

Utah State Office of Education

# core standards

*for*

# WORLD LANGUAGES

The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K–12 students in order to graduate from Utah’s secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200  
Larry K. Shumway, Ed.D. State Superintendent of Public Instruction



# Core Standards FOR

# World Languages

Adopted January 2009 by Utah State Board of Education



# Table of Contents

Members of the Utah State Board of Education .....	5
Introduction .....	6
Intended Learning Outcomes (ILOs) .....	7
Multiple entry points .....	9
Course sequencing .....	12
The 5 Cs	
Goal 1: Communication .....	13
Communicate in languages other than English	
Goal 2: Cultures.....	14
Gain knowledge and understanding of other cultures	
Goal 3: Connections.....	14
Connect with other disciplines and acquire new information	
Goal 4: Comparisons.....	15
Develop insight into the nature of language and culture	
Goal 5: Communities.....	16
Participate in multilingual communities at home and around the world	
LEVEL 1 .....	17
LEVEL 2.....	21
LEVEL 3.....	25
LEVEL 4.....	29
LEVEL 5.....	34
LEVEL 6.....	37

**UTAH STATE BOARD OF EDUCATION**

250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

**District 1**

Tami W. Pyfer  
52 Ballard Way  
Logan, UT 84321  
(435) 753-7529

**District 2**

Keith M. Buswell  
1027 West 3800 North  
Pleasant View, UT 84414  
(801) 510-1773

**District 3**

Craig E. Coleman  
621 South Main Street  
Genola, UT 84655  
(801) 754-3655

**District 4**

David L. Thomas  
7875 South 2250 East  
South Weber, UT 84405  
(801) 479-7479

**District 5**

Kim R. Burningham  
932 Canyon Crest Drive  
Bountiful, UT 84010  
(801) 292-9261

**Teresa L. Theurer<sup>1</sup>**

33 Canterbury Lane  
Logan, UT 84321  
(435) 753-0470

**Isaiah (Ike) Spencer<sup>3</sup>**

1029 East 11780 South  
Sandy, UT 84094  
(801) 949-0858

**Larry K. Shumway**

Chief Executive Officer  
(801) 538-7510

**District 6**

Michael G. Jensen  
4139 South Aubrey Lane  
West Valley City, UT 84128  
(801) 955-5550

**District 7**

Leslie B. Castle  
2465 St. Marys Drive  
Salt Lake City, UT 84108  
(801) 581-9752

**District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
(801) 272-3516

**District 9**

Joel Coleman  
3740 Bawden Ave.  
West Valley City, UT 84120  
(801) 634-6251

**District 10**

Laurel O. Brown  
5311 S. Lucky Clover Lane  
Murray, UT 84123  
(801) 261-4221

**Wilford Clyde<sup>1</sup>**

1324 East 950 South  
Springville, UT 84663  
(801) 802-6900

**R. Dean Rowley<sup>4</sup>**

526 South 170 West  
Springville, UT 84663  
(801) 489-6935

**Lorraine Austin**

Secretary  
(801) 538-7517

**District 11**

David L. Crandall  
13464 Saddle Ridge Drive  
Draper, UT 84020  
(801) 232-0795

**District 12**

Carol A. Murphy  
463 West 140 North  
Midway, UT 84049  
(435) 729-0941

**District 13**

C. Mark Openshaw  
3329 Piute Drive  
Provo, UT 84604  
(801) 377-0790

**District 14**

Dixie L. Allen  
218 West 5250 North  
Vernal, UT 84078  
(435) 789-0534

**District 15**

Debra G. Roberts  
P.O. Box 1780  
Beaver, UT 84713  
(435) 438-5843

**James V. (Jim) Olsen<sup>2</sup>**

5657 West 10770 North  
Highland, UT 84003  
(801) 599-1095

**Tim Beagley<sup>5</sup>**

3974 South 3550 West  
West Valley City, UT 84119  
(801) 969-6454

<sup>1</sup> Board of Regents Appointments

<sup>2</sup> UCAT Representative Appointment

<sup>3</sup> CMAC Advisory Representative Appointment

<sup>4</sup> USBA Advisory Appointment

<sup>5</sup> Charter School Representative Appointment

# Utah World Languages Core

## **Introduction**

Language and communication are at the heart of the human experience. Utah must educate students who are equipped linguistically and culturally in order to communicate successfully in the 21<sup>st</sup> Century. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other language.

