

Kansas World Language Standards

World Language Standards

**Goal Area:
Communication**

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

- 1 Novice Range: Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
 - 1 Novice Low Learners can communicate on some very familiar topics using single words and phrases that they have practiced and memorized.
 - Novice Low Learners can...
 - 1 greet peers.
 - 2 introduce self to someone.
 - 3 answer a few simple questions..
 - 2 Novice Mid Learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
 - Novice Mid Learners can...
 - 1 greet and leave people in a polite way.
 - 2 introduce self and others.
 - 3 answer a variety of simple questions.
 - 4 make some simple statements in a conversation.
 - 5 ask some simple questions.
 - 6 communicate basic information about self and people they know.
 - 7 communicate some basic information about their everyday lives.
 - 3 Novice High Learners can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions.
 - Novice High Learners can...
 - 1 exchange some personal information.
 - 2 exchange information using texts, graphs, or pictures.
 - 3 ask for and give simple directions.
 - 4 make plans with others.
 - 5 interact with others in everyday situations.
- 4 Sample Performance Tasks – Novice Range
 - 1 Learners give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.
 - 2 Learners ask and answer questions about topics such as family, school events, and celebrations in person or via letters, email, voice chats, video-chat, or instant messages.

- 3 Learners share likes and dislikes with one another.
 - 4 Learners exchange descriptions of people and tangible products of the culture such as toys, clothing, types of dwellings, foods, with classmates.
 - 5 Learners exchange greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.
- 2 Intermediate Range: Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
- 1 Intermediate Low Learners can participate in conversations on a number of familiar topics using simple sentences. They can handle short social interactions in everyday situations by asking and answering simple questions.
 - Intermediate Low Learners can...
 - 1 have a simple conversation on a number of everyday topics.
 - 2 ask and answer questions on factual information that is familiar to them.
 - 3 use the language to meet their basic needs in familiar situations.
 - 2 Intermediate Mid Learners can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about self and their everyday lives.
 - Intermediate Mid Learners can...
 - 1 start, maintain, and end a conversation on a variety of familiar topics.
 - 2 talk about their daily activities and personal preferences.
 - 3 use their language to handle tasks related to their personal needs.
 - 4 exchange information about subjects of special interest to them.
 - 3 Intermediate High Learners can participate with ease and confidence in conversations on familiar topics. They can usually talk about events and experiences in various time frames. They can usually describe people, places, and things. They can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
 - Intermediate High Learners can...
 - 1 exchange information related to areas of mutual interest.
 - 2 use their language to do a task that requires multiple steps.
 - 3 use their language to handle a situation that may have a complication.
- 4 Sample Performance Tasks- Intermediate Range
- 1 Learners follow and give directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture. They ask and respond to questions for clarification.

- 2 Learners exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of their target cultures.
 - 3 Learners compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences, and other school subjects.
 - 4 Learners acquire goods, services, or information orally and /or in writing.
 - 5 Learners develop and propose solutions to uses and problems related to the school or community through group work.
- 3 Advanced Range: Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
- 1 Advanced Low Learners can participate in conversations about familiar topics that go beyond their everyday lives. They can talk in an organized way and with some detail about events and experiences in various time frames. They can describe people, places, and things in an organized way and with some detail. They can handle a familiar situation with an unexpected complication.
 - Advanced Low Learners can...
 - 1 participate in conversations on a wide variety of topics that go beyond their everyday lives.
 - 2 compare and contrast life in different locations and in different times
 - 3 resolve an unexpected complication has arises in a familiar situation.
 - 4 conduct or participate in interviews.
 - 2 Advanced Mid Learners can express themselves fully not only on familiar topics but also on some concrete social, academic, and professional topics. They can talk in detail and in an organized way about events and experiences in various time frames. They can confidently handle routine situations with an unexpected complication. They can share their points of view in discussions on some complex issues.
 - Advanced Mid Learners can...
 - 1 communicate effectively on a wide variety of present, past, and future events.
 - 2 exchange general information on topics outside their fields of interest.
 - 3 handle an complication or unexpected turn of events.
 - 3 Advanced High Learners can express themselves freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. They can usually support their opinion and develop hypotheses on topics of particular interest or personal experience.
 - Advanced High Learners can...

- 1 exchange complex information about academic and professional tasks.
 - 2 exchange detailed information on topics within and beyond their fields of interest.
 - 3 support their opinion and construct hypotheses.
- 4 Sample Performance Tasks- Advanced Range
- 1 Learners discuss, orally or in writing, current or past events that are of significance in the target culture or that are being studied in another subject.
 - 2 Learners develop and propose solutions to issues and problems that are of concern to members of their own and the target cultures through group work.
 - 3 Learners share their analyses and personal reactions to expository and literary texts with peers and/or speakers of the target language.
 - 4 Learners exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.
- 4 Superior Range
- 1 Superior Learners can communicate with ease, accuracy, and fluency. They can participate fully and effectively in discussions on a variety of topics in formal and informal settings. They can discuss at length complex issues by structuring arguments and developing hypotheses.
 - Superior Learners can...
 - 1 support opinions clearly and precisely.
 - 2 discuss complex information in debates or meetings
 - 3 participate with ease in complex discussions with multiple participants on a wide variety of topics.

