

**World Language Standards Template**  
**World Language- Proficiency Level 7-12 (Expanding Menu)**  
**Level 4 and 5 Jr/Sr**

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.

<b>Fundamental Language Skill: Interpretive Communication</b>
<p><b>Standard:</b>  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> <p>Advanced Proficiency Benchmark: I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.</p>
<b>Reading Performance Indicators (Intermediate High - Advanced Low)</b>
Intermediate High
<ul style="list-style-type: none"> <li>● I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational or fictional texts.</li> </ul>
Advanced Low
<ul style="list-style-type: none"> <li>● I can identify the underlying message and some supporting details across major time frames in descriptive informational or fictional texts.</li> </ul>
<p>Interpretive Reading Tasks: (the following “can dos” are representative of the Interpretive Reading tasks that Level IV/V Brownell Talbot students are able to perform. Proficiency of performance ranges from Intermediate Low to Advanced High.)</p> <ul style="list-style-type: none"> <li>● I can identify the sequence of events in a complex story</li> <li>● I can identify the main emotion described in the lyrics of a song</li> <li>● I can understand the main points of a blogger’s posts and responses.</li> <li>● I can read movie reviews to choose what to watch.</li> <li>● I can follow directions to do a science experiment.</li> <li>● I can understand the basic instructions for playing a video game.</li> <li>● I can understand the moral lesson expressed in a fable.</li> <li>● I can understand most of what is said in a conversation among characters in a familiar play.</li> </ul>

- I can understand the characteristics of heroes in a folk legend.

### **Listening Performance Indicators**

Intermediate High

- I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

Advanced Low

- I can understand the main message and some supporting details across major time frames in conversations and discussions.

Interpretive Listening Tasks: (the following “can dos” are representative of the Interpretive Listening tasks that Level IV/V Brownell Talbot students are able to perform. Proficiency of performance ranges from Intermediate Low to Advanced High.)

- I can understand a conversation two friends discussing last weekend’s activities.
- I can understand simple questions posed in an interview of a celebrity.
- I can understand the main points of an argument between people in a public place.
- I can understand most of what is said in a dialogue among characters in a scene from a play.
- I can understand anecdotes recounted in a fictional character’s recorded memoir.
- I can understand the feelings expressed by friends about their parents or relatives.
- I can understand a conversation where friends express their concerns about an upcoming election.
- I can identify the events of a travel writer’s most recent trip as recounted in a podcast.
- I can understand a running commentary of a sporting event.
- I can identify evidence that supports the message in a ballad.

### **Fundamental Language Skill: Interpersonal Communication**

**Standard:**

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.

Advanced Proficiency Benchmark: I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.

### **Speaking/Listening and Writing/Reading Performance Indicators (Intermediate High - Advanced Low)**

Intermediate High

- I can exchange information in conversations and some discussions or in writing on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frame

- I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Advanced Low

- I can exchange information and ideas in discussions or in writing on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.
- I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.
- I can maintain conversations or written exchanges by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

Interpersonal Communication Tasks: (the following “can dos” are representative of the interpersonal speaking tasks that Level IV/V Brownell Talbot students are able to perform. Proficiency of performance ranges from Intermediate High to Advanced Low.)

- I can exchange e-mail with my ePal to share pros and cons of an issue
- I can exchange opinions about a product on a company’s website and say why or why not to buy it.
- I can exchange opinions about the use of personal devices at school.
- I can exchange opinions about the ways we use social media in our personal and school or work lives.
- I can discuss information about career pathways.
- I can discuss with a friend on the phone a problem I am having and come up with solutions.
- I can discuss important historical events and their connection to the present.
- I can maintain discussion about environmental issues by providing solutions to challenges.
- I can maintain discussion about social issues by sharing concrete examples.
- I can have a conversation comparing and contrasting educational experiences with a peer in another country.
- I can discuss with peers about how one’s experience abroad changed stereotypes about a culture.

**Fundamental Language Skill: Presentational Communication**

**Standard:**

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.

Advanced Proficiency Benchmark: I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

**Speaking/Writing**

## Performance Indicators (Intermediate High – Advanced Low)

### Intermediate High

- I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
- I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

### Advanced Low

- I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
- I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

Presentational Speaking Tasks: (the following “can dos” are representative of the speaking tasks that Level IV/V Brownell Talbot students are able to perform. Proficiency of performance ranges from Intermediate Low to Advanced High.)