World language instruction in Utah is implemented as a sequence of levels I - VI. The *levels* of language instruction are based on the content of the curriculum and the time involved in the instruction. Because the implementation of world language programs varies greatly from one context to another and entry into a world language program can occur at various grades, the levels of instruction are defined as follows:

### **Level I**

Instruction may be achieved in three ways: (1) in the elementary grades, Kindergarten through Grade five (depending on the type of program offered); or (2) varying programs of instruction in junior high / middle school (comparable in content and contact hours to the course equivalent offered in high school); or (3) one year of instruction in Grades nine through twelve.

### **Level II**

Is defined as (1) in the elementary grades, Kindergarten through Grade Five (depending on the type of program offered); (2) instruction in junior high / middle school (depending on the type of program offered) after the successful completion of Level I in elementary school; or (3) one year of instruction in high school after the successful completion of Level I in middle school or high school.

### **Level III-VI**

Each is defined as one year of instruction in junior high / middle school or high school after the successful completion of the previous level.

The world language courses and program descriptions are based on the five goals stated in the ACTFL (American Council on the Teaching of World Language) National Standards.

**Goal One – Communication: Communicate in languages other than English**

**Goal Two – Cultures: Gain knowledge and understanding of other cultures**

**Goal Three – Connections: Connect with other disciplines and acquire information**

**Goal Four – Comparisons: Develop insight into the nature of language and culture**

**Goal Five – Communities: Participate in multilingual communities at home and around the world.**

# World Languages Core

## Intended Learning Outcomes (ILOs)

The overarching intent of world language instruction in levels 1 – 6 is to educate students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other world language.

### **1. Develop competency in more than one language and culture**

- a. Communicate with other people in other cultures in a variety of settings.
- b. Look beyond their own customary border.
- c. Develop insight into their own language and culture.
- d. Act with greater awareness of self, of other cultures, and their own relationship to those cultures.
- e. Gain direct access to additional bodies of knowledge.
- f. Participate more fully in the global community and marketplace.

### **2. Demonstrate understanding of the nature of language**

- a. Understand that language enhances and identifies human beings as meaning makers.
- b. Understand that language is the vehicle for constructing knowledge, acquiring skills and developing habits of mind.
- c. Understand that language captures and records human aspirations and imagination.
- d. Understand that language is continuously evolving as a reflection of human evolution.
- e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
- f. Understand that language conveys the depth of human experience, evoking both emotion and reason.

### **3. Understand and use oral language skills to communicate in the target language**

- a. Give and seek information in conversations, in group discussions and in oral presentations.
- b. Use questioning techniques to gain information.
- c. Participate in and report on small group learning activities.
- d. Develop and deliver individual presentations.
- e. Plan, present, and critique the oral delivery of information and persuasive argument.
- f. Plan, present and critique dramatic readings of literary selections.

### **4. Use the skills, strategies, and processes of reading in the target language**

- a. Develop an enjoyment for reading as a lifelong way to learn.
- b. Access background knowledge to prepare to read and enjoy texts.
- c. Use meta-cognition strategies during reading to monitor comprehension.
- d. Improve comprehension by using strategies when meaning breaks down.
- e. Retain information from and respond to text after reading.

### **5. Use the skills, strategies, and processes of writing in the target language**

- a. Develop a distinctive writing voice.
- b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
- c. Develop reflective abilities and meta-awareness about writing.
- d. Use writing to discover and explore ideas.

- e. Develop collaborative writing skills to prepare for workplace writing.
- f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
- g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
- h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

## **MULTIPLE ENTRY POINTS AND EXTENDED SEQUENCE OF STUDY**

The standards set forth here presume that sequential study for an extended period of time is the ideal for achieving the highest levels of performance in the five goal areas. For a number of reasons, however, it will be important for schools to provide multiple entry points into the study of world languages. The goal of having students experience the study of world languages every year is not intended to limit the choice of language or the opportunity to begin study at predetermined points. We would ill serve learners if the effort to have extended sequences resulted in districts offering only one language.

