



- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

### ***Intent and Spirit of the World Languages Standard***

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected [data](#) from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by [New Jersey Administrative Code](#), is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

### ***Revised Standard***

Although the Standard for World Languages was adopted in 2009, it only became fully operational as of September 2012. Following the revision of the Standard groups of educators convened to develop support materials to assist other educators in implementing the Standard. These resources include the Classroom Application documents, the 21<sup>st</sup> Century Model Unit, the World Language Standard in Action documents, and the Model Curriculum. These materials contain instructional guidance and assessment examples to help educators in implementing the Standard with fidelity. Furthermore, the New Jersey Educator Resource Exchange provides a venue for educators to share additional support materials.

In *Outliers: The Story of Success* (2008), Gladwell emphasizes the role that practice plays in improving performance. By readopting the Standard in its current form with minor changes, educators have the opportunity to improve their practice by focusing on a target that remains constant. The intent of the Department is to continue to provide resources to assist educators. Thus, the annotated glossary and related resources component, while still connected to the Standard, has been removed as part of the Standard and will serve as a living document that can be updated as appropriate.

We know that when students have the opportunity to transfer skills across content areas the learning becomes deeper and more enduring. There is a strong link between the New Jersey Students Learning Standard for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the New Jersey Student Learning Standard for World Languages.

## Language Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In this iteration of the standard, grade level performance benchmarks are also included. Below is a chart from *ACTFL Performance Descriptors for Language Learners 2012* that shows how assessing for performance is different from assessing for proficiency.

### ASSESSING PERFORMANCE VS. ASSESSING PROFICIENCY: HOW ARE THESE ASSESSMENTS DIFFERENT?

Assessing Performance	Assessing Proficiency
<ul style="list-style-type: none"> <li>• <b>Based on Instruction:</b> Describes what the language learner can demonstrate based on what was learned</li> <li>• <b>Practiced:</b> Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts</li> <li>• <b>Familiar Content and Context:</b> Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned</li> <li>• <b>Demonstrated performance:</b> To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Independent of specific instruction or curriculum:</b> Describes what the language user can do regardless of where, when or how the language was acquired</li> <li>• <b>Spontaneous:</b> Tasks are non-rehearsed situations</li> <li>• <b>Broad Content and Context:</b> Context and content are those that are appropriate for the given level</li> <li>• <b>Sustained performance across all the tasks and contexts for the level:</b> To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time</li> </ul>

The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001) and is supported by more recently released documents including the [ACTFL Performance Descriptors for Language Learners 2012](#) and [ACTFL Proficiency Guidelines 2012](#). Below is a short summary of each proficiency level included in the standard document:

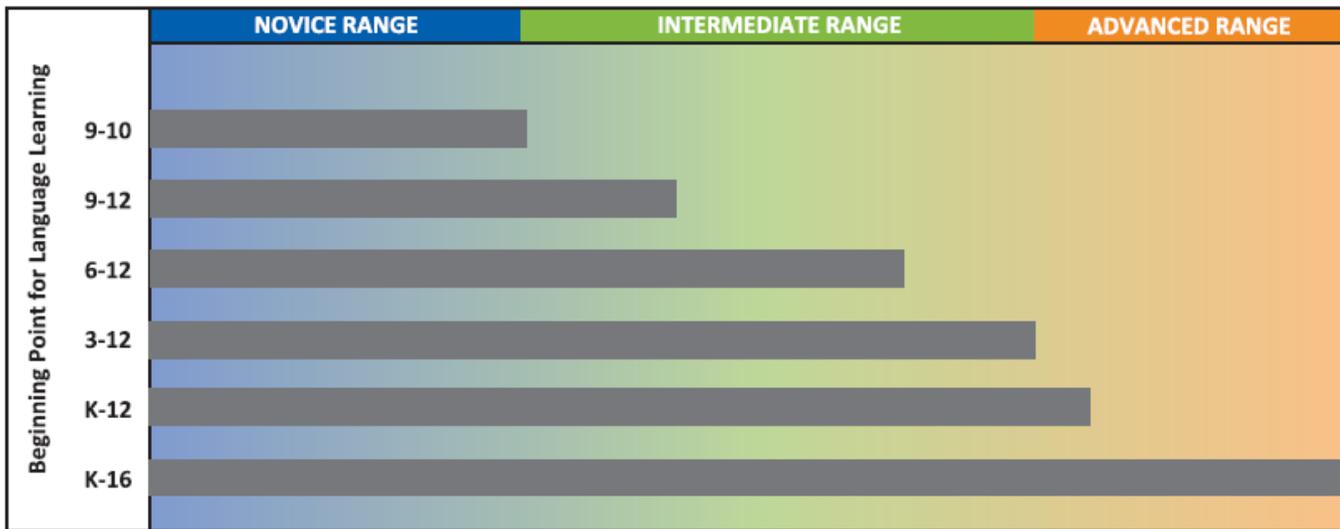
- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

