

World Language Standards Template
World Language- Proficiency Level 7-12 (Expanding Menu)
Level 2 and 3 - Freshman/Soph/Jr

The language learning experience in Upper School reflects a deliberate and focused curricular intention to develop measurable language proficiency in our students. Because proficiency is described as functional linguistic ability that a speaker can employ spontaneously in non-rehearsed circumstances, it is helpful for students and teachers to chart a learner’s progress through the ACTFL proficiency scale. Students participate in a formal evaluation of their speaking ability and earn an ACTFL performance rating in the final weeks of both the level 3 and level 5 classes. However, every day, language students engage in a rich variety of learning activities, and the practical skills generated by these efforts translate into defined and continually improving performance on the ACTFL scale. As a result, when students grow their language ability, they are, at the same time developing a more refined appreciation for the linguistic tasks that they can perform.

Fundamental Language Skill: Interpretive Communication
<p>Standard: Novice Proficiency Benchmark: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Intermediate Proficiency Benchmark: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p>
Reading Performance Indicators (Novice Mid - Intermediate Mid)
Novice Mid
<ul style="list-style-type: none"> ● I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational or fictional texts.
Intermediate Mid
<ul style="list-style-type: none"> ● I can understand the main idea and key information in short straightforward informational or fictional texts.
<p>Interpretive Reading Tasks: (the following “can dos” are representative of the Interpretive Reading tasks that Level II/III Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Mid to Intermediate Mid.)</p> <ul style="list-style-type: none"> ● I can identify a growing list of items on a shopping list. ● I can identify names of classes and their locations on a class schedule ● I can understand some facts about the weather especially when weather symbols are used. ● I can understand a text message from a friend about an assignment. ● I can understand the basic requirements for a career as described on a brochure. ● I can select a movie based on a description. ● I can understand someone’s profile on a social media site. ● I can identify some phrases in captions from pictures in a book.

- I can recognize a familiar memorized line from a poem.
- I can recognize some events from a story timeline.
- I can recognize song lyrics.
- I can identify some actions described in a scene from a play
- I can understand essential information in a feature story in a magazine.
- I can identify some specific, predictable actions in an excerpt from a graphic novel.
- I can identify some major events in a children’s storybook.
- I can understand a few lines in a song.
- I can understand a short story written or adapted for an intermediate level learner.
- I can identify the main conflict in a play.
- I can understand where a scene takes place based on its description.
- I can identify the main idea of a simple poem.

Interpretive Listening Tasks: (the following “can dos” are representative of the Interpretive Listening tasks that Level II/III Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Mid to Intermediate Mid.)

- I can identify some actions described in a scene from a movie.
- I can follow the plot of a read aloud story.
- I can recognize a time or date when plans for an event are discussed.
- I can recognize some common expressions when people are discussing the weather.
- I can understand simple instructions given by a parent to a child.
- I can understand the difference between a spoken statement and question in people's conversations.
- I can identify the beginning, middle, and end of an audio short story.
- I can identify the main conflict in a live performance of a play.
- I can understand the motives of the antagonist in a thriller.
- I can identify the main idea of a simple poem at a poetry slam.
- I can understand the meaning of the refrain of a song.
- I can understand a conversation by peers talking about a local event.
- I can understand a conversation in which speakers are making a decision for a collaborative project. I can understand a conversation about the cost and availability of an item between a customer and a salesperson.
- I can understand basic questions or statements during a video conference with peers.

Fundamental Language Skill: **Interpersonal Communication**

Standard:

Novice Proficiency Benchmark: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Intermediate Proficiency Benchmark: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

**Speaking/Listening and Writing/Reading
Performance Indicators (Novice Mid - Intermediate Mid)**

Novice Mid

- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.

Intermediate Mid

- I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Interpersonal Communication Tasks: (the following “can dos” are representative of the interpersonal speaking tasks that Level II/III Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Mid to Intermediate Mid.)