B Standard 1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed in the target language on a variety of topics. 1.2

A Listening 1.2.A

- 1 Novice Range: Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts with strong visual support.
- 1 Novice Low Learners can recognize a few memorized words and phrases when they hear them spoken.
- 2 Novice Mid Learners can recognize some familiar words and phrases when they hear them spoken.
 - Novice Mid Learners can...
 - 1 understand a few courtesy phrases.
 - 2 recognize and sometimes understand basic information in words and phrases that they have memorized.
 - 3 recognize and sometimes understand words and phrases that they have learned for specific purposes.
- 3 Novice High Learners can often understand words, phrases, and simple sentences related to everyday life. They can recognize pieces of information and sometimes understand the main topic of what is being said.
 - Novice High Learners can...
 - 1 sometimes understand simple questions or statements on familiar topics.
 - 2 understand simple information when presented with pictures and graphs.
 - 3 sometimes understand the main topic of conversations that they overhear.
- 4 Sample Performance Tasks – Novice Range
 - 1 Learners list key actions from developmentally appropriate narratives such as personal anecdotes, familiar fairy tales, and narratives based on familiar themes.
 - 2 Learners identify people and objects in their environment or from other school subjects, based on oral and written descriptions.
 - 3 Learners report out the content of brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.
 - 4 Learners identify the principal characters of stories or children’s literature and dramatize the main themes and ideas.
 - 5 Learners identify the principal message contained in various media such as illustrated texts, posters, or advertisements.
 - 6 Learners interpret the meaning of gestures, intonation, and other visual or auditory cues.

- 2 Intermediate Range: Understands main ideas and some supporting details on familiar topics from a variety of texts.
 - 1 Intermediate Low Learners can understand the main idea in short, simple messages and presentations on familiar topics. They can understand the main idea of simple conversations that they overhear.
 - Intermediate Low Learners can...
 - 1 understand the basic purpose of a message.
 - 2 understand messages related to their basic needs.
 - 3 understand questions and simple statements on everyday topics when they are part of the conversation.
 - 2 Intermediate Mid Learners can understand the main idea messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea in conversations that they overhear.
 - Intermediate Mid Learners can...
 - 1 understand basic information in ads, announcements, and other simple recordings.
 - 2 understand the main idea of what they listen to for personal enjoyment.
 - 3 understand messages related to their everyday life.
 - 3 Intermediate High Learners can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed. They can sometimes follow what they hear about events and experiences in various time frames.
 - Intermediate High Learners can...
 - 1 easily understand straightforward information or interactions.
 - 2 understand a few details in ads, announcements, and other simple recordings.
 - 3 sometimes understand situations with complicating factors.
- 4 Sample Performance Tasks - Intermediate Range
 - 1 Learners relate the main themes and significant details on topics from other subjects and products of the cultures as presented on TV, radio, video, or live presentations.
 - 2 Learners describe the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, websites, or other printed sources for target language audiences.
 - 3 Learners identify the principal characters and discuss the main ideas and themes in selected literary texts.

- 4 Learners use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages.
- 3 Advanced Range: Understands main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.
 - 1 Advanced Low Learners can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.
 - Advanced Low Learners can...
 - 1 understand descriptions and stories of events that have happened or will happen.
 - 2 understand the main idea of popular genres.
 - 2 Advanced Mid Learners can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in most genres, even when not familiar with the topic.
 - Advanced Mid Learners can...
 - 1 understand the main idea and many details of descriptions or interviews.
 - 2 understand accounts of events.
 - 3 understand directions and instructions on everyday tasks.
 - 3 Advanced High Learners can easily follow narrative, informational, and descriptive speech. They can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes follow extended arguments and different points of view.
 - Advanced High Learners can...
 - 1 easily understand detailed reports and exposés.
 - 2 often understand various viewpoints in extended arguments.
 - 3 understand discussions and presentations on many concrete and abstract topics.
- 4 Sample Performance Tasks - Advanced Range
 - 1 Learners discuss the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
 - 2 Learners summarize the principal elements of nonfiction articles in newspapers, magazines, and websites on topics of current and historical importance to members of the culture.

- 3 Learners analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
- 4 Learners compare and contrasts cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal setting.
- 5 Learners describe cultural nuances of meaning in expressive products of the culture; including selections from various literary genres and the visual arts.

Superior Range

- 1 Superior Learners can follow a wide range of academic and professional discourse on abstract and specialized topics. They can understand all standard dialects. They can sometimes infer complex meaning that requires deep understanding of the culture.
 - Superior Learners can...
 - 1 understand a variety of abstract and technical topics within their field of expertise.
 - 2 understand discussions on various issues of general interest.
 - 3 understand implications and inferences in discussions or presentations.