Multiple entry points accommodate students who transfer among schools, students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation, or students who wish to study additional languages (a concept referred to as “language layering”). In middle grades, districts may be able to offer only a limited number of languages due to staffing constraints or the size of schools, but in high schools provisions for other languages can be made. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. The Challenges associated with the mono-lingualism of U.S. young people is not enriched by offering them only a single second language for study when their future work and travel will engage them with multiple languages throughout their education. 7-12 and beyond will develop high competencies in all the goal areas of the standards. Students who choose to study more than one world language will reach levels of competency commensurate with the sequence available; their experience with language study in general often contributes to more rapid acquisition of a third language. For educational purposes, students who choose to study two or more world languages to a functional level of competency have achieved goals equally commendable to those who have studied one language but perhaps to a higher level of performance.

# World Language Course Sequencing State of Utah

LANGUAGE LEVELS / GRADES

AP

CONCURRENT

LEVEL 1 (7-12)

LEVEL 2 (7-12)

LEVEL 3 (7-12)

1010

LEVEL 4 (10-12)

AP Prep

1020

LEVEL 5 (10-12)

AP Language

2010

LEVEL 6 (10-12)

AP Literature \*

ALL LEVELS are FULL year courses!  
Spanish has two AP Exams possible. Language & Literature



## The 5 C's Of World Language Education

The purposes and uses of world languages are as diverse as the students who study them. Some students study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who develop competency in multiple languages. Still other students seek greater understanding of other peoples and cultures. Many learners approach world language study, as they do other courses, simply to fulfill a requirement. Regardless of the reason for study, world languages have something to offer everyone. It is with this philosophy in mind that the ACTFL (American Council of Teachers of World Language) and a national task force identified five goal areas that encompass all these reasons: **Communication, Cultures, Connections, Comparisons, and Communities**. These are the **Five C's** of world language education.

- (1) **Communication**, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the (2) **cultures** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides (3) **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through (4) **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the students of languages to participate in multilingual (5) **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other.
- (2) This expanded view of language learning offers particular advantages for the teaching of world languages to **all** students. Regardless of educational or career aspirations, world language instruction committed to providing experiences in all five goal areas will be beneficial to all students. Even if students never speak the language after leaving school, they will for a lifetime retain the cross-cultural skills and knowledge, the insight and the access to a world beyond traditional borders.

# **Goal 1. - Communication**

## **Communicate in Languages Other than English**

### **The Communication Goal Contains Three Standards:**

**Standard 1 - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

This standard focuses on interpersonal communication. Students can usually quickly learn a number of phrases for interaction with each other. As they continue to study, they learn to converse in a culturally appropriate manner. Students of non-European languages may face greater challenges and require more study time.

**Standard 2 - Students understand and interpret written and spoken language on a variety of topics.**

This standard focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the learner works with a variety of print and non-print materials. The ability to read may develop before the ability to comprehend rapidly spoken language. The reading aspects of this standard make it relevant to the classical languages.

**Standard 3 - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

This standard focuses on the presentation of information, concepts and ideas in spoken and written modes. In most cases, this standard is concerned with one-way speaking and writing. Students with little or no previous experience in the language are likely to produce learned patterns or language that looks like English with words in the other language. Over time, students will develop the ability to write and speak using a variety of styles.

### **ESSENTIAL QUESTIONS**

**Why is it important to communicate in another language?**

**How can your communication with a native speaker be more meaningful if you speak his/her language?**

### **ENDURING UNDERSTANDINGS**

**As the world moves toward a global community, it is increasingly important for world language study to result in proficiencies that enable students to engage in conversation, interpret authentic materials, and present concepts in a language other than their own.**

## **Goal 2. - Cultures**

### **Gain Knowledge and Understanding of Other Cultures**

#### **The Cultures Goal Contains Two Standards:**

##### **Standard 4 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

This standard focuses on the practices that are derived from the traditional ideas, attitudes and values (perspectives) of a culture. Practices refer to patterns of behavior accepted by a society, such as the rites of passage, use of discourse, use of space etc. It is important to know the relationship between the practices and the perspectives that represent the culture's view of the world.

