

**Cumberland County Schools**  
**Curriculum Guide**  
**World Languages**



**Proficiency Level: Intermediate High**

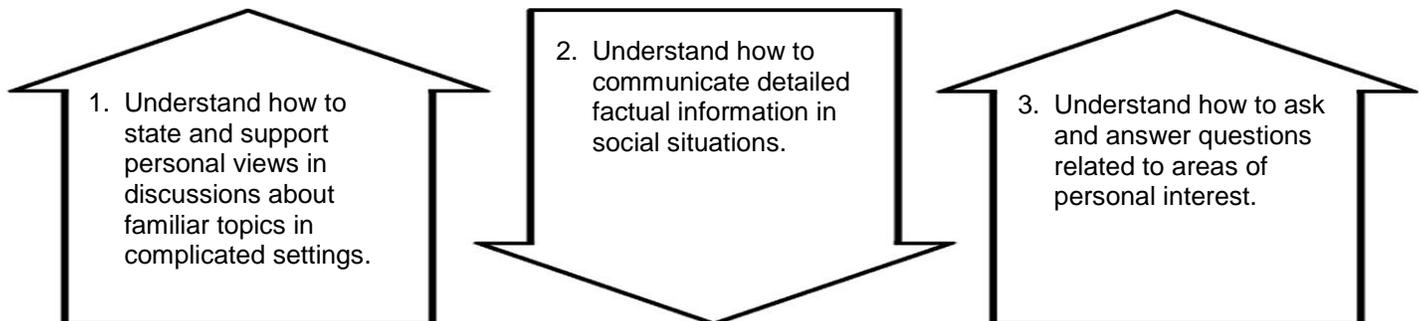
# World Languages – Intermediate High

The Curriculum and Instruction department of the Cumberland County School System is pleased to provide the following curriculum guide, which consists of the Intermediate-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.

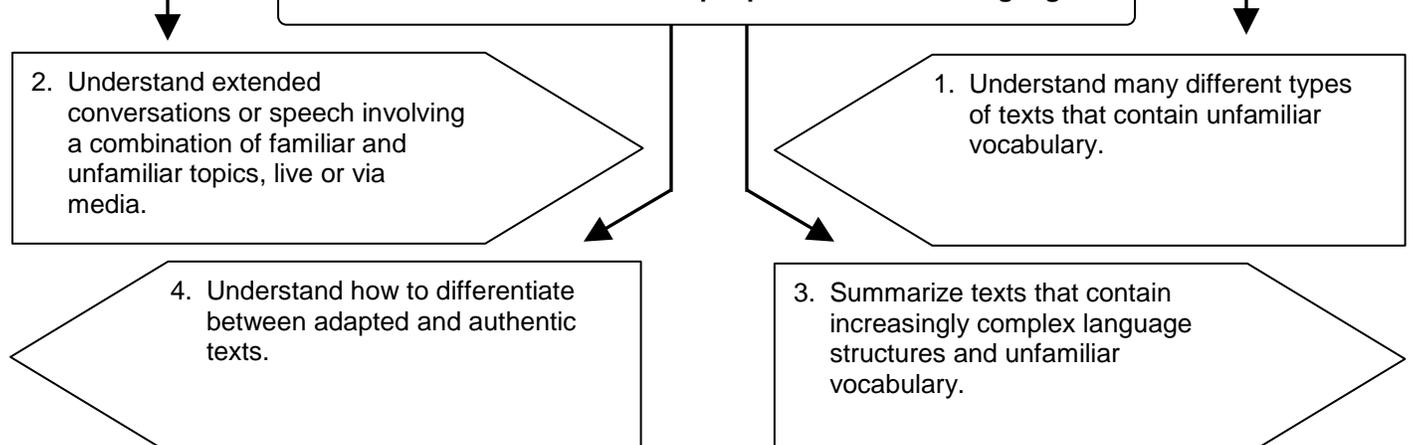
Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They can ask simple questions and can handle a straightforward survival situation. Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics and are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks. Intermediate-level listeners require a controlled listening environment where they hear what they may expect to hear. Readers at the Intermediate level can understand information conveyed in simple, predictable, loosely connected texts and rely heavily on contextual clues. They are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums.