- Intermediate-High Level: Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- Advanced-Low Level: Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

**Realistic Grade-Level Targets for Benchmarked Performance Levels**

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning ([interpersonal](#), [interpretive](#), or [presentational](#)) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the **ACTFL Performance Descriptors for Language Learners 2012** and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.



*A Note about Preschool Learners:* Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by third or fourth grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2.

**Philosophy and Goals**

The world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006) and the summary of the *World-Readiness Standards for Learning Languages*. They were developed by consulting standards in

the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

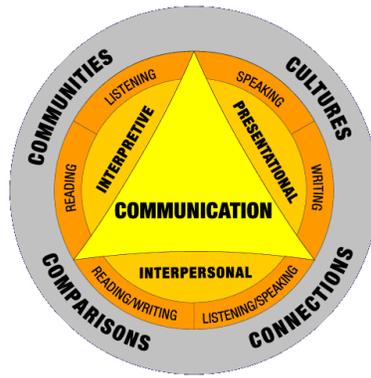
- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

### ***Selecting Culturally Authentic Materials***

Included in the 2009 Standard for World Languages was a chart on how to select culturally authentic materials based on proficiency level. In *Implementing Integrated Performance Assessment*, Adair-Hauck, Glisan, & Troyan offer more current considerations suggesting that instructors should choose materials based on “**CALL-IT**”: **C**ontext, **A**ge, **L**inguistic **L**evel and **I**mportance of **T**ask always keeping in mind that it is the task that should be edited not the text.

### ***Three Strands***

The refreshed world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic below, these are shown around the inner triangle).



**Strand A** reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpretive mode (scroll down to video #1).

**Strand B** reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpersonal mode (scroll down to video #2).

**Strand C** reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the presentational mode (scroll down to video #3)

### ***The Role of Grammar in the World Language Class***

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

## Resources:

- The Joint National Committee for Languages ([JNCL](#)) website provides advocacy materials.
- The American Council on the Teaching of Foreign Languages ([ACTFL](#)) offers extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- There are several resources available to educators to assist them in the implementation of the standard. Among them are the Annotated Glossary with Resources, classroom application documents, the world language standard in action documents, the 21<sup>st</sup> century model unit, and the model curriculum for world languages at the Novice-Mid and Novice-High levels. Additionally, educators may wish to access the charts that provide a link to resources based on proficiency level and cultural content statements.
- Njcore.org is a website for educators to find and share standards-based resources. The New Jersey Department of Education encourages all educators to contribute to the database.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the [New Jersey Department of Education World Languages](#) homepage.
- The state language organization, [Foreign Language Educators of New Jersey \(FLENJ\)](#), offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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<b>Content Area</b>	<b>World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
<b>Strand</b>	<a href="#">Interpretive Mode</a>		
<b>Proficiency Level and Grade Level Performance Benchmark</b>	<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
<a href="#">Novice-Mid</a>  <b>Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school</b>	<b>Linguistic:</b>  The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can <a href="#">independently</a> identify and recognize memorized words and phrases that bring meaning to text.  <b>Cultural:</b> ➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)  ➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a> . (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)  ➤ Healthy eating habits and fitness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness <a href="#">practices</a> .)	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
		7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).
		7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.