##### **Standard 5 - Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied.**

This standard focuses on the products of the culture studied and how they reflect the perspectives of the culture. Tangible products can be a painting, a cathedral, a piece of literature, etc. An intangible product can be a dance, an oral tale, an education system, a sacred ritual, etc. Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values of that culture and the cultural practices involve the use of the product.

#### **ESSENTIAL QUESTIONS**

**Why is it important to understand the perspectives and value systems of another culture?**

**How do the products and practices of a culture come from these perspectives and value systems?**

#### **ENDURING UNDERSTANDINGS**

**The sharing and learning about customs and products increase students' understanding of the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and regions where the language is spoken.**

## **Goal 3: Connections**

### **Connect with Other Disciplines and Acquire New Information**

#### **The Connections Goal Contains Two Standards:**

##### **Standard 6 - Students reinforce and further their knowledge of other disciplines through the world language.**

This standard for connections focuses on target language support for content for other disciplines. Learning is no longer restricted to a specific discipline; it has become interdisciplinary. Students can relate the information studied in other subjects to their learning of the world language and culture. World language learning contributes to the entire educational experience.

**Standard 7 - Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.**

Students acquire new information and perspectives as a consequence of learning another language. They are able to broaden their sources of information. At first, they begin to examine sources intended for the native speakers, and as they become more proficient in the target language, they begin to analyze and compare this information with their own language while assessing the linguistic and cultural differences.

**ESSENTIAL QUESTIONS**

**How can the study of a world language enhance your knowledge of other disciplines?  
What can you read about in your world language that you would not be exposed to in your native language?**

**ENDURING UNDERSTANDINGS**

**As students increase their proficiency in another language, they acquire skills that empower them to gain knowledge in other disciplines and sensitivity to a variety of viewpoints in the target cultures.**

**Goal 4: Comparisons  
Develop Insight into the Nature of Language and Culture**

**The Comparisons Goal Includes Two Standards:**

**Standard 8 - Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

This standard focuses on the impact that learning the linguistic elements of the new language helps students' ability to understand their own language, and to develop a better understanding of the structure and use of languages.

**Standard 9 - Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices and products that are similar to and different from those of their own culture.

**ESSENTIAL QUESTIONS**

**How are thought processes organized into the structure of different languages?  
Why do different cultures have different value systems?**

**ENDURING UNDERSTANDINGS**

**Students develop their critical thinking abilities as they become aware of the similarities and differences between their first and second languages. In so doing, they gain new perspectives of their own language and culture.**

## **Goal 5: Communities Participate in Multilingual Communities at Home and Around the World**

### **The Communities Goal Includes Two Standards: Applied Learning and Personal Enrichment.**

#### **Standard 10 - Students use the language both within and beyond the school setting.**

The focus is on language as a tool for communication with speakers of the language throughout one's life, including school, community and abroad. Applying the language makes students aware of the advantages of being able to communicate in more than one language and also makes them aware of the power of language.

#### **Standard 11 - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

Language is a means to information and interpersonal relations. Students can use their language skills to access music, art, literature, film, and television programs in another culture. Students may also have the opportunity to travel to communities and countries where the language is used, and through this experience further develop their language proficiency and understanding of the culture. Students may also study or work in a country where the target language is used extensively to further enrich their lives.

### **ESSENTIAL QUESTIONS**

**Where can you use the language other than in the classroom?  
How has learning a world language enriched your life?**

### **ENDURING UNDERSTANDINGS**

**Learning a world language opens doors to a greater variety of career options, increased lifelong learning opportunities, and enhanced leisure activities.**

