

## Introduction to the Georgia Performance Standards for Modern Languages

### Philosophy

Language and communication are the essence of all that is human. The world of the 21<sup>st</sup> century is one in which all people must learn to communicate both culturally and linguistically with others around the world. The goals of the modern language standards are:

- To equip students with realistic lifelong skills that will enable them to function competently in a language other than their own and communicate and compete effectively in the global community and marketplace
- To instill a greater awareness of their own culture and the culture(s) of others
- To enrich students' lives by increasing their appreciation for language and culture

The modern language curriculum will develop students' skills in the skill areas of listening, speaking, reading, writing and cultural competence. In addition, the curriculum will provide them with the ability to view, absorb, and evaluate material from non-print sources.

### Organization

The Georgia Performance Standards for Modern Languages (GPS) are based on Standards for Foreign Language Learning in the 21<sup>st</sup> Century and the ACTFL Performance Guidelines for K-12 Learners (American Council on the Teaching of Foreign Language). The GPS are organized in outline form, integrating the national standards and the three modes of communication: interpersonal (IP), interpretive (INT), and presentational (P), as well as Cultural Perspectives, Practices and Products (CU) and Connections, Comparisons, and Communities (CCC). Also included are assessment recommendations and a list of suggested skills and topics for each level. The elements are labeled as follows:

MLI.IP1 ML=Modern Language I= Level I IP=Interpretive 1= first element

The Georgia Performance Standards for Modern Languages specify the Standards and Elements that guide all instruction in every middle or high school modern language course. The GPS will continue to grow and improve over time. Language-specific Thematic Units will provide Performance-Based Summative Student Assessments, as well as Interdisciplinary Instructional Tasks. Samples of Student Work and accompanying Teacher Commentary will be collected and added to the Thematic Units over time.

The GPS for Modern Languages do not set an upper limit of what can be accomplished by the students; rather, they establish the minimum that students should be able to do by the end of each level.

### Sequencing and Age Appropriateness

The GPS for Modern Languages establish what language students will be able to do at designated benchmarks, Levels 1 through 8, throughout their middle and/or high school career. A thematic curriculum for elementary language learners is provided as part of Georgia Quality Core Curriculum.

In order to enroll in a course, students must either have successfully completed the previous level of instruction or have demonstrated the required proficiency designated in the course description.

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Because students may begin formal language learning at various stages of development, content and vocabulary must be adjusted to reflect age appropriate interests.

### Use of Target Language

The use of the target language as the principal means of communication in the classroom is absolutely essential from the very onset of instruction. Teachers must utilize the target language themselves for the vast majority of instructional time and employ instructional strategies that allow and encourage students to practice using the target language. Central to this concept is a student-centered classroom with the teacher in the role of facilitator. The goal of language instruction is to have students use the target language for specific communicative purposes. In this context, grammar becomes a means to accomplish the defined content standards; grammar does not exist as an end in itself.

### Use of Textbooks, Resources, and Technology

The most common tool available to modern language teachers is the textbook; however, it should not dictate the curriculum. Whenever possible, teachers should access and use authentic materials.

Teachers are strongly encouraged to use the ever-expanding resources available on the Internet and other media sources, as well. Culturally authentic materials that add relevance to linguistic and cultural components of language study are readily accessible.

As set forth in the national standards, an important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool that can facilitate this goal by allowing students to access authentic information in the target language and by providing students the opportunity to interact with native speakers.

### Assessments

Modern Language teachers should view assessment as an ongoing practice with both formative and summative opportunities as well as continuous measurement of performance growth. Assessment serves to direct instruction, and provide both student and parent feedback. The list of assessment recommendations for the Georgia Performance Standards for Modern Languages simply suggests tasks that the teacher may use to evaluate student progress. Many of the tasks described therein are learning activities that become assessment tasks when measurement scales are applied. Among the ways that learning activities can be measured are the following: rubrics with defined performance levels, checklists of performance objectives, percentage correct.

### Acknowledgment

The members of the 2002 revision team of the Georgia Performance Standards for Modern Languages are grateful to the writers of the Foreign Language Standards of Learning for Virginia Public Schools as set forth by the Commonwealth of Virginia for Levels 1 through 4.

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### Modern Language Assessment Recommendations

The following is a list of possible assessments that may be used to evaluate the Georgia Performance Standards for Modern Languages. Many of the assessments may be used to measure more than one mode of communication due to the interrelationship of language skills. Rubric design inevitably dictates the particular skills being evaluated.

#### **I. Communication**

##### **A. Interpersonal Mode (IP)**

1. Work in pairs to exchange information, as in information gap activities.
2. Exchange information in conversations based on provided cues.
3. Exchange letters, notes, postcards, or e-mails with other students, other classes, or other schools in the U.S. or in countries where the target language is spoken.
4. Send and respond to invitations.
5. Interview a peer to gather information to fill out a form, to complete a survey, to complete a job application or a business interview, etc.
6. Give and/or follow directions such as describing the way to a location or share “how-to-do” something.
7. Role-play a real-world task such as conducting a telephone conversation, purchasing a ticket, ordering a meal, making a reservation, etc.
8. Work in pairs or groups to compare, complete or describe a picture.
9. Debate an issue in pairs or small groups.
10. Describe something or someone, such as an event that occurred, a famous person, a trip, a mystery person, an accident witnessed, a suspect in a crime, etc., to a partner.
11. Work in small groups to plan an event, such as a party, trip, meeting, etc.
12. Role-play a response to a problem, such as losing luggage at the airport or having something stolen.
13. Play games in small groups, such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, other board games, etc.