## Connections to Language and Literacy

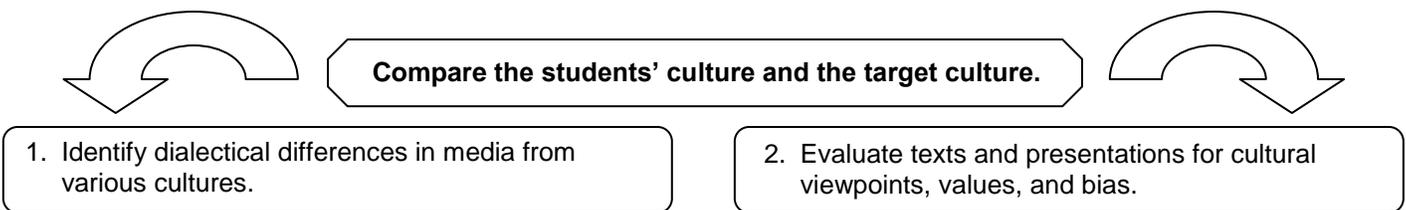
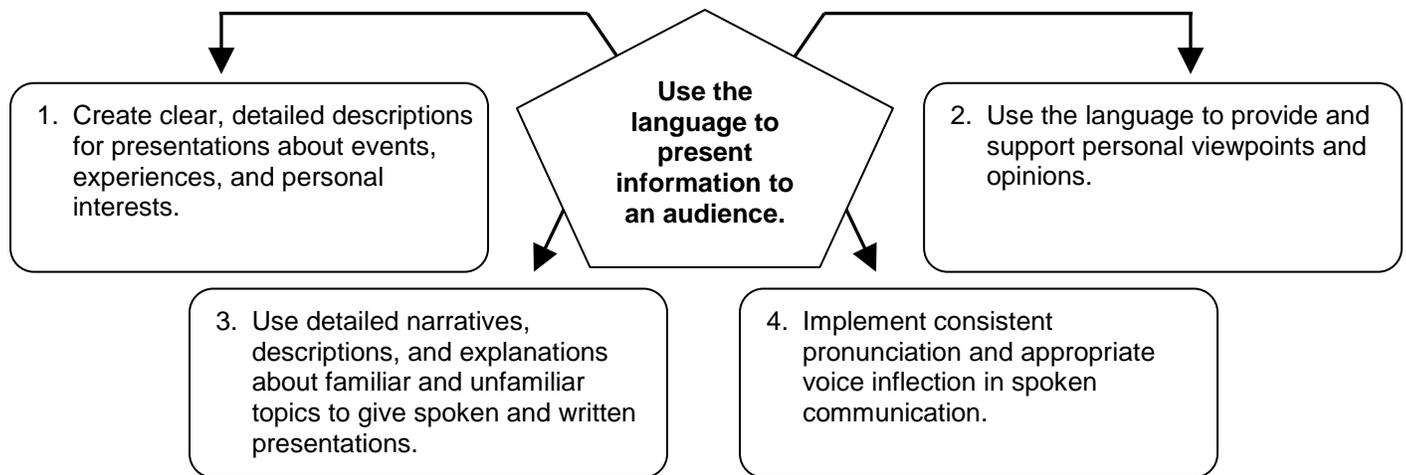
Use the language to engage in interpersonal communication.



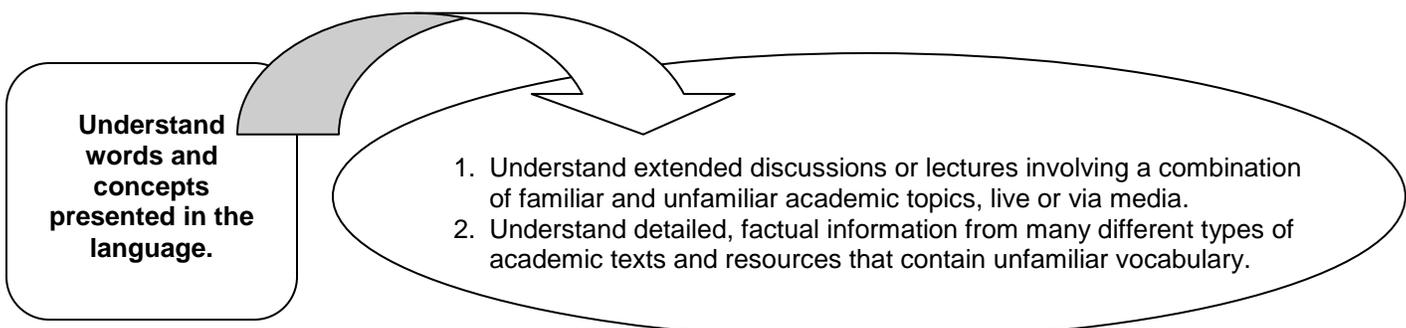
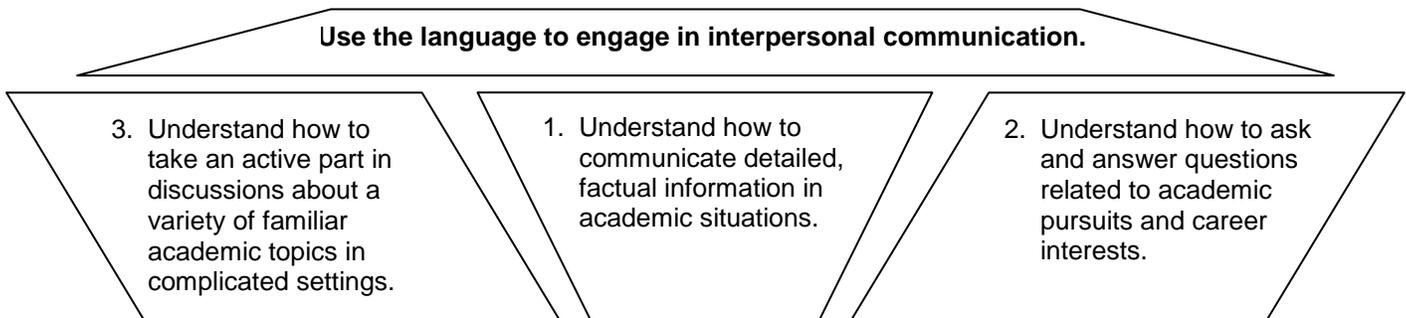
Understand words and concepts presented in the language.



## Connections to Language and Literacy (Continued)



## Connections to Other Disciplines



## Connections to Other Disciplines (Continued)

**Use the language to present information to an audience.**

1. Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.
2. Summarize personal views related to academic content with supporting details.
3. Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.
4. Use readily available technology tools and digital literacy skills to present academic information in the target language.

**Compare the students' culture and the target culture.**

1. Understand how geography and history impact the development of global culture and civilization.
2. Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

## Communities

**Use the language to engage in interpersonal communication.**

1. Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.
2. Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

**Understand words and concepts presented in the language.**

1. Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.
2. Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

**Use the language to present information to an audience.**

1. Use detailed narratives to describe arts, sports, games, and media from the target culture.
2. Use the language in school or community activities related to academic pursuits and career interests.
3. Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

**Compare the students' culture and the target culture.**

1. Explain the influence of the target culture on literature, media, and global concerns.
2. Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.