# LEVEL 1

## **Goal 1: Communication – Communicate in Languages Other than English**

### **Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)**

- a. Participate in brief guided conversations related to needs, interests, likes, and dislikes.  
(e.g., state what you like to do on the weekend; Talk about what you like to eat and don't like to eat).
- b. Understand and use culturally appropriate responses and non-verbal gestures.  
(e.g., greet and take leave; Respond with an appropriate wish or comment in a variety of interpersonal situations).
- c. Make introductions, present classmates, adults, family members, and friends.  
(e.g., introduce yourself to a new classmate; introduce yourself to your new teacher or the parents of a friend).
- d. Ask and answer simple questions  
(e.g., ask simple questions to solve problems; find out what time it is).
- e. Make routine requests in the classroom and in public places.  
(e.g., ask permission to go to the restroom, to sharpen a pencil, etc.; ask for help in a store; ask for directions).
- f. Describe state of being in simple phrases.  
(e.g., ask and respond appropriately to questions about emotional and physical state of being; ask and respond to questions about hunger, thirst and health).
- g. Express basic agreement and disagreement.  
(e.g., agree or disagree with others' preferences; disagree with statements made by your partner about the weather).

### **Standard 2: Students understand and interpret written and spoken language on a variety of topics. (Interpretive)**

- a. Respond to routine requests in the classroom and in public places.  
(e.g., respond through physical action to classroom commands; follow simple directions given by the teacher or another student).
- b. Read, comprehend and respond to words and phrases in a variety of situations.  
(e.g., read and order from a menu; read a train schedule and plan your departure and return time).
- c. Exchange descriptions of people and products through oral and written descriptions.  
(e.g., Write a brief description of a friend or classmate and present it to the class; describe what you are wearing; write a list of the things you have in your bedroom).
- d. Identify ideas and topics from simple texts.  
(e.g., identify important dates and holidays found on a calendar from the target culture; Read and

present weather reports about the target country; read a letter from a pen pal and respond to simple comprehension questions; read a TV guide from the target country to determine the viewing day and times of shows).

- e. Read short narrative texts on simple topics.  
(e.g., read “books” written and illustrated by classmates on familiar topics such as home life, families, favorite foods and activities; read newspaper headlines in the target language and identify what the topic is; read a simple poem, identify and discuss the themes).

**Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)**

- a. Write and share familiar words, phrases and sentences.  
(e.g., write a post card to a pen pal; write and present a skit with classmates; write and present a dialogue on a scene at a restaurant).
  - b. Give short oral presentations.  
(e.g., memorize and present a poem in the target language; present an artist from the target culture; sings songs in the target language; present your family tree with names and ages of each member of the family).
- 

**Goal 2: Cultures - Gain Knowledge and Understanding of Other Cultures**

**Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.**

- a. Demonstrate culturally appropriate behaviors for introductions, greetings and leave-taking in a variety of social situations. (e.g., participate in a simulated first day of school in the target culture; role-play introductions, employing appropriate social register).
- b. Use appropriate courtesy expressions.  
(e.g., match correct expressions for “thank you, you are welcome, please and excuse me” with the correct illustration in the book; show a mastery of the correct courtesy expressions by using them regularly in the classroom).
- c. Make simple polite requests.  
(e.g., participate in a survey of classmates to find out how many of them have telephone numbers with the same prefix; list questions that could be asked to find out about a classmate’s likes and dislikes).
- d. Examine cultural differences  
(e.g., identify similar holidays, foods and customs that the two cultures share and then identify some differences in celebration; examine the correct notation for time and dates in the target culture; show the appropriate method of counting with one’s fingers in the target culture).

**Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

- a. Identify major products of the target culture.  
(e.g., create a map illustrating products of a target country; collect samples of magazine and movie ads, product labels, or newspaper articles from the target culture).
- 

### **Goal 3: Connections - Connect with other disciplines and acquire information**

#### **Standard 6: Students reinforce and further their knowledge of other disciplines through the world language.**

- a. Identify the major geographical features of countries or regions where the target language is spoken. (e.g., create a topographical map; List major cities, capitals and regions of a country where the target language is spoken).
- b. Identify key historical events in target cultures.  
(e.g., name important leaders who carried out political or social reforms; draw a timeline of important historical events of countries where the target language is spoken).
- c. Apply mathematical skills in the world language.  
(e.g., use math skills to estimate costs for travel and lodging in target language countries; use math skills to convert dollars to the currency of a target language country).
- d. Identify typical cuisine and the variation of cuisines in the different cultures that use the target language. (e.g., share a recipe from the target culture; prepare food from the target culture using metric measurements).
- e. Demonstrate an awareness of music and art from the target cultures.  
(e.g., learn popular children's songs from the target culture; learn a dance from the target culture; present a virtual art tour from the target culture).
- f. Identify parts of speech and sentence structure comparable to the English language.  
(e.g., make a chart comparing parts of speech in both languages; listen to comparable speech samples from both languages).
- g. Apply technology in the target language.  
(e.g., prepare visual presentations such as children's books or travel brochures; listen to pod casts recorded in the target language).