- I can present my reactions to a current event and explain what led to the event being in the news.
- I can present and justify my point of view on current event topics such as recycling, energy conservation, or extreme weather events.
- I can create and present a public service announcement describing a problem and advocating for change.
- I can make a presentation describing the highlights of a recent or upcoming family event.
- I can describe a social, cultural or political event that occurred or will occur in my community.
- I can talk about an unexpected complication during a recent trip or excursion and present advice on how to resolve such a situation.
- I can make a presentation describing certain health and fitness trends and the results of those trends.
- I can give a short presentation describing the rise and fall of certain popular or historical trends over time.
- I can present an outline of the arguments for or against a position on a social issue, including its historical background.
- I can promote an art or music event by presenting and elaborating on its social or artistic value.
- I can present the main issues related to topics of public health or safety and support my viewpoint on this issue with related evidence.
- I can present a comparison of current and past traditions related to social events such as homecoming, graduation, marriages, or funerals.
- I can make presentations about special opportunities such as internships, study abroad, or job openings.

Presentational Writing Tasks: (the following “can dos” are representative of the writing tasks that Level IV/V Brownell Talbot students are able to perform. Proficiency of performance ranges from Intermediate Low to Advanced High.)

- I can write about similarities and differences between art and music festivals in my own and other cultures.
- I can write a summary of a social media story and share my and other's opinions about it.
- I can write a brief statement outlining the key points of my opinion on topics in my community such as water use, building a school, or the town budget.
- I can write advice to younger learners about why to learn an additional language.
- I can write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures.
- I can summarize in an email what has been happening in the community for someone who is new or has been away. I can summarize in writing a conversation or interview that I had with someone.
- I can write a brief report about a topic I have learned or researched such as the importance of environmentally friendly practices.
- I can write an essay for or against a position on a social issue.
- I can write an essay to convince others of the value of experiencing art and music from cultures other than my own.
- I can write about a social, cultural or political event that occurred or will occur in my community.

**Fundamental Language Skill: Intercultural Communication**

**Standard:**

Proficiency Benchmark: In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Intermediate Proficiency Benchmark: I can interact at a functional level in some familiar contexts.

**Products and Practices  
Performance Indicators (Intermediate High - Advanced Low)**

**Intermediate High**

- 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 IV/V Brownell Talbot students are able to perform. Proficiency of performance is Intermediate High.)

- In my own and other cultures I can compare events and beliefs that drive the creation of a monument or the popularity of a landmark.

- In my own and other cultures I can compare school/learning environments and curricula to determine what is valued.
- In my own and other cultures I can compare how people express time and think about it in similar and different ways.
- In my own and other cultures I can compare efforts people take to protect the environment.
- In my own and other cultures I can tell why people think differently about entertainment, social media and literature
- In my own and other cultures I can compare how traditions and events influence music and art.

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

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

- I can use technology to communicate with peers in the target culture.
- I can use the currency with a clear understanding of its conversion value.
- In my own and other cultures I can identify and compare the values expressed by the ways people celebrate holidays or festivals
- In my own and other cultures I can compare how and why the options for sports and leisure activities vary depending on cultural attitudes.
- In my own and other cultures I can compare how the various options for travel are determined by geography, economics, and ecology

**World Language Summer Session Abroad**

**Standard:**

Proficiency Benchmark: In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.

Advanced Proficiency Benchmark: I can interact at a competent level in familiar and some unfamiliar contexts.

**Products and Practices  
Performance Indicators (Advanced Low)**

Advanced Low

- In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.
- In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.
- I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
- I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

**Investigate products and practices to understand cultural perspectives.** (The following “can dos” are representative of the Intercultural Communication tasks that Brownell Talbot Summer Session Abroad students are able to perform. Proficiency of performance is Advanced Low.)

- In my own and other cultures I can explain the degree to which society supports the family and family values.
- In my own and other cultures I can explain how globalized practices impact individual lifestyles
- In my own and other cultures I can explain the attitudes toward meals, health and fitness.
- In my own and other cultures I can explain how sports and leisure activities reflect personal and national identity.
- In my own and other cultures I can explain how people's attitudes toward environmental factors determine how they travel.

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

(The following "can dos" are representative of the Intercultural Communication tasks that Brownell Talbot Summer Session Abroad students are able to perform. Proficiency of performance is Advanced Low.)

- I can consider how people within a culture regard time when participating in a business or social event.
- I can share my interpretations of a piece of art or music with someone else while respecting theirs
- I can manage my non-verbal reactions and personal space when in a crowded environment such as standing in line.
- I can greet and take leave from someone using appropriate behaviors in most situations and change an incorrect behavior.
- I can interact appropriately at a family event based on cultural norms and family dynamics.
- I can demonstrate and adjust basic table manners as a guest in a home or restaurant
- I can act appropriately when purchasing items in unfamiliar business settings
- I can maintain the lifestyle of the family with whom I am staying.