



World Languages High School Proficiencies



ENDURING UNDERSTANDINGS:

- *Global citizenship requires an ability to communicate in more than one language.*
- *An ability to communicate in another language fosters a better understanding of my own language and culture.*
- *The study of a world language develops insights into the nature of language and culture.*

Graduation Proficiencies	Proficiency Indicators
(1) Speaking and Listening (in Target Language)	1.1 Navigate straightforward social situations involving basic personal info, basic objects, limited activities, preferences, immediate needs. (Novice Proficiency) 1.2 Converse and understand with ease and confidence when dealing with routine task and social situations about work, school, recreation, particular interests. Can narrate and describe in all major time frames. Can generally be understood by native speakers unaccustomed to dealing with non-natives.(Intermed Proficiency)
(2) Writing (in Target Language)	2.1 Meet basic writing needs using lists, short messages, postcards, simple notes. Able to recombine learned vocab and structures to create simple sentences on familiar topics. (Novice Proficiency) 2.2 Able to meet all practical writing needs at intermediate level. Can write composition and simple summaries about work and school experiences. Can narrate and describe in different time frames, often at paragraph-length. Writing generally understood by natives not used to writing by non-natives. (Intermed Proficiency)
(3) Reading (in Target Language)	3.1 Fully understand key words and cognates, and phrases in highly contextualized texts. Can understand predictable language relating to train schedules, road maps, street signs. Able to derive meaning from short, non-complex texts conveying basic info.(Novice Proficiency) 3.2 Able to meet all practical writing needs at intermediate level. Can write composition and simple summaries about work and school experiences. Can narrate and describe in different time frames, often at paragraph-length. Writing generally understood by natives not used to writing by non-natives.(Intermed Proficiency)

(4) Cultural Competency

4.1 Beginning understanding of global citizenship: Make inferences and ask questions about a culture based on practices and symbols. Use acronyms and abbreviations. Create representations that show importance of products and practices. Use words and gestures in cultural games, role plays and skits, including folktales and proverbs. Identify cultural issues in presented material. (Novice Proficiency; VTed-Global6B)

4.2 All indicators from Novice level. Social justice awareness: Using target language for learning another academic discipline by identifying and discussing national social, health, and cultural issues. Engaging in sustained verbal or written conversation on an assigned topic with a native or fluent speaker. (Intermediate Proficiency; VTed-Global6c)