#### **Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through studying the target language and its culture.**

- a. Examine authentic literature.  
(e.g., collect selections from children's literature, poetry, folktales and songs; read newspaper headlines and predict content of the article).
  - b. Study authentic media in order to recognize different cultural viewpoints.  
(e.g., examine authentic movie ads and TV guides).
-

## **Goal 4: Comparisons – Develop Insight Into the Nature of Language and Culture**

### **Standard 8: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

- a. Identify and use borrowed words and cognates in the students' own language and in the target language. (e.g., study maps and identify place names that originated in the target language; identify and compare cognates in both languages).
- b. Identify basic idiomatic expressions in the students' own language and use some of them in the target language (e.g., express state of being and age; discuss likes and dislikes).
- c. Recognize differences in the writing systems among languages.  
(e.g., Write a paragraph demonstrating appropriate punctuation and structure; compare formal and informal discourse).
- d. Recognize that other languages and/or dialects may be spoken by people within the target culture. (e.g., listen to samples of different dialects in the target language).
- e. Recognize and use the appropriate register.  
(e.g., participate in a skit or simulation presenting formal and informal language; identify different registers while watching video clips).

### **Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

- a. Identify similar and different behavioral patterns, including the use of non-verbal gestures, between the target culture and the student's own culture.  
(e.g., identify similarities and differences in teacher-student relationships in the target culture; describe similarities and differences in behaviors such as greetings, attire, shopping and ordering food).
- b. Identify the similarities and differences in cultural reaction to local and world issues.  
(e.g., read newspaper articles in both languages about current events).
- c. Recognize cultural stereotyping.  
(e.g., discuss students' impressions of the target culture; Identify problems associated with stereotyping).

---

## **Goal 5: Communities - Participate in Multilingual Communities at Home and Around the World**

### **Standard 10: Students use the language both within and beyond the school setting.**

- a. Identify uses for the target language within both local and national communities.  
(e.g., identify occupations in want ads and Internet job searches for which the target language

would be helpful; Identify news stories about the target cultures).

- b. Practice the target language with family, peers, or community members.  
(e.g., share the target language with parents or siblings, specific to class vocabulary or assignments; outside of class, initiate a conversation or respond to questions from the teacher in the target language).
- c. Share with the school or community an event or product from the target culture.  
(e.g., organize language club activities, which benefit the school or community).

**Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

- a. Demonstrate interest in and appreciation of the target language.  
(e.g., identify art, architecture, cuisine, music and business products, etc., representative of the target culture in the community; read or view information about the target culture from a variety of media sources).
  - b. Use the target language beyond the school setting.  
(e.g., participate in language club activities which benefit the school or the community).
- 

## **LEVEL 2**

**Goal 1: Communication – Communicate in Languages Other than English**

**Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)**

- a. Ask questions regarding routine activities.  
(e.g., ask your partner about leisure time activities; ask about a typical school day).
- b. Participate in conversations on a variety of familiar and everyday topics.  
(e.g., role-play a telephone conversation about plans for the weekend; interview a classmate about weather conditions in your region; conduct a class survey about sport preferences).
- c. Give and respond to oral directions and commands.  
(e.g., use a map to give and respond to directions; reorder scrambled instructions; role-play a street scene in the target culture asking for information on how to use public transportation).
- d. Interact in a variety of situations for basic survival and to meet personal needs.  
(e.g., role-play a situation in a world post office and make appropriate requests for stamps and envelopes, cost of mailing a post card or letter to the US via air mail, etc.; express basic needs and problems such as ‘I don’t have any paper’. ‘Do you have some paper?’ Role-play a restaurant situation, using a menu and target culture currency).