B Reading 1.2.B

- 1 Novice Range: Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts with strong visual support.
 - 1 Novice Low Learners can recognize a few letters or characters. They can identify a few memorized words and phrases when they read.
 - Novice Low Learners can...
 - 1 recognize a few letters or characters.
 - 2 connect some words, phrases, or characters to their meanings.
 - 2 Novice Mid Learners can recognize some letters or characters. They can understand some learned or memorized words and phrases when they read.
 - Novice Mid Learners can...
 - 1 recognize words, phrases, and characters with the help of visuals.
 - 2 recognize words, phrases, and characters when they associate them with things they already know.
 - 3 Novice High Learners can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They can sometimes understand the main idea of what they have read.
 - Novice High Learners can...
 - 1 usually understand short, simple messages on familiar topics.
 - 2 sometimes understand short simple descriptions with the help of pictures or graphs.

- 3 sometimes understand the main idea of published materials.
- 4 understand simple everyday notices in public places on topics that are familiar to them.

4 Sample Performance Tasks – Novice Range

- 1 Learners list key actions from developmentally appropriate narratives such as personal anecdotes, familiar fairy tales, and narratives based on familiar themes.
- 2 Learners identify people and objects in their environment or from other school subjects, based on oral and written descriptions.
- 3 Learners report out the content of brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.
- 4 Learners identify the principal characters of stories or children’s literature and dramatize the main themes and ideas.
- 5 Learners identify the principal message contained in various media such as illustrated texts, posters, or advertisements.
- 6 Learners interpret the meaning of gestures, intonation, and other visual or auditory cues.

2 Intermediate Range: Understands main ideas and some supporting details on familiar topics from a variety of texts.

1 Intermediate Low Learners can understand the main idea in short and simple texts when the topic is familiar.

- Intermediate Low Learners can...

- 1 understand messages in which the writer tells or asks them about topics of personal interest.
- 2 identify some simple information needed on forms.
- 3 identify some information from news media.

2 Intermediate Mid Learners can understand the main idea of texts related to everyday life and personal interests or studies.

- Intermediate Mid Learners can...

- 1 understand simple personal questions.
- 2 understand basic information in ads, announcements, and other simple texts.
- 3 understand the main idea of what they read for personal enjoyment.
- 4 read simple written exchanges between other people.

3 Intermediate High Learners can easily understand the main idea of texts related to everyday life, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames.

- Intermediate High Learners can...

- 1 understand accounts of personal events or experiences.
 - 2 sometimes follow short, written instructions when supported by visuals.
 - 3 understand the main idea of and a few supporting facts about famous people and historic events.
- 4 Sample Performance Tasks - Intermediate Range
- 1 Learners restate information from short articles and postings related to other school subjects.
 - 2 Learners react to messages in video clips from the target culture on current issues of interest to peers.
 - 3 Learners locate key information from announcements and messages connected to daily activities in the target culture.
 - 4 Learners relate the main themes and significant details on topics from other subjects and products of the cultures as presented on TV, radio, video, or live presentations.
 - 5 Learners describe the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, websites, or other printed sources for target language audiences.
 - 6 Learners identify the principal characters and discuss the main ideas and themes in selected literary texts.
 - 7 Learners use knowledge acquired in other setting sand from other subject areas to comprehend spoken and written messages in the target languages.
- 3 Advanced Range: Understands main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.
- 1 Advanced Low Learners can understand the main idea and some supporting details on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames and genres.
 - Advanced Low Learners can...
 - 1 find and use information for practical purposes.
 - 2 read texts that compare and contrast information.
 - 3 follow simple written instructions.
 - 2 Advanced Mid Learners can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. They can follow stories and descriptions of considerable length and in various time frames. They can understand texts written in a variety of genres, even when they are unfamiliar with the topic.
 - Advanced Mid Learners can...

- 1 follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.
- 2 understand general information on topics outside their field of interest.
- 3 understand messages on a wide variety of past, present, and future events.

3 Advanced High Learners can easily follow narrative, informational, and descriptive texts. They can understand what they read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes understand extended arguments and different points of view.

- Advanced High Learners can...

- 1 understand narrative, descriptive, and informational texts of any length.
- 2 read about most topics of special interest.
- 3 read most general fiction and non-fiction.

4 Sample Performance Tasks - Advanced Range

- 1 Learners discuss the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
- 2 Learners summarize the principal elements of nonfiction articles in newspapers, magazines, and websites on topics of current and historical importance to members of the culture.
- 3 Learners analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
- 4 Learners compare and contrast cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings.
- 5 Learners describe cultural nuances of meaning in expressive products of the culture; including selections from various literary genres and the visual arts.

4 Superior Range

1 Superior Learners can follow academic, professional, and literary texts on a wide range of both familiar and unfamiliar subjects. They can sometimes infer complex meaning that requires analysis and deep understanding of the culture.

- Superior Learners can...

- 1 analyze the primary argument and supporting details.
- 2 understand detailed information within and beyond their fields of interest.
- 3 comprehend complex texts on abstract topics of interest to them.