	<ul style="list-style-type: none"> <li>➤ Many <a href="#">products</a> and <a href="#">practices</a> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</li> <li>➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</li> <li>➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <a href="#">geography</a>.)</li> <li>➤ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> </ul>		
<p><a href="#">Novice-High</a></p> <p><b>Grades 5-6 for all students who continue to study the same language</b></p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-High</a> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:</p> <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> </ul>	<p>7.1.NH.A.1</p> <p>7.1.NH.A.2</p>	<p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</p> <p>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p>

<p><b>throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school</b></p>	<ul style="list-style-type: none"> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul>	7.1.NH.A.3	Recognize some common gestures and cultural <a href="#">practices</a> associated with target culture(s).
	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to:</li> </ul>	7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
		7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
		7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
		7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
		7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.

	<p>personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <ul style="list-style-type: none"> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>		
<p><b><a href="#">Intermediate-Low</a></b></p> <p><b>Grades 8-9 for all students who continue to study the</b></p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> </ul>	7.1.IL.A.1	Identify the main idea and most supporting details contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.
		7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
		7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural <a href="#">practices</a> ) in

<p><b>same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</b></p>	<ul style="list-style-type: none"> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to:</li> </ul>		the target culture(s) and in one’s own culture.
		7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
		7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
		7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
		7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.		

	<p>personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <ul style="list-style-type: none"> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>		
<p><a href="#">Intermediate-Mid</a></p> <p><b>Grades 10-11 for all students who continue to</b></p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> </ul>	<p>7.1.IM.A.1</p> <p>7.1.IM.A.2</p>	<p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p>

<b>study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</b>	<ul style="list-style-type: none"> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul>	7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural <a href="#">practices</a> ) in the target culture(s) to determine the meaning of a message.
	<b>Cultural:</b> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to:</li> </ul>	7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
		7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
		7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
		7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
		7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

	<p>personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <ul style="list-style-type: none"> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>		
<p><a href="#">Intermediate-High</a></p> <p><b>Grade 12 for all students who continue to study the</b></p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-High</a> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <a href="#">independently</a> to:</p>	<p>7.1.IH.A.1</p> <p>7.1.IH.A.2</p>	<p>Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</p>

<p><b>same language throughout elementary school</b></p> <ul style="list-style-type: none"> <li>➤ Analyze written and oral text.</li> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify most supporting details in written and oral text.</li> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Infer and interpret author’s intent.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Identify the organizing principle in written and oral text.</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities,</li> </ul>	7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.	
	7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.	
	7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.	
	7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.	
	7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.	
	7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.	

	<p>marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>		
<p><b><u>Advanced-Low</u></b></p> <p><b>Grade 12 for heritage students who continue to study their heritage language throughout K-12 and for some students who have study abroad</b></p>	<p><b>Linguistic:</b></p> <p>The <b><u>Advanced-Low</u></b> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <b><u>independently</u></b> to:</p> <ul style="list-style-type: none"> <li>➤ Analyze written and oral text.</li> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify most supporting details in written and oral text.</li> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Infer and interpret author’s intent.</li> <li>➤ Identify some cultural <b><u>perspectives</u></b>.</li> <li>➤ Identify the organizing principle in written and oral text.</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an</li> </ul>	<p>7.1.AL.A.1</p> <p>7.1.AL.A.2</p> <p>7.1.AL.A.3</p> <p>7.1.AL.A.4</p> <p>7.1.AL.A.5</p>	<p>Analyze and critique the validity of <b><u>culturally authentic materials</u></b> using <b><u>electronic information</u></b> and other sources related to targeted themes.</p> <p>Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <b><u>informal and some formal</u></b> settings.</p> <p>Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural <b><u>perspectives</u></b> are reflected in cultural <b><u>products</u></b> and cultural <b><u>practices</u></b>.</p> <p>Evaluate, from multiple cultural <b><u>perspectives</u></b>, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>Evaluate information from oral and written discourse dealing with a variety of topics.</p>

<b>opportunities</b>	understanding of the role cultural <a href="#">perspectives</a> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)	7.1.AL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
		7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and <a href="#">formal</a> contexts.
	<ul style="list-style-type: none"> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding</li> </ul>	7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.

