

**World Language Standards  
Grades 7-8 (Level 1a and 1b and 1)**

Level 1A and 1B language study occurs in seventh and eighth grade, and these two courses ensure student readiness for the level 2 Upper School course. Upper School students who are new to Brownell Talbot, or new to a language, begin their study with the level 1 course. The 1A, 1B and US level 1 courses employ a communicative language learning experience that grows comprehension skills. In addition, the classes provide exposure to a wide variety of vocabulary and explicit instruction of fundamental language structures.

**Fundamental Language Skill: Interpretive Communication**

**Standard:**

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.

**Reading Performance Indicators (Novice Low - Novice High)**

**Low**

- I can identify memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts.

**Mid**

- I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational and fictional texts.

**High**

- I can identify the topic and some isolated facts from simple sentences in informational and fictional texts.

Interpretive Reading Tasks: (the following “can dos” are representative of the Interpretive Reading tasks that Level 1A, 1B and 1 Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Low to Novice High.)

- I can identify items on a shopping list.
- I can understand subject-specific terms.
- I can understand a variety of simple, written messages.
- I can identify some phrases describing a character in a story.
- 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 understand the lyrics of a song.
- I can identify some actions described in a scene from a play.
- I can understand a short story written or adapted for a Novice level learner.
- I can read and understand a level appropriate poem.

### Listening Performance Indicators (Novice Low - Novice High)

Low

- I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.

Mid

- I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.

High

- I can understand familiar questions and statements from simple sentences in conversations.

Interpretive Listening Tasks: (the following “can dos” are representative of the Interpretive Listening tasks that Level 1A, 1B, 1 Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Low to Novice High.)

- I can recognize when greetings and leave-taking are expressed.
- I can recognize peoples’ names and their titles when they are introduced.
- I can understand simple words of praise by a teacher to a student.
- I can understand the difference between a spoken statement and question in peoples’ conversations.
- I can recognize some common expressions
- I can sometimes understand to whom people are directing their conversation.
- I can understand someone’s simple descriptions of an image.
- I can understand questions about someone’s schedule of events.
- I can understand simple compliments given to a host.
- I can understand simple questions a guest asks about family

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

#### **Standard:**

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.

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

Low

- I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

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.

High

- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

**Interpersonal Communication Tasks:** (the following “can dos” are representative of the interpersonal speaking tasks that Level 1A, 1B, 1 Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Low to Novice High.)

- I can introduce myself when I meet people.
- I can answer questions about who is in my family.
- I can answer questions about my favorite weekend activities.
- I can contribute to a conversation about music styles by giving an example of a style I like.
- I can share the time and date of an upcoming community event.
- I can exchange information about things to do in my town.
- I can exchange information about which classes are harder or easier than others and why.
- I can contribute to a conversation about a story by identifying who, what, when, and where.
- I can exchange texts with a friend.

### Fundamental Language Skill: **Presentational Communication**

**Standard:**

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.

#### **Speaking/Writing Performance Indicators**

Low

- I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.
- I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.
- I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

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.

## High

- I can present personal information about my life and activities, using simple sentences most of the time.
- I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.
- I can present on familiar and everyday topics, using simple sentences most of the time.

Presentational Speaking Tasks: (the following “can dos” are representative of the speaking tasks that Level 1A, 1B, 1 Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Low to Novice High.)

- I can list places I like to go to see art or listen to music.
- I can say names of my favorite animals based on pictures I see.
- I can look at pictures on a menu and name foods based on my likes and dislikes.
- I can talk about some activities which I enjoy.
- I can talk about which actor or author I like the best.
- I can say which school subjects are my most and least favorite.
- I can tell about others’ likes and dislikes.
- I can present a brief description of a website I find useful.
- I can give a few details about my favorite restaurant.

Presentational Writing Tasks: (the following “can dos” are representative of the writing tasks that Level 1A, 1B, 1 Brownell Talbot students are able to perform. Proficiency of performance ranges from Novice Low to Novice High.)

- I can label the things I like and don’t like in a picture.
- I can write a list of desirable and undesirable characteristics of a friend.
- I can write how much I like or don’t like certain sports.
- I can create a slogan and short description for an advertisement.
- I can write a description of my favorite character from a story.
- I can make a simple poster to campaign for a person or event.

## Fundamental Language Skill: **Intercultural Communication**

### **Standard:**

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.

### **Products/Practices and Language/Behavior Performance Indicators (Novice Low - Novice High)**

## Low

- In my own and other cultures I can identify some typical products 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.

**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 1A,1B, 1 Brownell Talbot students are able to perform. Proficiency of performance is Novice Low to Novice High.)

- In my own and other cultures I can identify geographical forms and how they affect a country’s natural resources.
- In my own and other cultures I can identify some artists and musicians, their styles and contributions.
- I can recommend sites to experience a variety of local art and music styles.
- In my own and other cultures I can interpret simple schedules and consider how people think about time
- In my own and other cultures I can identify familiar landmarks and monuments and what they represent to people
- I can share with peers in another culture restaurants and foods that might be familiar to them.

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

(The following “can dos” are representative of the Intercultural Communication tasks that Level 1A, 1B, 1 Brownell Talbot students are able to perform. Proficiency of performance is Novice Low to Novice High.)

- In my own and other cultures I can identify social practices such as greetings, introductions, leave-taking and thanking people.
- I can greet and take leave from someone using polite rehearsed behaviors.
- In my own and other cultures I can identify whom people consider to be part of their family.
- I can appropriately address members of a family who represent different generations and genders
- I can use rehearsed behaviors when purchasing items in a familiar setting
- I can access simple information about transportation options based on my location.