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

1 Speaking 1.3.A

- 1 Novice Range:** Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
 - 1 Novice Low Learners** can present information about themselves and some other very familiar topics using single words or memorized phrases.
 - Novice Low Learners can...
 - 1** recite words and phrases that they have learned.
 - 2** state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.
 - 3** introduce self to a group.
 - 4** recite short memorized phrases, parts of poems, and rhymes.
 - 2 Novice Mid Learners** can present information about themselves and some other very familiar topics using a variety of words, phrases, and memorized expressions.
 - Novice Mid Learners can...
 - 1** present information about self and others using words and phrases.
 - 2** express their likes and dislikes using words, phrases, and memorized expressions.
 - 3** present information about familiar items in their immediate environment.
 - 4** talk about their daily activities using words, phrases, and memorized expressions.
 - 5** present simple information about something they learned using words, phrases, and memorized expressions.
 - 3 Novice High Learners** can present basic information on familiar topics using language they have practiced using phrases and simple sentences.
 - Novice High Learners can...
 - 1** present information about their lives using phrases and simple sentences.
 - 2** tell about a familiar experience or event using phrases and simple sentences.
 - 3** present basic information about a familiar person, place, or thing using phrases and simple sentences.
 - 4** present information about others using phrases and simple sentences.
 - 5** give basic instructions on how to make or do something using phrases and simple sentences.

- 6 present basic information about things they have learned using phrase and simple sentences.
- 4 Sample Performance Tasks – Novice Range
 - 1 Learners prepare illustrated stories about activities or events in their environment and share these stories and events with an audience in the school or community or post them on a website.
 - 2 Learners dramatize and video songs, short anecdotes, or poetry commonly known by peers in the target culture and post them to the school website or to a video sharing website.
 - 3 Learners record short oral notes and messages about people and things in their school environment and post the information for a partner language class either locally or abroad.
 - 4 Learners produce a video ad about products and/or practices of their own culture to peers in the target language.
- 2 Intermediate Range: Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences.
 - 1 Intermediate Low Learners can present information on most familiar topics using a series of simple sentences.
 - Intermediate Low Learners can...
 - 1 talk about people, activities, events, and experiences.
 - 2 express their needs and wants.
 - 3 present information on plans, instructions, and directions.
 - 4 present songs, short skits, or dramatic readings.
 - 5 express their preferences on topics of interest.
 - 2 Intermediate Mid Learners can make presentations on a wide variety of familiar topics using connected sentences.
 - Intermediate Mid Learners can...
 - 1 make a presentation about their personal and social experiences.
 - 2 make a presentation on something they have learned or researched.
 - 3 make a presentation about common interests and issues and state their viewpoint.
 - 3 Intermediate High Learners can make presentations in a generally organized way on school, work, and community topics, and on topics they have researched. They can make presentations on some events and experiences in various timeframes.
 - Intermediate High Learners can...
 - 1 present information on academic and work topics.
 - 2 make a presentation on events, activities, and topics of particular interest.
 - 3 present their points of view and provide reasons to support them.

4 Sample Performance Tasks - Intermediate Range

- 1 Learners dramatize short plays, original skits, recite selected poems and anecdotes, and perform songs in the language for a school-related event such as a board meeting or PTA meeting or campus festival.
- 2 Learners prepare video recorded messages to share locally or with school peers and/or members of the target culture on topics of personal interest.
- 3 Learners create and narrate a PowerPoint presentation on a current global concern.
- 4 Learners prepare an oral summary of the plot and characters in selected pieces of age-appropriate literature.

3 Advanced Range: Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.

- 1 Advanced Low Learners can deliver organized presentations appropriate to their audience on a variety of topics. They can present information about events and experiences in various time frames.
 - Advanced Low Learners can...
 - 1 deliver short presentations on a number of academic and workplace topics.
 - 2 deliver short presentations on social and cultural topics.
 - 3 explain issues of public and community interest, including different viewpoints.
 - 4 deliver presentations for a specific audience.
 - 2 Advanced Mid Learners can deliver wellorganized presentations on concrete social, academic, and professional topics. They can present detailed information about events and experiences in various timeframes.
 - Advanced Mid Learners can...
 - 1 present information about events of public or personal interest.
 - 2 convey their ideas and elaborate on a variety of academic topics.
 - 3 give presentations with ease and detail on a wide variety of topics related to professional interests.
 - 3 Advanced High Learners can deliver detailed presentations, usually with accuracy, clarity, and precision, on a variety of topics and issues related to community interests and some special fields of expertise.
 - Advanced High Learners can...
 - 1 present complex information on many concrete topics and related issues.
 - 2 present a viewpoint with supporting arguments on a complex issue.
 - 3 use appropriate presentational conventions and strategies.
- #### 4 Sample Performance Tasks - Advanced Range

- 1 Learners perform scenes from a play and/or recite poems or excerpts from short stories commonly read by speakers of the target language.
- 2 Learners create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
- 3 Learners design a video production that analyzed the expressive products of the culture, from literary genres or the fine arts.
- 4 Learners prepare a research-based analysis of a current event from the perspective of both the United States and target cultures.

