

Maryland World-Readiness Standards for Learning Languages

# Postsecondary

**CULTURES: Learners interact with cultural competence and understanding.**

**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.**

**N** Novice Range

- a** Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom or social interactions. **2.1N.A**
- b** Participate in or simulate age-appropriate cultural activities such as games, birthday celebrations, storytelling, and dramatizations. **2.1N.B**
- c** Create or propose simple cultural triangles connecting practices to associated products and perspectives. **2.1N.C**
- d** Observe, identify, and/or imitate simple patterns of behavior or interaction in various settings such as campus, family, and the community. **2.1N.D**
- e** List and identify practices observed in a video that are outcomes of perspectives of the target culture. **2.1N.E**

**I** Intermediate Range

- a** Observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture. **2.1I.A**
- b** Participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama). **2.1I.B**
- c** Observe, analyze, and exchange information on patterns of behavior typical of their peers and other groups from the target cultures found in authentic materials such as video clips, blogs, and magazine and newspaper articles. **2.1I.C**
- d** Use culturally appropriate verbal and nonverbal behavior in daily activities among peers or mixed groups. **2.1I.D**
- e** Explore, analyze, and present to others how (and why) common cultural practices and procedures are carried out (e.g., how to set a table, how to participate in an election, how to accept or decline an invitation). **2.1I.E**
- f** Begin to adjust language, behaviors, and messages to acknowledge audiences with different cultural backgrounds. **2.1I.F**
- g** Role play a variety of situations from the target culture, using culturally appropriate behaviors and expressions. **2.1I.G**
- h** Suggest cultural triangles with reasons connecting practices to associated products and perspectives. **2.1I.H**
- i** Interpret authentic materials (e.g., short stories, videos, infographics, instruction booklets, magazine articles) to identify and analyze practices (e.g., respecting social media etiquette, finding a job, respecting the environment, dating, child rearing) that reflect perspectives of the target culture. **2.1I.I**

**A** Advanced Range

- a** Use formal and informal forms of address appropriately. **2.1A.A**
- b** Engage in conversations with native speakers in a culturally respectful way. **2.1A.B**
- c** Interact in a variety of peer- or mixed-group cultural activities, using appropriate verbal and nonverbal cues. **2.1A.C**
- d** Engage in discussions with native speakers using culturally appropriate behaviors and language to express agreement and disagreement. **2.1A.D**
- e** Identify, analyze, and discuss various patterns of behavior or interaction typical of the culture studied as represented in authentic materials, (e.g., literary texts, films, social media, interviews, news stories). **2.1A.E**
- f** Prepare oral and written presentations with attention to the cultural background of the audience. **2.1A.F**
- g** Identify, examine, and analyze connections between socially accepted behavioral practices and cultural perspectives by conducting online and library research, observations, and interviews. **2.1A.G**

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**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.**

**N** Novice Range

- a** Identify and observe tangible products of the target culture such as toys, dress, homes, monuments, currency, famous people, and art. **2.2N.A**
- b** 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, and traditional recipes. **2.2N.B**
- c** Observe and demonstrate how products are used in the target culture. **2.2N.C**
- d** Listen to and/or read short poems, stories, or plays from the target culture, identifying the author and country of origin. **2.2N.D**
- e** Watch video clips of commercials or television programs in order to identify products and their use in the target culture. **2.2N.E**
- f** Listen to and/or sing songs from the target culture, identifying the musician and country of origin. **2.2N.F**
- g** Create cultural triangles and describe the connections of products to associated practices and perspectives. **2.2N.G**

**I** Intermediate Range

- a** Experience (read, listen to, observe, perform) expressive products of the target culture (e.g., stories, poetry, music, paintings, dance, drama) and explain the origin and importance of these products in today's culture. **2.2I.A**
- b** Identify, investigate, and analyze the function of everyday objects produced in the target culture (e.g., household items, tools, foods, and clothing). **2.2I.B**
- c** Compare and analyze perspectives reflected in news reports, social media, pamphlets, advertisements, legislation, etc.) **2.2I.C**
- d** Identify and discuss perspectives reflected in creative works of the target culture such as traditional and contemporary music, literature, dance, and art. **2.2I.D**

**A** Advanced Range

- a** Use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture. **2.2A.A**
- b** Identify, discuss, and analyze social, economic, and political institutions, and explore relationships among these institutions and the perspectives of the target culture. **2.2A.B**
- c** Identify, analyze, and discuss tangible and intangible products and their use as represented in authentic materials (e.g., literary texts, films, social media, interviews, news stories). **2.2A.C**

- d Identify, examine, and analyze the relationship between cultural products and perspectives by conducting online and library research, observations, and interviews. 2.2A.D