##### **B. Interpretive Mode (INT)**

1. Participate in kinesthetic activities, such as using playing Twister, playing “Simon Says”, etc. to indicate comprehension.
2. Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.
3. Complete a cloze activity to indicate listening and/or reading comprehension.
4. Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, whiteboard drills, etc.
5. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
6. Identify characters, main events, and essential details from a text, video, or listening activity.
7. Participate in a listening or viewing comprehension activity that requires problem solving, such as reacting to a scenario by choosing and/or writing the solution to the problem or possible courses of action.
8. Compare and contrast intent, humor and tone in authentic materials, including videos, advertisements and internet sites.

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9. Summarize a text, video or listening presentation.
10. Review, summarize, and/or critique a film, story or book in oral or written form, using technology when appropriate.
11. Accept or defend ideas in oral or written form, using technology when appropriate.
12. Listen to a passage and follow a map or diagram.
13. Use a checklist during a listening or viewing activity to illustrate comprehension.
14. Evaluate pictures and/or written descriptions based upon a reading, viewing or listening activity.
14. Retell or adapt a story and/or event, using technology when appropriate.
15. Participate in a group activity, such as Four Corners, that reflects comprehension of a reading, viewing or listening passage.
16. Create a poster to illustrate something learned, using technology when appropriate.
17. Match pictures or video clips with appropriate captions.
18. Match reading passages with appropriate headlines and/or titles.
19. Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
20. Work in pairs or groups to create illustrations that indicate comprehension of a story, film, description, or sequence of events
21. Develop a WebQuest on a topic of interest.

### C. Presentational Mode (P)

1. Create and present a CD, video and/or audiotape.
2. Create and present a poster with captions that illustrates something learned, such as a family tree.
3. Produce a brochure or schedule, using technology when appropriate.
4. Write a story or essay, using technology when appropriate.
5. Research and present an oral or written report about a country, famous person, or important event.
6. Create and present a story or dialogue using pictures, realia, props, etc.
7. Create a PowerPoint presentation that illustrates something learned.
8. Develop a web page. Topics may include information about clubs, foreign language programs, games, songs, art, etc.
9. Create a game that illustrates something learned, using technology when appropriate.
10. Create and present dialogues, skits, short plays, poems and/or songs.
11. Perform spontaneous role-plays with given situations.
12. Create short video clips, such as commercials, soap operas, news broadcasts, weather reports, etc.
13. Participate in debates and discussions on selected topics.
14. Develop and present a fashion show.
15. Give short speeches or presentations on various topics.
16. Describe a picture, person, object, route, etc.
17. Give directions and/or create a “how-to” list.
18. Give a weather forecast or report.
19. Create and present biographies or autobiographies with real or assumed identities.
20. Compare and differentiate between pictures.
21. Present information from tables, maps, or graphs.
22. Create and present a group-generated story based on written cues.

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23. Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
24. Research a geographical region, important event, or famous person related to the target culture and present orally or in writing, using technology when appropriate.

### II. Cultural Perspectives and Connections (CU, CCC)

1. Identify cultural differences such as animal sounds and onomatopoeia.
2. Exchange video and/or audiotapes with a school in the target culture.
3. Examine newspaper articles, weather reports, movies, radio broadcasts, ads, or commercials and compare them to samples from one's home culture.
4. Prepare a culture capsule.
5. Research a geographical region, important event, or famous person related to the target culture.
6. Create and produce a skit or situational role-play on a cultural aspect.
7. Examine and compare differences in social structures, politics, education, and customs by graphing information, diagramming, etc.
8. Produce crafts and/or artwork that are representative of the target culture(s).
9. Find cognates in culturally authentic materials.
10. Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
11. Create a dialogue between a reporter and a famous figure of the target culture.
12. Examine a culturally authentic object and relate its function.
13. Create a semantic web or flow chart to illustrate cultural practices, perspectives and products, using technology when appropriate.
14. Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
15. Research, plan and participate in a cultural event, such as foreign language festivals, cultural celebrations or state conventions.
16. Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the culture(s) where the target language is spoken.
17. Illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
18. Create a web page or WebQuest in the target language for a country, cultural event, historical event, etc.
19. Create a comparative list of cultural patterns of behavior and distinctive viewpoints.
20. Develop a school schedule that indicates differences in educational systems.
21. Plan an itinerary for a trip to a country where the target language is spoken.
22. Compare advertisements or commercials for a given product and analyze the appeal of the advertisement in the target culture.
23. Listen to a media broadcast and identify the region or country the speaker may be from.