**Standard 2: Students understand and interpret written and spoken language on a variety of topics. (Interpretive)**

- a. Understand and interpret authentic writing, video and music.  
(e.g., read ads in target culture newspapers; view videos about the target culture in the target language; research products from the target culture via the Internet; listen to and sing music from the target culture).
- b. Understand and interpret written messages and announcements on topics of interest.  
(e.g., read about sporting events in newspapers and magazines in the target language; follow oral and written directions for daily classroom activities; read daily television schedules in the target language).
- c. Understand and interpret simple personal written communication such as notes, invitations, and letters.  
(e.g., exchange letters or emails with a pen pal in the target language; write an appropriate engagement announcement, wedding invitation and birth announcement for the target culture; analyze plots, characters and themes in target culture literary works).

**Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)**

- a. Write and share short texts at the paragraph level of discourse using culturally appropriate language with increasing accuracy. (e.g. Write and share simple texts such as dialogues, simple plays and skits; Write and present a poem in the target language; Record daily activities in a journal in the target language).
- 

**Goal 2: Cultures - Gain Knowledge and Understanding, of Other Cultures**

**Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

- a. Identify significant cultural practices and behaviors in the target culture.  
(e.g., find information about a wedding in the target culture; learn and use everyday or traditional expressions unique to the target culture).
- b. Identify similarities and differences for everyday life in the United States and the target culture.(e.g., list the similarities and differences in dining practices of the two cultures; view and discuss clips of movies from the target culture that show family life).

**Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

- a. Identify and describe various products or symbols of the target culture.  
(e.g., study samples of food products found in the students' culture influenced by the target culture; study the differences in education between the two cultures).
- b. Identify and describe examples of artistic expression in the target culture.  
(e.g., compare and contrast architectural styles; examine and present the work of an artist from the target culture).

- c. Study current events from the target culture.  
(e.g., read target cultural newspapers about current events; listen to a newscast from a target culture).
  - d. Study the geography and history of the target culture.  
(e.g., complete a world map illustrating all countries using the target language; identify and make a timeline of significant historical events of the target culture).
- 

### **Goal 3: Connections - Connect with Other Disciplines and Acquire Information**

#### **Standard 6: Students reinforce and further their knowledge of other disciplines through the target language.**

- a. Demonstrate knowledge of key historical and current events in the target culture.  
(e.g., identify important dates relating to the political or economic development of the target country).
- b. Apply more advanced mathematical skills in the target language.  
(e.g., convert Fahrenheit and Celsius temperatures; simulate major purchases such as automobiles, homes and stocks).
- c. Continue to demonstrate an awareness of music and art in the target culture.  
(e.g., listen to examples of folk music and name the instruments used; discuss a picture of contemporary art).
- d. Apply composition techniques learned in English class to writing in the target language.  
(e.g., write a simple, well-organized paragraph in the target language; write a letter to a pen pal).
- e. Transfer technology skills to the target language classroom.  
(e.g., exchange e-mail with students from the target culture; use clip art to practice and review vocabulary and grammar; prepare reports in the target language using a word processing program).

#### **Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its culture.**

- a. Examine and discuss authentic literature.  
(e.g., present a memorized poem to an audience; create a schedule for a typical school day).
  - b. Access media from the target culture to gain information and to identify different perspectives.  
(e.g., analyze and compare views of current world events in the target culture; explain different perceptions of beauty represented in popular media).
-

## **Goal 4: Comparisons – Develop Insight Into the Nature of Language and Culture**

### **Standard 8: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

- a. Recognize cognates.  
(e.g., identify cognates and their meanings as a listening or reading comprehension strategy).
- b. Recognize idiomatic expressions.  
(e.g., identify idiomatic expressions in a variety of simple texts).
- c. Recognize and use differences in grammatical structures among languages.  
(e.g., write a simple composition demonstrating good use of punctuation and structure).
- d. Recognize differences in pronunciation within the target language.  
(e.g., read aloud in the target language with appropriate intonation and pronunciation; compare and contrast different dialects in both languages).