**CONNECTIONS: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.**

**3.1 MAKING CONNECTIONS: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

**N** Novice Range

- a Identify, label, describe, and compare items in the target language on charts and visuals used as instructional materials in other content areas, such as mathematics, art, geography, music, or social sciences. 3.1N.A
- b Draw and mark maps (of places where they live and places where the target language is spoken) with civic and geographic features studied in other classes. 3.1N.B
- c Read and view different text types and genres (with an emphasis on interpreting content). 3.1N.C

**I** Intermediate Range

- a Prepare and present a concept in the target language that they studied in another academic subject (e.g., historical facts and concepts, mathematical terms and problems, scientific information). 3.1I.A
- b Draw on knowledge they have gained in another academic subject to discuss topics in the target language. 3.1I.B
- c Read, view, compare, and classify different text types and genres (with an emphasis on interpreting content and form). 3.1I.C

**A** Advanced Range

- a Explore, discuss, and debate topics from other academic subjects, including political and historical concepts, worldwide health issues, and environmental concerns. 3.1A.A
- b Analyze and present information on a topic studied in other classes by conducting online and library research, observations, and interviews. 3.1A.B
- c Identify and analyze characteristics of different text types and genres. 3.1A.C

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**3.2 ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.**

**N** Novice Range

- a** Explore instructional websites and materials created for speakers of the target language and identify the subject areas and topics (e.g., history lesson on immigration, a geography lesson on trade routes, a biology lesson on cell structure). **3.2N.A**
- b** Explore news media and identify the subject areas and topics. **3.2N.B**
- c** Discuss short texts and videos from the target culture. **3.2N.C**

**I** Intermediate Range

- a** Analyze instructional websites and materials created for speakers of the target language and compare them to instructional resources in the United States. **3.2I.A**
- b** Find, compare, and discuss coverage of current events in the target culture and in the United States. **3.2I.B**
- c** Present on an internationally known figure from history, science, or the arts using target language resources. **3.2I.C**

**A** Advanced Range

- a** Identify and analyze pedagogical approaches used in instructional websites and materials created for speakers of the target language. **3.2A.A**
  - b** Discuss and analyze representations of pedagogical practices in literary texts and films. **3.2A.B**
  - c** Research and debate global issues as represented in target language news sources with different political slants. **3.2A.C**
  - d** Compare, analyze, and present on how and why advertisements for the same product differ in the target culture and the United States. **3.2A.D**
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**COMPARISONS:**  
Learners develop insight into the nature of language and culture in order to interact with cultural competence.

**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.**

**N** Novice Range

- a Cite and use examples of words that are similar in the language they are learning and their native language and they pose guesses about why languages in general might need to borrow words. 4.1N.A
- b Identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates when the context in which they see them suggests a misfit. 4.1N.B
- c Inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general. 4.1N.C
- d Inventory and compare idiomatic expressions in the language they are learning and their own. 4.1N.D
- e 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. 4.1N.E
- f Identify similarities and differences between the sound and writing systems in the language they are learning and their own. 4.1N.F

**I** Intermediate Range

- a Identify and use borrowed words and cognates in the language they are learning and their own, and hypothesize about their origins. 4.1I.A
- b Compare and analyze idiomatic expressions in the language they are learning and their own, and hypothesize about their origins. 4.1I.B
- c Identify and compare language appropriate to specific social groups and situations in the language they are learning and their own. 4.1I.C
- d Identify patterns and explain discrepancies between the sound and writing systems in the language they are learning and their own. 4.1I.D

**A** Advanced Range

- a Identify and analyze lexical and grammatical changes in the language they are learning and their own (e.g., disappearance of tenses, obsolescence, neologisms) and speculate about the evolution of language. 4.1A.A
- b Identify lexical and grammatical gaps between the language they are learning and their own and develop strategies for expressing nuance despite these gaps. 4.1A.B
- c Analyze and compare differences between spoken and written grammar and lexicon in the language they are learning and their own, taking into account audience, purpose, and genre. 4.1A.C
- d Identify, compare, and analyze sociolinguistic patterns in the language they are learning and their own by conducting online and library research, observations, and interviews. 4.1A.D

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**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.**

**N** Novice Range

- a** Identify, describe, and compare/contrast products (e.g., tools, toys, clothing, homes, foods) and their use in the target cultures and their own. 4.2N.A
- b** Observe, identify, and compare/contrast simple patterns of behavior or interaction in various settings in the target culture and their own. 4.2N.B
- c** Demonstrate and compare/contrast appropriate gestures and oral expressions for greetings, leave takings, and other common social interactions in the target culture and their own. 4.2N.C
- d** Identify and discuss similarities and differences in themes and techniques in creative works from the target culture and their own. 4.2N.D

