

**SAU 50**  
**World Languages**  
**Grades 7 - 8**  
**Novice High Level**  
**Communication**

The Novice Level “reflects the beginning stages of language learning,” and is further divided into beginning, middle, and high ranges.

(ACTFL 21st century World Languages Skills Map 2011, p. 6)

“Communication: The ability to convey and receive messages based on the three modes of communication: interpersonal, or two-way interaction with someone else; interpretive, the ability to understand and interpret a one-way aural or written text; and presentational, the ability to present information in either a written or oral format.”

(ACTFL 21st century World Languages Skills Map 2011, p. 2)

**SAU 50 District Competency:**

Students will independently use their learning to be comfortable in an environment where the language is used.

**Essential Questions**

- How can I function in a variety of situations using another language?

**Acquisition**

*Students will demonstrate the following to meet the standards.*

- I can communicate and exchange information about familiar topics using phrases and simple sentences.
- I can present basic information on familiar topics using phrases and simple sentences.
- I can write short messages and notes on familiar topics related to everyday life.
- I can understand words, phrases, and simple sentences related to everyday life.
- I can recognize pieces of information and sometimes understand the main topic of what is being said.
- I can understand familiar words and sentences within short and simple texts related to everyday life.
- I can communicate about my daily life using phrases and simple sentences.
- I can recognize pieces of information and sometimes understand the main topic of

- what I have read.
- I can handle short social interactions in everyday situations by asking and answering simple questions.

## Standards

### National World-Readiness Standards for Learning Languages

#### **Key to Standard Notation:**

**Communications** (the goal area) **1** (the domain) **.1** (the number of the standard in that domain)

*Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.*

**1.1:** Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**1.2:** Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**1.3:** Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

*Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.*

**4.1:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

*Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.*

**5.1:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**5.2:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

(The National Standards Collaborative Board, 2015)

[World-Readiness Standards for Learning Language document](#)

### References:

ACTFL 21st century World Languages Skills Map 2011. (2011, March). Retrieved from <https://www.scribd.com/doc/52168336/ACTFL-21st-century-World-Languages-Skills-Map-2011>

The National Standards Collaborative Board. (2015). World-Readiness Standards for Learning Languages. 4th ed. Alexandria, VA: Author. - See more at: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages#sthash.014HI800.dpuf>