

Cumberland County Schools
Curriculum Guide
World Languages



Proficiency Level: Advanced Low

World Languages – Advanced Low

The Curriculum and Instruction department of the Cumberland County School System is pleased to provide the following curriculum guide, which consists of the Advanced-level standards contained within the North Carolina World Language Standard Course of Study. The World Language Essential Standards are organized by proficiency level rather than grade level or grade span. Assessment adheres to the ACTFL Proficiency Guidelines, which are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Advanced-level readers can understand the main idea and supporting details of authentic narrative and descriptive texts and are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Readers at this level are able to understand texts that have a clear and predictable structure.

Connections to Language and Literacy

Use the language to engage in interpersonal communication.

1. Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.
2. Understand how to communicate ideas and information in lengthy conversations.
3. Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

Understand words and concepts presented in the language.

1. Understand extended speech on unfamiliar topics, live or via media.
2. Understand the subtleties and stylistic features of texts on unfamiliar topics.
3. Understand how to interpret texts on unfamiliar topics.

Use the language to present information to an audience.

1. Create presentations on a variety of topics that are comprehensible to specified audiences.

2. Analyze texts to produce clear and organized summaries of ideas.

3. Use language to modify presentations for some specific audiences.

4. Use accurate pronunciation and appropriate voice inflection in spoken presentations.

Connections to Language and Literacy (Continued)

1. Compare dialectical differences in media from various target cultures.

Compare the students' culture and the target culture.

2. Compare target culture perspectives in texts and presentations with students' culture perspectives.

Connections to Other Disciplines

Use the language to engage in interpersonal communication.

1. Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

2. Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

3. Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

Use the language to present information to an audience.

1. Understand detailed information in texts on unfamiliar academic topics.

2. Understand the subtleties and stylistic features of texts on familiar academic topics.

3. Understand how to interpret texts on unfamiliar academic topics.

Use the language to present information to an audience.

1. Use language to modify presentations about academic content area topics for some specific audiences.

2. Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

Compare the students' culture and the target culture.

1. Contrast the historical views of public and private life in the target culture and its civilizations with world views.
2. Identify examples of the target culture and its civilizations in contemporary media and entertainment.

Communities