4 Superior Range

- 1 Superior Learners can deliver detailed presentations with accuracy, clarity, and precision to a wide variety of audiences on topics and issues ranging from broad general interests to areas of specialized expertise.
 - Superior Learners can...
 - 1 give a clearly articulated and well-structured presentation on a complex topic or issue.
 - 2 adapt the language in a presentation for casual, professional, or general public audiences.
 - 3 depart from the prepared text of a presentation when appropriate.

2 Writing 1.3.B

- 1 Novice Range: Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
 - 1 Novice Low Learners can copy some familiar words, characters, or phrases.
 - Novice Low Learners can...
 - 1 copy some characters or letters and words that they see on the wall or board, in a book, or on the computer.
 - 2 write words and phrases that they have learned.
 - 3 label familiar people, places, and objects in pictures and posters.
 - 2 Novice Mid Learners can write lists and memorized phrases on familiar topics.
 - Novice Mid Learners can...
 - 1 fill out a simple form with some basic personal information.
 - 2 write about themselves using learned phrases and memorized expressions.
 - 3 list their daily activities and write lists that help them in their day-to-day lives.
 - 4 write notes about something they have learned using lists, phrases, and memorized expressions.

- 3 Novice High Learners can write short messages and notes on familiar topics related to everyday life.
 - Novice High Learners can...
 - 1 write information about their daily life in a letter, blog, discussion board, or email message
 - 2 write short notes using phrases and simple sentences.
 - 3 write about a familiar experience or event using practiced material.
 - 4 write basic information about things they have learned.
 - 5 ask for information in writing.
- 4 Sample Performance Tasks – Novice Range
 - 1 Learners prepare illustrated stories about activities or events in their environment and share these stories and events with an audience in the school or community or post them on a website.
 - 2 Learners write reports about people and things in their school environment and post the information for a partner language class either locally or abroad.
 - 3 Learners create a poster for Do's and Don'ts for Earth Day.
 - 4 Learners draw or produce a video ad about products and/or practices of their own culture to peers in the target language.
- 2 Intermediate Range: Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences.
 - 1 Intermediate Low Learners can write briefly about most familiar topics and present information using a series of simple sentences.
 - Intermediate Low Learners can...
 - 1 write about people, activities, events, and experiences.
 - 2 prepare materials for a presentation.
 - 3 write about topics of interest.
 - 4 write basic instructions on how to make or do something.
 - 5 write questions to obtain information.
 - 2 Intermediate Mid Learners can write on a wide variety of familiar topics using connected sentences.
 - Intermediate Mid Learners can...
 - 1 write messages and announcements.
 - 2 write short reports about something they have learned or researched.
 - 3 compose communications for public distribution.
 - 3 Intermediate High Learners can write on topics related to school, work, and community in a generally organized way. They can write some simple paragraphs about events and experiences in various time frames.

- Intermediate High Learners can...
 - 1 write about school and academic topics.
 - 2 write about work and career topics.
 - 3 write about community topics and events.
 - 4 write about entertainment or a social event.
- 4 Sample Performance Tasks - Intermediate Range
 - 1 Learners write short plays and original skits in the language for a school-related event such as a board meeting or PTA meeting or campus festival.
 - 2 Learners create a brochure that highlights things to see and do in their community for visitors from the target culture.
 - 3 Learners prepare stories or brief written reports about personal experiences, events, or other school subjects to share with classmates and/or members of the target cultures.
 - 4 Learners create a PowerPoint presentation on a current global concern.
 - 5 Learners prepare a written summary of the plot and characters in selected pieces of age-appropriate literature.
- 3 Advanced Range: Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.
 - 1 Advanced Low Learners can write on general interest, academic, and professional topics. They can write organized paragraphs about events and experiences in various time frames.
 - Advanced Low Learners can...
 - 1 meet basic school and academic writing needs.
 - 2 meet basic work and career writing needs.
 - 3 meet basic social and civic writing needs.
 - 2 Advanced Mid Learners can write on a wide variety of general interest, professional, and academic topics. They can write well-organized, detailed paragraphs in various time frames.
 - Advanced Mid Learners can...
 - 1 write well-organized texts for a variety of academic purposes.
 - 2 write well-organized texts for a variety of professional purposes.
 - 3 write well-organized texts for a variety of general interest purposes.
 - 3 Advanced High Learners can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.
 - Advanced High Learners can...
 - 1 write using target language and culture conventions to present and elaborate a point of view.

- 2 write using target language and culture conventions for informal purposes.
- 3 write using target language and culture conventions for formal purposes.

4 Sample Performance Tasks - Advanced Range

- 1 Learners write a news article or critique on a topic from another discipline, such as world history, geography, the arts, or mathematics.
- 2 Learners create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
- 3 Learners design a written production that analyzed the expressive products of the culture, from literary genres or the fine arts.
- 4 Learners summarize the content of an article or documentary intended for native speakers for a school or local publication or blog.
- 5 Learners write a letter or an article describing and analyzing an issue for a student publication.
- 6 Learners prepare a research-based analysis of a current event from the perspective of both the United States and target cultures.