**I** Intermediate Range

- a** Document and contrast verbal and nonverbal behavior in daily activities among peers or mixed groups in the target cultures and their own. 4.2I.A
- b** Identify, investigate, and compare/contrast the function of everyday objects (e.g., household items, tools, foods, clothing) produced in the target cultures and their own. 4.2I.B
- c** Compare and contrast authentic materials (e.g., creative works, news, social media) from the target culture and their own to identify and analyze practices and perspectives of the target culture and their own. 4.2I.C

**A** Advanced Range

- a** Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world. 4.2A.A
  - b** Hypothesize about the origins and use of idioms as reflections of culture, citing examples from the language and culture being studied and their own. 4.2A.B
  - c** Compare cultural nuances of meanings of words, idioms, and vocal inflections in the target language and their own. 4.2A.C
  - d** Identify, discuss, and analyze social, economic, and political institutions and related perspectives in the target culture and their own. 4.2A.D
  - e** Identify, analyze, and discuss tangible and intangible products and their use in the target culture and their own, as represented in authentic materials (e.g., literary texts, films, social media, interviews, news stories) 4.2A.E
  - f** Identify, examine, and analyze the relationship between cultural products, practices, and perspectives in the target culture and their own by conducting research, observations, and interviews. 4.2A.F
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**COMMUNITIES: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

**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.**

**N** Novice Range

- a** 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 (e.g., social media, instant messaging, video conferencing). 5.1N.A
- b** Identify professions of interest to them that require proficiency in another language. 5.1N.B
- c** Simulate interactions that might take place in a community setting. 5.1N.C
- d** Write and illustrate short texts intended for a specific audience in collaboration with students in other classes. 5.1N.D
- e** Prepare a group presentation or performance for a school, campus, or community event. 5.1N.E
- f** Write and illustrate short stories to present to others. 5.1N.F
- g** Perform for school, campus, or community celebrations. 5.1N.G

**I** Intermediate Range

- a** 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 (e.g., social media, instant messaging, video conferencing). 5.1I.A
- b** Interview members of communities, whether local or beyond, about how they use their knowledge of language personally and professionally, in face-to-face or virtual settings. 5.1I.B
- c** Solicit, organize, and present information from a speaker of the target language about a cultural event or a topic of interest. 5.1I.C
- d** Participate in language club activities that benefit the school, community, or other organizations. 5.1I.D

**A** Advanced Range

- a** 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, in face-to-face or virtual settings (e.g., social media, instant messaging, video conferencing)/ 5.1A.A
- b** Volunteer for a community organization, participate in a career exploration or school-to-work project, or complete an internship that requires proficiency in the target language and culture. 5.1A.B
- c** Use community resources in addition to library and online resources to research a topic related to culture and/or language study. 5.1A.C
- d** Initiate and organize language club activities that benefit the school, community, or other organizations. 5.1A.D

- e Write and illustrate stories to present to others. 5.1A.E
- f Conduct research in the target language or assist in the translation of resources for the benefit of a community organization. 5.1A.F

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## **5.2 LIFELONG LEARNING: Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.**

### **N Novice Range**

- a** Use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. **5.2N.A**
- b** Collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. **5.2N.B**
- c** Seek out and explore authentic materials in the target language related to their hobbies, goals, and interests, and expand their vocabulary in their areas. **5.2N.C**
- d** Learn sports or games played in the target culture. **5.2N.D**
- e** Use online resources in the target language to plan travel. **5.2N.E**
- f** Attend or view cultural events and social activities. **5.2N.F**
- g** Listen to music, sing songs, or play musical instruments from the target culture. **5.2N.G**
- h** Explore the Internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. **5.2N.H**

### **I Intermediate Range**

- a** Use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. **5.2I.A**
- b** Collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. **5.2I.B**
- c** Seek out and interact with speakers of the target language who share similar hobbies, goals, and interests, in face-to-face or virtual settings. **5.2I.C**
- d** Expand their knowledge and keep up with current events through target language resources. **5.2I.D**
- e** Follow and participate in sports or games played in the target culture. **5.2I.E**
- f** Join community or international groups that organize cultural events and social activities. **5.2I.F**
- g** Explore the Internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. **5.2I.G**

### **A Advanced Range**

- a** Use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. **5.2A.A**
- b** Collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. **5.2A.B**

- c Regularly consult target language resources for personal enrichment, entertainment, and professional advancement. 5.2A.C
- d Regularly interact with speakers of the target language in face-to-face or virtual settings. 5.2A.D
- e Help organize and participate in cultural events and social activities. 5.2A.E
- f Travel to places where the target language is spoken and/or host visits by speakers of the target language. 5.2A.F
- g Explore the Internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. 5.2A.G