	<p>should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
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<b>Content Area</b>	<b>World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
<b>Strand</b>	<a href="#">Interpersonal Mode</a>		
<b>Proficiency Level and Grade Level Performance Benchmark</b>	<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
<a href="#">Novice-Mid</a>  <b>Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students</b>	<b>Linguistic:</b>  The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can use memorized words and phrases <a href="#">independently</a> to: <ul style="list-style-type: none"> <li>➤ Respond to learned questions.</li> <li>➤ Ask memorized questions.</li> <li>➤ State needs and preferences.</li> <li>➤ Describe people, places, and things.</li> </ul> <b>Cultural:</b> <ul style="list-style-type: none"> <li>➤ Personal identity is developed through experiences that</li> </ul>	7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
		7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
		7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
		7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
		7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics

<p><b>who switch languages in high school</b></p>	<p>occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <ul style="list-style-type: none"> <li>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>➤ Healthy eating habits and fitness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness <a href="#">practices</a>.)</li> <li>➤ Many <a href="#">products</a> and <a href="#">practices</a> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</li> <li>➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</li> <li>➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this</li> </ul>		<p>studied in other content areas.</p>
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	<p>understanding should include, but are not limited to: history, economics, science, and <a href="#">geography</a>.)</p> <ul style="list-style-type: none"> <li>➤ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> </ul>		
<p><b><a href="#">Novice-High</a></b></p> <p><b>Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school</b></p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-High</a> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an opinion and preference.</li> </ul> </li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and</li> </ul>	7.1.NH.B.1	Use <a href="#">digital tools</a> to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
		7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
		7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
		7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
		7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

	<p><a href="#">geography</a>.)</p> <ul style="list-style-type: none"><li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li><li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li><li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li><li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li><li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li><li>➤ Online newspapers, magazines, blogs, wikis, podcasts,</li></ul>		
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	<p>videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<p><b><a href="#">Intermediate-Low</a></b></p> <p><b>Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</b></p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to:</p> <p>➤ Ask and answer questions related to everyday life.</p> <p>➤ Handle simple transactions related to everyday life:</p> <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an opinion and preference.</li> </ul> <p><b>Cultural:</b></p> <p>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>➤ The study of another language and culture deepens understanding of where and how people live and why</p>	7.1.IL.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to targeted themes.
		7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
		7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
		7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
		7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

	<p>events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <ul style="list-style-type: none"> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and</li> </ul>		
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	<p>remedies.)</p> <ul style="list-style-type: none"> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>		
<p><a href="#">Intermediate-Mid</a></p> <p><b>Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grades 12 for students who</b></p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an opinion and preference.</li> </ul> </li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> </ul>	<p>7.1.IM.B.1</p> <p>7.1.IM.B.2</p> <p>7.1.IM.B.3</p> <p>7.1.IM.B.4</p> <p>7.1.IM.B.5</p>	<p>Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>

<p><b>switch languages in high school</b></p>	<ul style="list-style-type: none"> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that</li> </ul>		
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	<p>assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <ul style="list-style-type: none"> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>		
<p><b><a href="#">Intermediate-High</a></b></p> <p><b>Grade 12 for all students who continue to study the same language throughout elementary school</b></p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-High</a> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul> <p><b>Cultural:</b></p>	7.1.IH.B.1	Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.
		7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
		7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
		7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
		7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
		7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

	<ul style="list-style-type: none"><li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li><li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li><li>➤ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li><li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li><li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and</li></ul>		
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	<p>developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
<p><b><u>Advanced-Low</u></b></p> <p><b>Grade 12 for heritage students who continue to study their heritage language throughout K-12 and for some students who have study abroad opportunities</b></p>	<p><b>Linguistic:</b></p> <p>The <b><u>Advanced-Low</u></b> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <b><u>independently</u></b> to:</p> <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <b><u>perspectives</u></b>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <b><u>perspectives</u></b> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the</li> </ul>	<p>7.1.AL.B.1</p> <p>7.1.AL.B.2</p> <p>7.1.AL.B.3</p> <p>7.1.AL.B.4</p> <p>7.1.AL.B.5</p> <p>7.1.AL.B.6</p>	<p>Use <b><u>digital tools</u></b> to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p> <p>Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in <b><u>informal and some formal</u></b> settings.</p> <p>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>Use language in a variety of settings to further personal, academic, and career goals.</p>