4 Superior Range

- 1 Superior Learners can write about complex and abstract issues ranging from topics of broad general interests to areas of specialized expertise using standard structures, lexicon, and writing protocols.
 - Superior Learners can...
 - 1 write effectively about complex and abstract issues of general interest.
 - 2 write about complex and abstract issues on academic and professional topics.
 - 3 develop an argument using the writing mechanics and organizational style of the target language and culture.

**Novice Low Learners
can...**

- 1 occasionally identify the sound of a character or a word.**
 - 2 occasionally understand isolated words that they have memorized, particularly when accompanied by gestures or pictures.**
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Goal Area: CULTURES

A Standard 2.1 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. 2.1

- 1 Novice Learners can engage in age-appropriate and culturally appropriate practices.
 - Novice Learners can...
 - 1 use expressions for greetings, leave takings, and common classroom or social interactions.
 - 2 participate in or simulate games, birthday celebrations, storytelling, and dramatizations.
 - 3 express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives.
- 2 Intermediate Learners can build a fundamental repertoire of age-appropriate and culturally appropriate practices.
 - Intermediate Learners can...
 - 1 observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing interactions in daily life.
 - 2 participate in practices such as games, sports, and entertainment.
 - 3 create “cultural triangles” of practices, products, and perspectives and suggest factors in their relationships.
- 3 Advanced Learners can expand their repertoire of age-appropriate and culturally appropriate practices.
 - Advanced Learners can...
 - 1 use formal and informal forms of address with ease.
 - 2 engage in discussions with native speakers using culturally appropriate behaviors and language to express agreement and disagreement in a variety of situations.
 - 3 connect practices to associated products, giving evidence-based reasons for the perspectives proposed.

B Standard 2.2 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. 2.2

- 1 Novice Learners can observe and identify tangible products of the target culture.
 - Novice Learners can...
 - 1 identify and observe tangible products of the culture such as toys, dress, homes, monuments, currency, famous people, and art
 - 2 identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, traditional recipes, etc.
 - 3 express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives.
 - 2 Intermediate Learners can observe and experience expressive products of the culture and analyze their importance.
 - Intermediate Learners can...
 - 1 observe, read, listen to, and perform cultural products such as stories, poetry, music, paintings, dance, drama, and architecture, and explain the origin and importance of these products in today's culture.
 - 2 perform samples of expressive products of the culture such as poetry, music, art, dance, storytelling and drama; explore the role of these products in the larger community.
 - 3 create "cultural triangles," connecting products to associated practices along with suggested perspectives based on background information.
 - 3 Advanced Learners can identify, discuss, and analyze both tangible and intangible products of the culture, and are able to create samples of expressive products that relate appropriately to cultural perspectives.
 - Advanced Learners can...
 - 1 identify, discuss and analyze such intangible products as social, economic, and political institutions, and describe relationships among these institutions and perspectives of the culture.
 - 2 analyze literature, music, visual arts, dance, media and film of the culture and the unique perspective conveyed.
 - 3 create samples of expressive products of the culture such as poetry, music, art, dance, storytelling and drama.
 - 4 create "cultural triangles" connecting products to associated practices and giving evidencebased insights to the cultural perspective.
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**Goal Area:
CONNECTIONS**

A Standard 3.1 Making Content Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively. 3.1

1 English Literacy and Social Studies 3.1.A

1 Language Learners can transfer literacy and analytic skills developed in English and Social Studies to apply with their emerging literacy in the target language.

1 Novice Learners can...

- 1** read or listen to stories from the target culture and compare them to familiar stories from the same genre.
- 2** present short biographical sketches of people who have had a positive influence locally or globally.
- 3** read and view different text types and genres in order to interpret content.
- 4** identify and label maps of cities, states, or countries with civic and geographic features where the target language is used.

2 Intermediate Learners can...

- 1** read, view, compare, and classify different text types and genres.
- 2** write original poems, stories, and plays using their understanding of the characteristics of these genres.
- 3** seek out authentic articles or multimedia on topics being studied in other classes and enter target language notes on main ideas in a journal.
- 4** make oral or written presentations in the target language on topics studied in other classes.
- 5** describe and compare key characteristics of target language countries.
- 6** create timelines of historic events in the target language countries.
- 7** use their knowledge of geography to create maps of countries where the target language is spoken
- 8** maintain a blog comparing attitudes and reactions to current events of global importance in target language countries.

3 Advanced Learners can...

- 1** write and produce an original play to highlight a challenge facing people who speak the target language.
- 2** use their knowledge of subjects taught in their schools to tutor English language learners whose first language is the target language.
- 3** use their knowledge of different forms of government to compare how leaders of countries where the target language is spoken are chosen or elected.

2 Science, Technology, Engineering, and Math (STEM) 3.1.B

1 Language Learners explore and apply Math and Science “Practices” to help develop diverse approaches to language learning.

