



## STAFFORD COUNTY PUBLIC SCHOOLS

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

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#### Course Description:

Level IV of a modern language is conducted primarily in the target language. Students continue to develop their proficiency in the target language using the four components of a modern language: reading, listening, writing, and speaking. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the target language to compare and contrast their own culture with those of the target language.

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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 target language beyond the classroom
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#### Essential Knowledge: Students will---

##### Communication

- express and support opinions and exchange personal reactions to spoken and written information on various topics related to contemporary and historical events and issues;
- exchange information in the target language from outside sources such as newspapers, magazines, broadcasts, or the Internet;
- use level-appropriate vocabulary and structure along with other rhetorical devices such as paraphrasing and circumlocution to sustain extended oral and written exchanges in the target language;
- identify various elements in spoken and written texts in the target language, such as plot, theme, setting, and characters;
- understand some subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic works such as radio and television segments or literary passages;
- understand and follow instructions presented in spoken and written consumer and informational materials (completing a customs form, creating a Web page);
- relate information that combines learned as well as original language in oral and written presentations of extended length and complexity;
- present or perform both student-created and culturally authentic essays, poetry, plays, and/or stories.

### Cultures

- discuss in the target language how various perspectives reflect practices and products of the cultures studied.

### Comparisons

- use the target language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political relationships in the global community;
- discuss how the United States is viewed by members of cultures where the target language is spoken and why;
- recognize the existence of local, regional, and national differences in the countries where the language is spoken and in the United States;
- expand understanding of the English language through the study and analysis of increasingly complex elements of the target language (usage, regionalisms, time, tense, mood).

### Connections

- demonstrate an understanding of the connection between content studied in the target language class and in other subject areas (legal and political systems, literature, art, music).

### Communities

- apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes;
- obtain information through media, entertainment, and technology;
- locate and use resources such as individuals and organizations accessible through the community or the Internet to enhance cultural understanding.

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### Resources:

ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines  
<http://www.pnglanguages.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)