

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



**Proficiency Level: Intermediate Mid**

# World Languages – Intermediate Mid

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.

1. Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.

2. Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.

3. Use questions with some detail to exchange information in uncomplicated situations.

Understand words and concepts presented in the language.

1. Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.

2. Understand the main idea and many details in texts that contain familiar vocabulary.

3. Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

## Connections to Language and Literacy (Continued)

Use the language to present information to an audience.

1. Use a series of connected sentences in presentations to describe experiences, events, and opinions.

2. Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.

3. Summarize familiar topics with many details in order to describe and/or explain

Compare the students' culture and the target culture.

1. Use cultural practices to analyze familiar topics, situations, and experiences.

2. Analyze media and identify idiomatic expressions that add cultural relevancy.

3. Deconstruct written and spoken texts for cultural attitudes, viewpoints, and values.

## Connections to Other Disciplines

Use the language to engage in interpersonal communication.

1. Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
2. Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

Understand words and concepts presented in the language.

1. Understand spoken information about familiar academic topics expressed in a series of connected sentences.
2. Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
3. Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

Use the language to present information to an audience.

1. Summarize academic content with many details to give spoken or written presentations about familiar topics.
2. Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.
3. 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 the target culture and its civilization.
2. Understand how practices and perspectives impact the target culture.

# Communities

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

1. Carry out spontaneous interactions on familiar topics 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 familiar topics and personal opinions in uncomplicated situations.

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

1. Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.

2. Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

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

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

2. Use the language in school or community activities related to the target culture.

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

1. Understand the influence of the target culture on literature, media, and global concerns.

2. Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.

3. Evaluate the traditions of the target culture and the students' culture.