



## STAFFORD COUNTY PUBLIC SCHOOLS

### Curriculum Overview Modern World Language Level III French, German, Spanish

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#### Course Description:

In level III of a modern world language, students continue to develop their proficiency in the three modes of communicative competence; interacting with speakers of the language, understanding oral and written messages in the language, and making oral and written presentations in the target language. Students are expected to communicate using more complex structures in the language on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. The target language is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

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#### Essential Skills and Processes: Students will---

- develop language skills in the areas of listening, speaking, reading and writing;
  - use target language skills for purposeful communication in the interpretive, interpersonal and presentational modes;
  - acquire global insight and an understanding of cultural diversity;
  - make interdisciplinary connections;
  - extend the knowledge of the world language beyond the classroom into the community for recreational, educational, and occupational purposes.
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#### Essential Knowledge: Students will---

##### Communication

- engage in original and spontaneous oral and written communications to express their own opinions, preferences and desires, and to elicit those of others;
- use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources;
- initiate, sustain and close oral and written exchanges in the language on topics that reflect past, present and future time;
- comprehend spoken and written language based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media;
- identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports and literary selections;
- understand culturally authentic materials and follow instructions presented in consumer and informational materials, such as train schedules or directions about how to use the Internet;
- present orally and in writing information that combines learned as well as original language in increasingly complex sentences and paragraphs in past, present and future time;
- present original stories, poems and skits that are appropriate to the type of audience and the purpose of the presentation.

### Cultures

- discuss the interrelationship among the perspectives, practices and products of the cultures studied;
- examine relevance and priorities of current issues in the culture under study.

### Comparisons

- discuss the influences of historical and contemporary events and issues on the relationships between countries where the target language is spoken and the US;
- compare aspects of the cultures studied, such as language, clothing, foods, dwellings and recreation, with those of other cultures;
- strengthen knowledge of the student's first language through the study and analysis of increasingly complex elements of the second language.

### Connections

- identify how the target language and cultures are found in other subject areas through various topics, such as terminology specific to the content areas;
- relate topics studied in other subject areas to those studied in the language class, such as issues related to the environment or contributions to the world of politics, sports and the arts.

### Communities

- expand target language skills and cultural knowledge through the use of the media, entertainment and technology;
- locate and use resources in the target language, such as individuals and organizations accessible through the community or Internet, to broaden cultural understanding.

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### Resources:

ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines  
<http://www.pnlanguages.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

ACTFL Performance Guidelines, K-12  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3327>

National Foreign Language Standards  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>

Virginia Department of Education  
[http://www.doe.virginia.gov/instruction/foreign\\_language/index.shtml](http://www.doe.virginia.gov/instruction/foreign_language/index.shtml)