	<p>allocation of scarce resources].)</p> <ul style="list-style-type: none"> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this</li> </ul>		
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	understanding should include, but are not limited to: history, social sciences, and world literatures.)		
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<b>Content Area</b>	<b>World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
<b>Strand</b>	<a href="#"><u>Presentational Mode</u></a>		
<b>Proficiency Level and Grade Level Performance Benchmark</b>	<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
<a href="#"><u>Novice-Mid</u></a>  <b>Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school</b>	<b>Linguistic:</b>  The <a href="#"><u>Novice-Mid</u></a> language learner understands and communicates at the word level and can use memorized words and phrases <a href="#"><u>independently</u></a> to: ➤ Make lists. ➤ State needs and preferences. ➤ Describe people, places, and things.  <b>Cultural:</b> ➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)  ➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <a href="#"><u>products</u></a> and <a href="#"><u>practices</u></a> . (Topics and activities that assist in the development of this understanding should include,	7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#"><u>multimedia-rich presentation</u></a> on targeted themes to be shared <a href="#"><u>virtually</u></a> with a target language audience.
		7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
		7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
		7.1.NM.C.4	Present information from age- and level-appropriate, <a href="#"><u>culturally authentic materials</u></a> orally or in <a href="#"><u>writing</u></a> .
		7.1.NM.C.5	Name and label tangible cultural <a href="#"><u>products</u></a> and imitate cultural <a href="#"><u>practices</u></a> from the target culture(s).

	<p>but are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"><li>➤ Healthy eating habits and fitness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness <a href="#">practices</a>.)</li><li>➤ Many <a href="#">products</a> and <a href="#">practices</a> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</li><li>➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</li><li>➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <a href="#">geography</a>.)</li><li>➤ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to:</li></ul>		
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	all content areas and popular culture.)		
<p><b><u>Novice-High</u></b></p> <p><b>Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school</b></p>	<p><b>Linguistic:</b></p> <p>The <u>Novice-High</u> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an opinion and preference.</li> <li>○ Request and suggest.</li> </ul> </li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li> <li>➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the</li> </ul>	7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a <u>multimedia-rich presentation</u> to be shared <u>virtually</u> with a target language audience.
		7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
		7.1.NH.C.3	Describe in writing people and things from the home and school environment.
		7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, <u>culturally authentic materials</u> orally or in writing.
		7.1.NH.C.5	Tell or write about cultural <u>products</u> associated with the target culture(s) and identify how the <u>products</u> and <u>practices</u> are derived from the cultural <u>perspectives</u> .

	<p>availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <ul style="list-style-type: none"> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture.</li> </ul>		
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	(Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
<p><b><u>Intermediate-Low</u></b></p> <p><b>Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</b></p>	<p><b>Linguistic:</b></p> <p>The <b><u>Intermediate-Low</u></b> language learner understands and communicates at the sentence level and can use simple sentences <b><u>independently</u></b> to:</p> <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an opinion and preference.</li> <li>○ Request and suggest.</li> </ul> </li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <b><u>geography</u></b>.)</li> <li>➤ Due to globalization and advances in technology, the <b><u>products</u></b> and <b><u>practices</u></b> of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the</li> </ul>	7.1.IL.C.1	Use knowledge about cultural <b><u>products</u></b> and cultural <b><u>practices</u></b> to create a <b><u>multimedia-rich presentation</u></b> on targeted themes to be shared <b><u>virtually</u></b> with a target language audience.
		7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
		7.1.IL.C.4	Compare and contrast age- and level-appropriate <b><u>culturally authentic materials</u></b> orally and in writing.
		7.1.IL.C.5	Explain the cultural <b><u>perspective</u></b> associated with a few cultural <b><u>products</u></b> and cultural practices from the target culture (s) and one’s own culture.
		7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <b><u>16 Career Clusters</u></b> .

	<p>environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <ul style="list-style-type: none"> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this</li> </ul>		
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	understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
<p><b><u>Intermediate-Mid</u></b></p> <p><b>Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</b></p>	<p><b>Linguistic:</b></p> <p>The <u>Intermediate-Mid</u> language learner understands and communicates at the sentence level and can use strings of sentences <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an opinion and</li> <li>○ Request and suggest.</li> </ul> </li> </ul>	7.1.IM.C.1	Synthesize information related to the cultural <u>products</u> , cultural <u>practices</u> , and cultural <u>perspectives</u> associated with targeted culture(s) to create a <u>multimedia-rich presentation</u> on targeted themes to be shared <u>virtually</u> with a target language audience.
		7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
		7.1.IM.C.4	Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u> .
		7.1.IM.C.5	Compare cultural <u>perspectives</u> of the target culture(s) with those of one’s own culture as evidenced through their cultural <u>products</u> and cultural <u>practices</u> .
	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li> <li>➤ Due to globalization and advances in technology, the <u>products</u> and practices of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the</li> </ul>		