- 1 Novice Learners can...
 - 1 use appropriate tools strategically.
 - 2 attend to precision.
 - 3 look for and make use of structure.
 - 4 look for and express regularity in repeated reasoning.
 - 5 obtain, evaluate, and communicate information.
 - 6 plan and carry out investigations in the target language.
 - 7 use mathematics skills to convert U.S. dollars to the currencies of the target language countries in order to understand prices of items.
 - 8 use mathematics skills to convert weights and measurements from the American system to the metric system in order to understand distances, quantities etc.
 - 9 use authentic resources about a region or ecosystem introduced in science class to create a target language poster that highlights plants, animal life, geographical features, and weather in the area.
 - 10 use science knowledge and skills to record daily temperatures and weather in different locations around the world based on location and time of year.

- 2 Intermediate Learners can...
 - 1 research, compare, and evaluate impacts of environmental, social, and economic decisions in target language countries.
 - 2 use knowledge from health and science classes plus research to compare and evaluate healthy lifestyles in target language countries.
 - 3 research and report on contributions of the target language cultures to science and medicine.
 - 4 analyze and interpret data.

- 3 Advanced Learners can...
 - 1 define problems, ask questions to make sense of problems in the target language, and persevere in solving them.
 - 2 develop and use models incorporating mathematics and computational thinking in the target language.
 - 3 construct viable arguments from evidence and critique the reasoning of others in the target language.
 - 4 reason abstractly and quantitatively in the target language.

3 Arts 3.1.c

- 1 Language Learners can explore artistic expression through the target language.
 - 1 Novice Learners can...
 - 1 interact with authentic examples of culture, such as music, art, dance, visual arts, architecture, and cultural movements or styles originating

from target language countries.

2 identify key creators or innovators in the arts from target language countries.

2 Intermediate Learners can...

1 research and present authentic examples of culture from target language countries.

2 compare authentic art work of the same time period, style, or movement by different artists of target language countries.

3 Advanced Learners can...

1 write critical analysis of a movie, political cartoon, or piece of art from a target language country.

2 write and produce an original play to highlight a challenge or issue facing people in a target language countries.

4 Career, and Technical Education (CTE) 3.1.D

1 Language Learners can exercise foundational skills of career pathways, exhibited and communicated using their emerging proficiency in a language other than English.

1 Novice - Intermediate – Advanced Learners can...

1 act as a responsible and contributing citizen and employee.

2 use technology to enhance productivity.

3 demonstrate creativity and innovation.

4 model integrity, ethical leadership and effective management. apply appropriate academic and technical skills.

5 attend to personal health and financial well-being.

6 communicate clearly, effectively and with reason.

7 employ valid and reliable research strategies.

8 work productively in teams while using cultural and global competence (see Culture and Communities).

B Standard 3.2 Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures. 3.2

- 1 Learners can use authentic materials, i.e. those made by and for speakers of the target language, to access new information and gain diverse perspectives.
 - 1 Novice Learners can...
 - 1 read, listen to, or talk about age-appropriate school content in the target language.
 - 2 expand vocabulary through exploration of illustrations, infographics, video clips, websites, and print.
 - 3 identify the main idea(s) of authentic target language texts on current events or familiar topics.
 - 4 explore websites of schools in target language countries to identify courses, schedules, and special projects, and compare the information to their school's website.
 - 5 identify, explore, and discuss authentic instructional websites, materials, news media, short texts, and videos created for speakers of the target language.
 - 2 Intermediate Learners can...
 - 1 use sources intended for same-age speakers of the target language to prepare presentations on familiar topics.
 - 2 research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know.
 - 3 access survey results or research preferences of people in a target language community.
 - 4 view publicity for products sold in target language countries and compare the publicity to the way similar products are marketed in the US.
 - 5 compare news articles on front pages of newspapers from countries where the target language is spoken.
 - 6 compare listings of living spaces for sale or rent in target language countries in terms of cost, size, location, and what features are showcased.
 - 7 analyze instructional websites and materials created for speakers of the target language and compare them to instructional resources in the US.
 - 8 find, compare, and discuss coverage of current events in the target culture and in the US.
 - 3 Advanced Learners can...
 - 1 research an issue of global importance in order to provide insights from the perspective of a country or countries where the target language is spoken.
 - 2 read a piece of literature in the target language and analyze the universality of the message

- 3 prepare a virtual exhibit of artwork from a target language country, situating the contents historically, and explaining the importance of the artwork to the country of origin.
 - 4 research and debate global issues as represented in target language news sources with different political slants.
 - 5 compare, analyze, and present on how and why publicity for the same product differs in the target culture and the US.
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**Goal Area:
COMPARISONS**

