use simple paraphrasing to convey and comprehend messages.
MLII.IP2C	Use gestures and body language to convey and comprehend messages.
MLII.IP2D	Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLII.INT1A	Identify main ideas and essential details when reading and listening.
MLII.INT1B	Interpret culturally authentic materials and information.
MLII.INT1C	Comprehend and follow oral and written instructions.
MLII.INT1D	Demonstrate Novice-Mid to Novice-High proficiency in listening, viewing, and reading comprehension.
MLII.INT2A	Differentiate among increasingly complex statements, questions, and exclamations.
MLII.INT2B	Interpret basic gestures, body language, and intonation that clarify a message.
MLII.P1A	Relate main ideas and essential details from level-appropriate print or non-print material.
MLII.P1B	Give brief, organized oral presentations, using visual and technological support as appropriate.
MLII.P1C	Write short, organized compositions, using visual and technological support as appropriate.
MLII.P1D	Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
MLII.P2A	Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.
MLII.P2B	Demonstrate comprehension of material.
MLII.CU1A	Participate in real or simulated cultural events, such as family activities and holiday celebrations.
MLII.CU1B	Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.

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MLII.CU1C	Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.
MLII.CCC1A	Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.
MLII.CCC1B	Relate information acquired in other subjects discussed in the language class, such as use of the metric system.
MLII.CCC2A	Compare and contrast traditions, such as holidays, foods, and celebrations.
MLII.CCC2B	Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.
MLII.CCC2C	Compare and contrast the geography of countries of the target language and the students' own country and discuss its impact on culture.
MLII.CCC3A	Compare vocabulary usage and structural patterns of the target language with English.
MLII.CCC3B	Use level-appropriate idiomatic expressions in the target language.
MLII.CCC4A	Give information regarding major current events of the target culture(s).
MLII.CCC4B	Understand the impact of major current events of the target culture(s).
MLII.CCC5A	Develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
MLII.CCC5B	Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.
MLII.CCC5C	Locate and use resources in the target language, such as individuals and organizations accessible through the community.

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Modern Languages Level II: Suggested Topics

The following topics are strongly suggested for the Level II 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 Topics

Buildings

Correspondence: Letters, E-mails, Invitations

Daily Routine

Directions

Health

Holidays

Money

Professions

Social Occasions

Telephone Communication and Courtesy

Travel and Transportation