- I can ask who, what, where, or when questions about a party.
- I can exchange information about things to do in my town.
- I can contribute to a conversation about a story by identifying who, what, when, and where.
- I can ask and answer questions about a job opening
- I can exchange information about the types of music and movies people prefer.
- I can participate in a conversation with my partner about preparing a project.
- I can exchange information to perform the stages of a science experiment.
- I can participate in a conversation with a partner to identify the information we need to plan a trip.
- I can interact to share ideas about where I would prefer to live and why.
- I can interact to schedule an appointment in a hair salon and say what I need.
- I can exchange opinions on organic vs. non-organic food.
- I can exchange opinions about movies based on books and express whether the book or the movie is better.
- I can exchange ideas about sports in schools in the US vs. other countries.
- I can exchange opinions about the length of the school day or work week.

Fundamental Language Skill: **Presentational Communication**

Standard:

Novice Proficiency Benchmark: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intermediate Proficiency Benchmark: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

**Speaking/Writing
Performance Indicators**

Novice Mid

- I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.
- I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences
- I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

Intermediate Mid

- I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
- I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

Presentational Speaking Tasks: (the following “can dos” are representative of the speaking tasks that Level II/III Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Mid to Intermediate Mid.)

- I can make simple comparisons of a variety of people, including friends and family members.
- I can describe what I want or need to do on a particular day.
- I can describe what I plan to do next in my school or work life.
- I can retell a story that I’ve read or heard.
- I can describe my plans for an upcoming family or social event.
- I can talk about an experience related to my hobbies or activities.
- I can tell a simple story about a recent project I did.
- I can tell a simple story about a childhood memory or a recent family trip or event.
- I can give a series of reasons why a book I’ve read was appealing to me.

- I can present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics.
- I can present information and support my point of view on rules or policies such as phone use, dress code or requirements for driving.
- I can present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched.
- I can give a brief history of a famous person, landmark , or cultural event.
- I can present a brief outline of a current or past event.

Presentational Writing Tasks: (the following “can dos” are representative of the writing tasks that Level II/III Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Mid to Intermediate Mid)

- I can respond to a text message asking for an alternative day/time for an appointment.
- I can ask and react to a friend’s post on a social media site.
- I can write a series of reasons why an art or music style is appealing to me.
- I can write to explain why others should read a book I enjoyed, citing specific reasons.
- I can write a short autobiographical statement for a competitive application for a study abroad program or job.
- I can write a simple profile of a famous athlete, celebrity, or historical figure.
- I can write basic instructions on how to make or do something.
- I can write questions to obtain additional information about something I read online.
- I can write an email or memo to explain or clarify something that has happened or will happen.

Fundamental Language Skill: Intercultural Communication

Standard:

Novice Proficiency Benchmark: In my own and other cultures I can identify products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday contexts.

Intermediate Proficiency Benchmark: In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. I can interact at a functional level in some familiar contexts.

**Products/Practices and Language/Behavior
Performance Indicators (Novice Mid - Intermediate Mid)**

Novice Mid

- In my own and other cultures I can identify some typical products related to familiar everyday life.
- In my own and other cultures I can identify some typical practices related to familiar everyday life.
- I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
- I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

Intermediate Mid

- In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- In my own and other cultures I can compare practices related to everyday life and personal interests or studies
- I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
- I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

In my own and other cultures I can compare products and practices related to everyday life and personal interests or studies. (The following “can dos” are representative of the Intercultural Communication tasks that Level 2/3 Brownell Talbot students are able to perform. Proficiency of performance is Novice Mid to Intermediate Mid.)

- In my own and other cultures I can identify familiar landmarks and monuments and what they represent to people.
- In my own and other cultures I can identify some artists and musicians, their styles and contributions.
- In my own and other cultures I can identify some products that reveal a stereotype or exaggerated view of a culture.
- In my own and other cultures I can identify examples of entertainment, social media and literature and peoples’ attitudes toward them.
- In my own and other cultures I can identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media.

Interaction with Others in and from another Culture: Language and Behavior

(The following “can dos” are representative of the Intercultural Communication tasks that Level 2/3 Brownell Talbot students are able to perform. Proficiency of performance is Novice Mid to Intermediate Mid.)

- I can greet and take leave from someone using polite rehearsed behaviors.
- I can act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant
- I can use rehearsed behaviors when purchasing items in a familiar setting
- I can share with peers in another culture restaurants and foods that might be familiar to them
- I can answer simple questions about my study abroad plans.
- I can recommend sites to experience a variety of local art and music styles.