A Standard 4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.1

- 1 Learners can accept that there are language families with strong similarities or few similarities, and that no two language systems are alike.
 - 1 Novice Learners can...
 - 1 observe and compare registers of language (e.g., formal and informal) in greetings and leave-takings and other common social interactions in the language they are learning and their own.
 - 2 recognize similarities and differences between the sound and writing systems in the language they are learning and their own.
 - 3 identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates within the context in which they see them suggests a misfit.
 - 4 inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.
 - 2 Intermediate Learners can...
 - 1 identify and compare language appropriate to specific social groups and situations in the language they are learning and their own.
 - 2 identify patterns and explain discrepancies between the sound and writing systems in both their native language and the language being learned.
 - 3 hypothesize about the similarities of languages based on their awareness of cognates and similar idioms.
 - 4 compare syntax functions (e.g., word order, inflections, and verb tense) to express meaning in both their native language and the language being learned.
 - 3 Advanced Learners can...
 - 1 analyze and compare differences between spoken and written grammar and lexicon in both their native language and the language being learned, taking into account audience, purpose, and genre.
 - 2 recognize that idioms may include cognates as well as false cognates.
 - 3 analyze elements of the language being learned such as time and tense, and comparable linguistic elements in the native language, and conjecture about how languages use forms to express time and tense relationships.

2 Standard 4.2 Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 4.2

1 Learners can accept differences between the target language culture and their own.

1 Novice Learners can...

- 1** demonstrate and compare/contrast appropriate gestures and oral expressions for greetings, leave takings, and other common social interactions in the target cultures and their own.
- 2** compare daily routines and celebrations (i.e. birthdays and holidays) in the target cultures to their own.
- 3** compare/contrast tangible products (i.e. toys, sports, equipment, and food) of the target cultures to their own.
- 4** compare/contrast expressive products (i.e. rhymes, songs, and folktales) of the target cultures to their own.

2 Intermediate Learners can...

- 1** document and contrast verbal and nonverbal behavior in daily activities among peers or mixed groups in the target cultures to their own.
- 2** hypothesize about the relationship between cultural perspectives and practices (i.e. holidays, celebrations, work habits, play, role of family, schooling, social networking, career choices, and free time) by analyzing selected practices from the target cultures compared to their own.
- 3** compare/contrast the function of everyday objects (i.e. household items, tools, clothing) and authentic materials (i.e. creative works, news, and social media) produced in target cultures and speculate on why certain products originate in and/or are important to particular cultures.
- 4** hypothesize about the relationship between cultural perspectives and expressible products (i.e. music, visual arts, and forms of literature) by analyzing selected products from the target cultures and their own.

3 Advanced Learners can...

- 1** identify, discuss, and analyze social, economic, and political institutions and related perspectives in the target cultures and their own.
 - 2** identify, discuss, and analyze tangible and intangible products and their use in the target cultures and their own, as represented in authentic materials, such as literary texts, films, social media, interviews, and news stories.
 - 3** identify, examine, and analyze the relationship between cultural products, practices, and perspectives in the target cultures and their own by conduction research, observations, and interviews.
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Goal Area – Communities

1 Standard 5.1 – School and Global Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.1

- 1 Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
 - Learners share their knowledge of language and culture with other language learners.
 - Learners interact on a regular basis through digital media tools available to them, either individually or in school communities.
 - Learners engage in language and culturerelated events and projects within both real and virtual communities at both the local and global level.
- 1 Novice Learners can...
 - 1 attempt to interact in the target language with members of their community.
 - 2 identify professions that require proficiency in the target language.
 - 3 exchange basic information about themselves, their studies, or their family, with speakers of the target language and/or students in other classes, in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing, etc.
- 2 Intermediate Learners can...
 - 1 communicate on a personal level with speakers of the language in person or via email, video chats, instant messaging, and shared video clips.
 - 2 discuss steps to becoming a professional in a field requiring the ability to communicate in the target language.
 - 3 write and illustrate stories to present to others.
 - 4 discuss topics of personal interest through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing, etc.
- 3 Advanced Learners can...
 - 1 demonstrate a well-developed target language and cultural application, which increase the marketability of the employee and the ability of the employer to meet the expectations of the customer.
 - 2 communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concern.
 - 3 conduct research in the target language or assist in the translation of resources for the benefit of a community organization.
 - 4 discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes, and in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing.

2 Standard 5.2 – Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 5.2

- 1 Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
 - Learners use everyday skills and activities to access various entertainment and information sources available to speakers of the other language.
 - Learners explore opportunities for personal enrichment and/or professional advancement through online and digital resources or through travel to countries where the target language is spoken.
 - Learners maintain and increase their proficiency and cultural knowledge to prepare to live and work in the increasingly multilingual communities of the 21st century.
- 1 Novice Learners can...
 - 1 interpret materials and/or use media from the target language and culture for enjoyment.
 - 2 play sports or games from the culture.
 - 3 listen to music, sing songs, or play musical instruments from the target culture.
 - 4 exchange information about topics of personal interest.
- 2 Intermediate Learners can...
 - 1 access news and entertainment media in the target language.
 - 2 attend or use media to view cultural events and social activities.
- 3 Advanced Learners can...
 - 1 explore the internet to find sites of personal interest where they can use the target language to maintain and to increase their communication skills.
 - 2 establish and/or maintain interpersonal relations with speakers of the target language in face-to-face or virtual settings.