	<p>environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <ul style="list-style-type: none"><li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li><li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li><li>➤ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li><li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li><li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this</li></ul>		
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	understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
<p><a href="#">Intermediate-High</a></p> <p><b>Grade 12 for all students who continue to study the same language throughout K-12</b></p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-High</a> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Offer advice.</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>,</li> </ul>	7.1.IH.C.1	Explain and compare how a cultural <a href="#">perspective</a> led to the development of a cultural <a href="#">product</a> or cultural <a href="#">practice</a> in the target culture(s) and in one’s own culture, through a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.
		7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <a href="#">perspectives</a> associated with the target culture(s).
		7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
		7.1.IH.C.4	Explain the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a> .
		7.1.IH.C.5	Explain cultural <a href="#">perspectives</a> associated with the target culture(s), as evidenced by the cultural <a href="#">products</a> and cultural <a href="#">practices</a> associated with the target culture(s), and compare these perspectives with those of one’s own culture.
		7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

	<p>across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <ul style="list-style-type: none"> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>		
<p><b>Advanced-Low</b></p> <p><b>Grade 12 for heritage students who continue to</b></p>	<p><b>Linguistic:</b></p> <p>The <b>Advanced-Low</b> language learner understands and communicates at the paragraph level and can paragraph-level discourse <b>independently</b> to:</p> <ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify some cultural <b>perspectives</b>.</li> </ul>	<p>7.1.AL.C.1</p> <p>7.1.AL.C.2</p> <p>7.1.AL.C.3</p>	<p>Create a research-based <b>multimedia-rich presentation</b> to be shared <b>virtually</b> with a target language audience.</p> <p>Create a research-based analysis of a current global problem/issue showing cultural <b>perspectives</b> associated with the target culture(s) and another world culture.</p> <p>Use language creatively in writing for personal, career, or academic purposes.</p>

<b>study their heritage language throughout K-12 and for some students who have study abroad opportunities</b>	<ul style="list-style-type: none"> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Offer advice.</li> </ul>	7.1.AL.C.4	Compare and contrast the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a> with those found in selections in English.
	<b>Cultural:</b> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> </ul>	7.1.AL.C.5	Analyze how cultural <a href="#">perspectives</a> about a specific cultural <a href="#">product</a> or cultural <a href="#">practice</a> associated with the target culture(s) change over time, and compare with changing <a href="#">perspectives</a> in one's own culture.
	<ul style="list-style-type: none"> <li>➤ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include,</li> </ul>	7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

	<p>but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>		
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**Links:**

**Advanced-Low Level Learners:** Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

**Career Clusters:** Postsecondary education and career pathways

**Cultural Content:** Content that is reinforced or enhanced through the language studied. It is appropriate for cultural content introduced at earlier proficiency levels to be reintroduced with increasing depth and sophistication at higher levels of proficiency.

**Cultural Perspectives:** Popular beliefs, commonly held values, folk ideas, shared values, and assumptions widely held by members of a culture.

- ◆ The perspectives of a culture sanction the cultural practices and create a need for the products.
- ◆ The perspectives provide the reason for “why they do it that way” and the explanation for “how can they possibly think that?”
- ◆ Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

**Cultural Practices:** Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship, between the practices and perspectives of the cultures studied.

**Cultural Products:** Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Culturally Authentic Materials:** Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language

**Formal and informal:** The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

**Four art forms:** Dance, music, theatre, and the visual arts.

**Geography:** Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

**Independently:** What the learner can communicate spontaneously without guidance or support.

**Intermediate-High Level Learner:** Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

**Intermediate-Low Level Learner:** Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Intermediate-Mid Level Learner:** Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.

**Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.” Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.

**Novice-High Level Learner:** Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Novice-Mid Level Learner:** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

**Novice Writing Tasks:** A form or document in which students supply simple requested information in an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

**Physical response:** TPR (Total Physical Response) is an example of an instructional strategy that uses physical response.

**Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

**Twenty-first Century Technologies:** Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.