

Cumberland County Schools
Curriculum Guide
World Languages

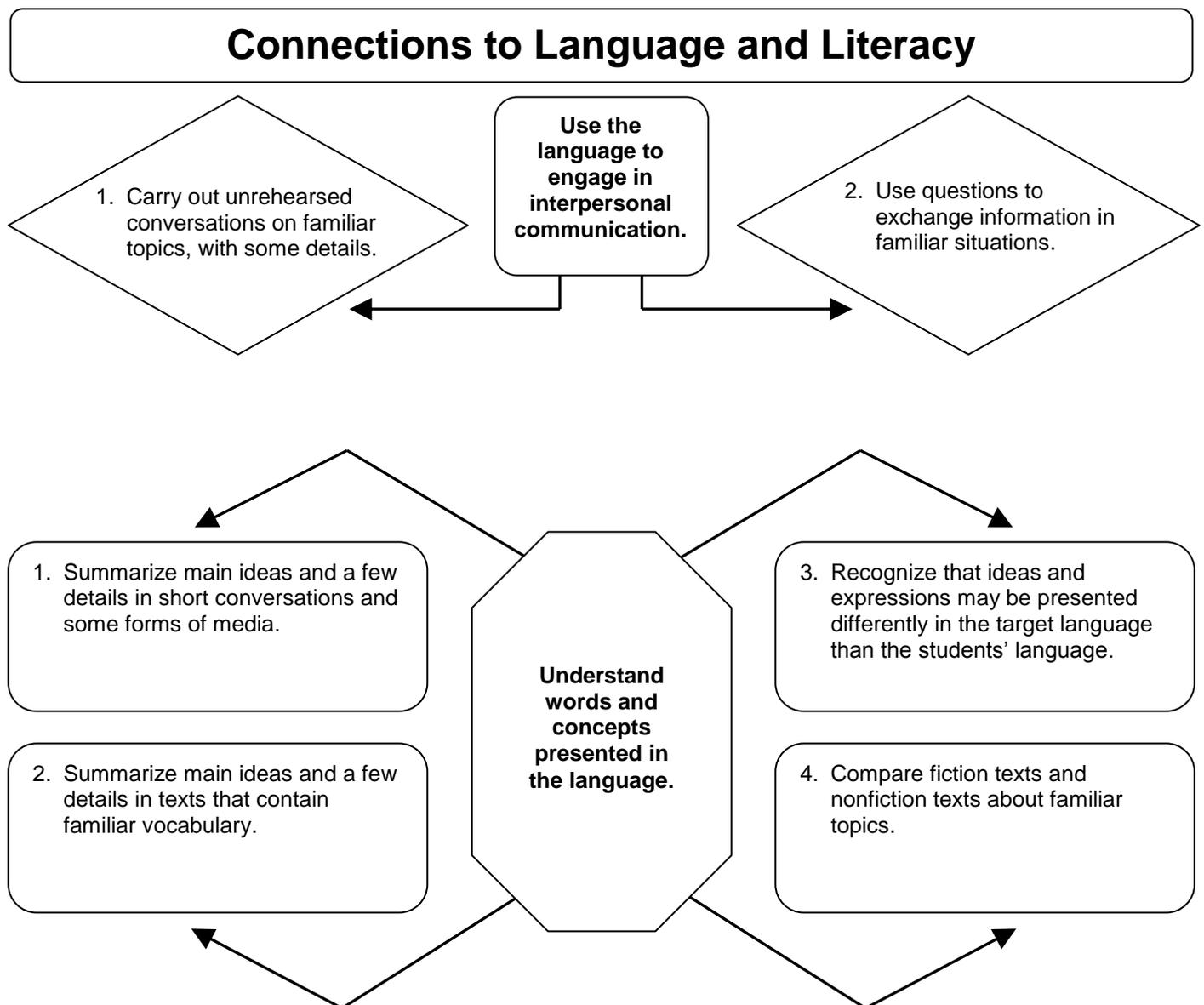


Proficiency Level: Intermediate Low

World Languages – Intermediate Low

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 (Continued)

Use the language to present information to an audience.

1. Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.
2. Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.
3. Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.
4. Create dialogues and skits to present with some details about familiar topics.

