

## **Modern Languages Level VI**

### **Course Description**

The Level VI 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 at least a Level IV course or have demonstrated an Intermediate-Low to Intermediate-Mid level of proficiency.

Students expand their communicative skills by manipulating complex features of the language, including abstract concepts. They will focus on various topics with a continued emphasis on the practical use of language.

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 VI, students will exhibit Intermediate-Mid level proficiency in speaking and writing and Intermediate-High level proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

### **Student Profile (Level VI)**

#### **ACTFL Listening Proficiency Guidelines (Intermediate-High)**

Listeners at the Intermediate-High level are able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

#### **ACTFL Speaking Proficiency Guidelines (Intermediate-Mid)**

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

These speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

They are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and

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some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and /or grammar and/or syntax, misunderstandings can occur, but they are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

### ACTFL Reading Proficiency Guidelines (Intermediate-High)

Readers at the Intermediate-High level are able to read consistently simple connected texts with full understanding when these texts deal with basic personal and social needs about which the reader has personal interest and/or knowledge. The student can extract some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension. The student has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. The student may have to read material several times for understanding.

### ACTFL Writing Proficiency Guidelines (Intermediate-Mid)

Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. Writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception of the text. When writers attempt Advanced-level writings tasks, the quality and/or quantity of their writing declines and their message may be unclear. Writers can be understood readily by natives used to the writing of non-natives.

## **Georgia Performance Standards for Modern Languages Level VI**

### Georgia Performance Standards with Elements

#### **I. Communication**

##### **Interpersonal Mode of Communication (IP)**

MLVI.IP1      The students exchange oral and written information and ideas in the target language on topics related to current events, cultural references, history, and literature. The students:

- A. React to a variety of social situations.
- B. Express and elicit personal views and opinions.
- C. Discuss and react to historical and literary events and issues.

MLVI.IP2      The students communicates original thoughts and react to conversational input using sentences and strings of sentences. The students:

- A. Participate in extended oral and written activities reflecting the past, present, and future.
- B. Use effective paraphrasing, body language, and increase their ability to circumlocute, and use other creative means to convey and comprehend messages.
- C. Use effective self-correction techniques in communicative exchanges.
- D. Demonstrate Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

##### **Interpretive Mode of Communication (INT)**

MLVI.INT1      The students understand complex spoken and written communication in the target language presented through a variety of media, including authentic materials. The students:

- A. Understand subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and figurative language.
- B. Demonstrate comprehension of current and historical events.
- C. Demonstrate comprehension of selected level-appropriate literary works.
- D. Understand connected discourse presented through print and electronic media in the target language.
- E. Comprehend extended conversations and speech, such as dialogues, monologues, and lectures.
- E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension.

##### **Presentational Mode of Communication (P)**

MLVI.P1      The students present information using complex sentences and short paragraphs. The students:

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- A. Summarize and outline main ideas and supporting details from a variety of authentic language materials.
- B. Create oral and written presentations incorporating the past, present and future tenses with minimal errors, using visual and technological support as appropriate.
- C. Demonstrate Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLVI.P2 The students present student-created, as well as culturally authentic, stories, poems, skits, and/or short plays in the target language. The students:

- A. Research, produce and present well-organized projects appropriate to the audience and the purpose.
- B. Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support.

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

MLVI.CU1 The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated. The students:

- A. Research, plan, and participate in cultural events.
- B. Analyze and differentiate between cultural patterns of behavior.
- C. Report on important personages of the target culture(s).
- D. Recognize the target culture's influence on the products and practices of the culture.

### **III. Connections, Comparisons, and Communities (CCC)**

MLVI.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, arts, and career/technical education. The students:

- A. Express opinions about the role of major contemporary historical and literary figures and events from the culture(s) studied.
- B. Express opinions about level-appropriate readings.
- C. Discuss how topics studied in other subject areas relate to those studied in the target language class.
- D. Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as political systems, art, architecture, and music.

MLVI.CCC2 The students examine the similarities and differences that exist within and among the cultures studied. The students:

- A. Analyze the influences of current issues and historical events on the relationships between the students' own culture and the countries where the

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- target language is spoken.
- B. Explain local, regional, and national differences in the countries where the target language is spoken.
- MLVI.CCC3 The students expand their knowledge of the English language through the study and analysis of linguistic elements of the target language. The students:
- A. Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken.
  - B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.
- MLVI.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. Organize and present information acquired through the use of media, entertainment, and technology.
  - B. Apply interpreting skills to oral and written language.
  - C. Supplement cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.

## Georgia Performance Standards for Modern Languages Level VI

### Modern Languages Level VI: Summary of Skills Developed

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 VI. It is important to remember that typical Level VI students will exhibit varying levels of proficiency.

#### **Skills developed in Level VI**

**The students:**

MLVI.IP1A	React to a variety of social situations.
MLVI.IP1B	Express and elicit personal views and opinions.
MLVI.IP1C	Discuss and react to historical and literary events and issues.
MLVI.IP2A	Participate in extended oral and written activities reflecting the past, present, and future.
MLVI.IP2B	Use effective paraphrasing, body language, and increase their ability to circumlocute, and use other creative means to convey and comprehend messages.
MLVI.IP2C	Use effective self-correction techniques in communicative exchanges.
MLVI.IP2D	Demonstrate Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLVI.INT1A	Understand subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and figurative language.
MLVI.INT1B	Demonstrate comprehension of current and historical events.
MLVI.INT1C	Demonstrate comprehension of selected level-appropriate literary works.
MLVI.INT1D	Understand connected discourse presented through print and electronic media in the target language.
MLVI.INT1E	Comprehend extended conversations and speech, such as dialogues, monologues, and lectures.
MLVI.INT1F	Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing, and reading comprehension.
MLVI.P1A	Summarize and outline main ideas and supporting details from a variety of authentic language materials.
MLVI.P1B	Create oral and written presentations incorporating the past, present and future tenses with minimal errors, using visual and technological support as appropriate.
MLVI.P1C	Demonstrate Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
MLVI.P2A	Research, produce and present well-organized projects appropriate to the audience and the purpose.
MLVI.P2B	Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support.
MLVI.CU1A	Research, plan, and participate in cultural events.
MLVI.CU1B	Analyze and differentiate between cultural patterns of behavior.
MLVI.CU1C	Report on important personages of the target culture(s).
MLVI.CU1D	Recognize the target culture's influence on the products and practices of the culture.

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MLVI.CCC1A	Express opinions about the role of major contemporary, historical, and literary figures and events from the culture(s) studied.
MLVI.CCC1B	Express opinions about level-appropriate readings.
MLVI.CCC1C	Discuss how topics studied in other subject areas relate to those studied in the target language class.
MLVI.CCC1D	Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as political systems, art, architecture, and music.
MLVI.CCC2A	Analyze the influences of current issues and historical events on the relationships between students' own culture and the countries where the target language is spoken.
MLVI.CCC2B	Explain local, regional, and national differences in the countries where the target language is spoken.
MLVI.CCC3A	Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken.
MLVI.CCC3B	Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.
MLVI.CCC4A	Organize and present information acquired through the use of media, entertainment, and technology.
MLVI.CCC4B	Apply interpreting skills to oral and written language.
MLVI.CCC4C	Supplement cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.

## Georgia Performance Standards for Modern Languages Level VI

### Modern Languages Level VI: Suggested Topics

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

Contemporary Figures

Cultural Nuances (Customs, Regional Differences, Perspectives, Etc.)

Current Events

Historical Events and Periods

Historical Figures

Impact and Influence of Technology on Society

Literary Figures

Literary Genres and Works

Literature

Sports and Entertainment Figures

World Views