Compare the students' culture and the target culture.

1. Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

2. Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

3. Analyze the language conventions in authentic written and spoken texts.

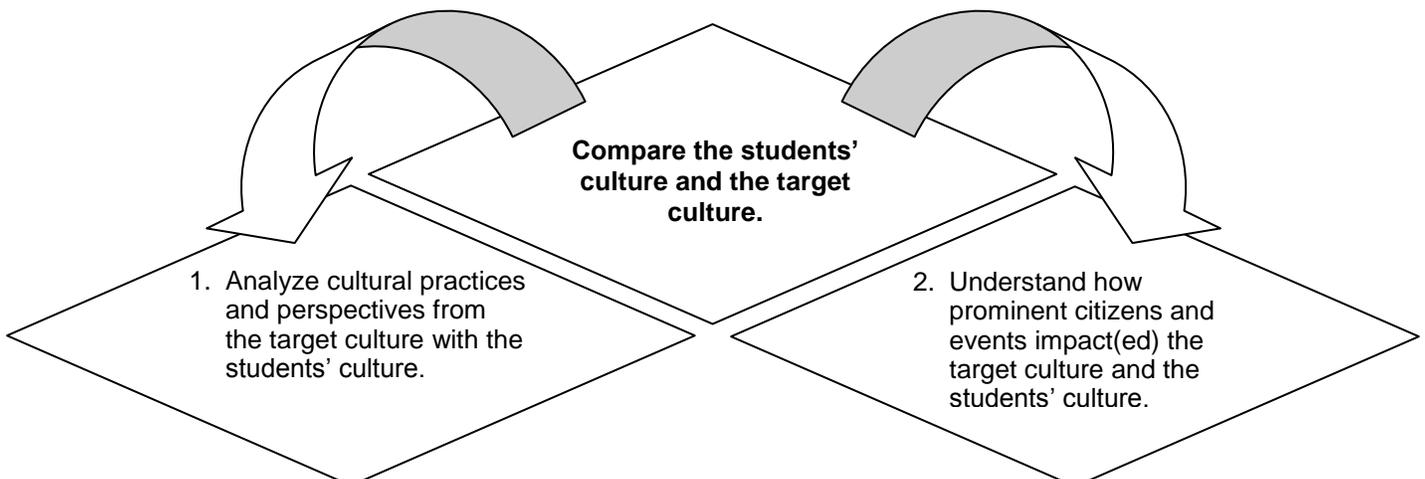
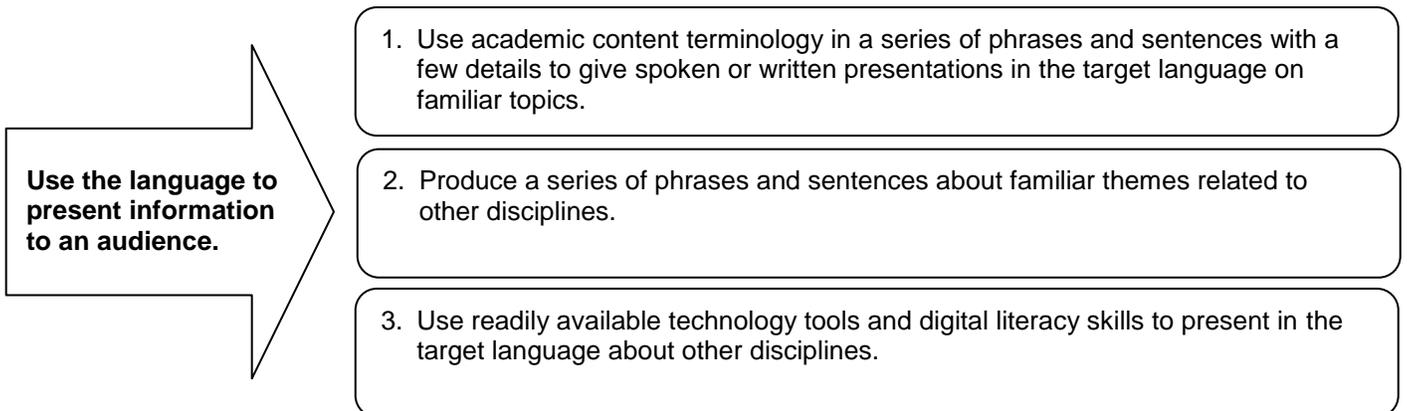
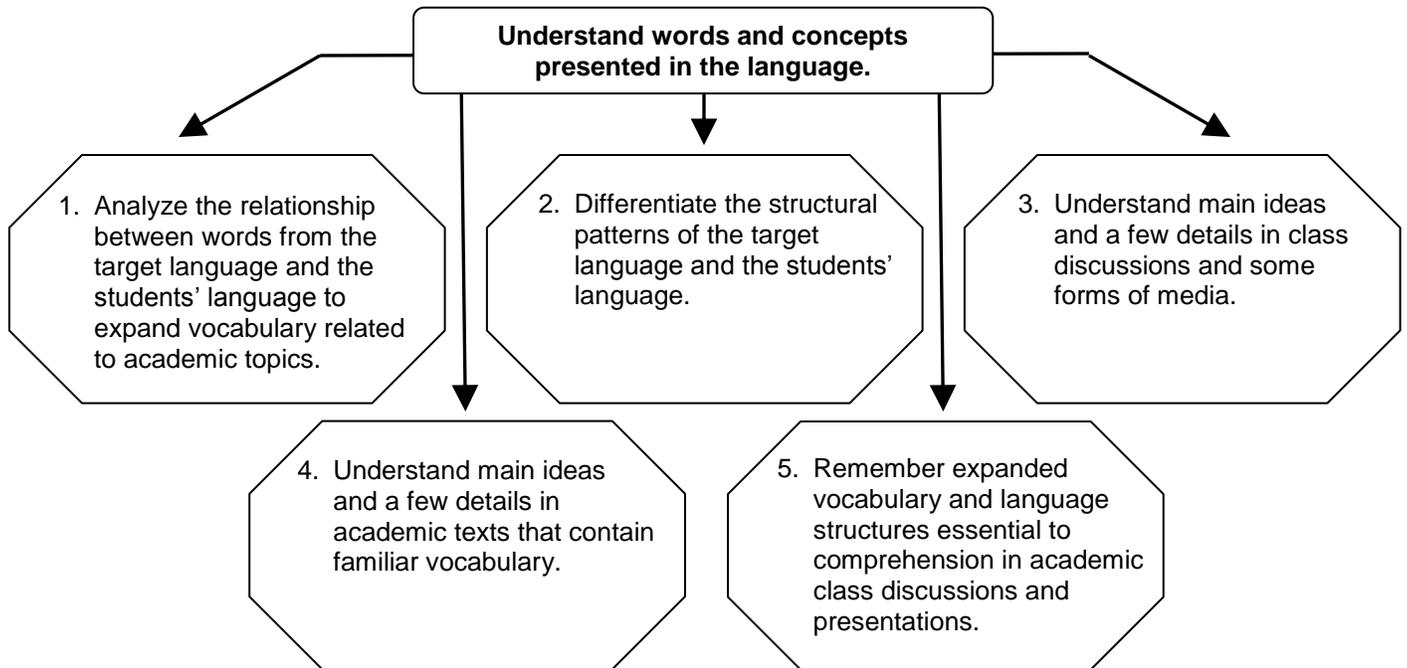
Connections to Other Disciplines

Use the language to engage in interpersonal communication.

1. Understand how to start and continue unrehearsed conversations on a limited number of academic topics.

2. Understand how to ask and answer questions and exchange information on academic topics.

Connections to Other Disciplines (Continued)



Communities

Use the language to engage in interpersonal communication.

1. Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
2. Use the language to exchange information with people from the target culture about shared experiences.

1. Understand practices, products, and perspectives from texts about familiar topics with some details.

Understand words and concepts presented in the language.

2. Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

Use the language to present information to an audience.

1. Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.

2. Use limited dialogue to participate in school or community activities related to the target culture.

Compare the students' culture and the target culture.

1. Integrate traditions and activities of the target culture and the students' culture.

2. Create resources in the target language for use in the community.

3. Coordinate events or presentations that share the target language and culture with the community.