### **Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

- a. Understand and use appropriate verbal and non-verbal communication of the target language.  
(e.g., create dialogues using both familiar and polite forms of speech; use appropriate verbal and non-verbal forms of greetings).
  - b. Analyze the similarities and differences in cultural reaction to local and world issues.  
(e.g., read and respond to current events; write an editorial for the school newspaper).
  - c. Recognize contributions and influences on the target culture to the United States.  
(e.g., collect and prepare recipes of the target culture; compare and contrast holiday celebrations of both cultures).
- 

## **Goal 5: Communities - Participate in Multilingual Communities at Home and Around the World**

### **Standard 10: Students use the language both within and beyond the school setting.**

- a. Practice the target language with family, peers, or community members.  
(e.g., write and illustrate a simple story and present it to others; teach a mini-grammar or culture lesson to others; correspond with a pen pal by email or letter).
- b. Participate in school and community events related to the target cultures.  
(e.g., prepare food representative of the target cultures to be presented at a target culture event; perform in the target language for a school or community celebration; participate in a language club activity).
- c. Identify community resources to expand student awareness of the target cultures.

(e.g., investigate various professions and careers available to speakers of the target language; compile a list of community individuals with expertise in the target language and/or about the target cultures; Interview native speakers in the community).

- d. Identify examples of the interdependence of the world's communities.  
(e.g., discuss international business relations in the community).

**Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

- a. Demonstrate interest in and appreciation of the target language.  
(e.g., travel with family to countries of the target language; attend a film, play, concert, or festival related to the target culture in the community).
  - b. Use the target language beyond the school setting.  
(e.g., exchange information about topics of personal interest).
- 

## **LEVEL 3**

**Goal 1: Communication – Communicate in Languages Other than English**

**Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. (Interpersonal)**

- a. Interact in a variety of social situations beyond the classroom.  
(e.g., give basic directions to a visitor or exchange student from the target country; Extend, accept, and refuse invitations, formal and informal, oral and written, using appropriate expressions and behavior).
- b. Provide and exchange detailed information on familiar topics.  
(e.g., describe food and leisure time preferences to a native speaker of the language such as a host family member; inquire about price, size, and availability of items while simulating shopping in the target culture; use the target language to greet one another and engage in conversation about everyday topics, such as weather, friends, school and family).
- c. Describe and explain state of being and feelings  
(e.g., share opinions, preferences and feelings in the target language with classmates; compare and contrast opinions about sporting events, films or popular music in the target culture; exchange information about personal events and memorable experiences).
- d. Express agreement and disagreement, and support opinions with simple reasoning.  
(e.g., use culturally appropriate expressions to manage conversations, such as expressions used to interrupt a conversation, to apologize, or to express agreement or disagreement; use the target language to support opinions and individual perspectives on a variety of contemporary topics; use the target language to discuss and propose solutions to issues and problems in the community).

**Standard 2: Students understand and interpret written and spoken language on a variety of topics.**

- a. Identify main ideas and topics in a variety of authentic written materials.  
(e.g., identify and personalize the main ideas in an authentic reading on leisure activities by listing them and then ranking the activities according to preference; select potential pen pals from a “personals” section of an appropriate target language newspaper or magazine; demonstrate comprehension of a written description of a target culture mealtime customs and etiquette; demonstrate understanding of target language apartment rental or real estate ads).
- b. Understand short literary selections.  
(e.g., read and analyze in some detail poems written in the target language; present or write a summary of a short story written in the target language).
- c. Comprehend and respond to main ideas in language spoken by native speakers on familiar/simple topics.  
(e.g., follow directions given in the target language, such as use of telephone, use of automated parking, use of an ATM in a role-play; demonstrate an understanding of information on target language Internet sources on a variety of topics, such as weather, current events and sports).

**Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

- a. Write and share texts at the multi-paragraph level of discourse using culturally appropriate language with increasing accuracy.  
(e.g., write and share texts such as dialogues, journal entries, letters and short compositions; Prepare and present an oral report on a topic of interest).
- b. Give oral presentations using culturally appropriate language with increasing accuracy.  
(e.g., prepare, illustrate and present an advertisement for a product; perform scenes from target language plays, live or on video).

---

**Goal 2: Cultures - Gain Knowledge and Understanding of Other Cultures**

**Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

- a. Explain cultural practices and behaviors of everyday life in the target culture.  
(e.g., interview a native about a typical school day for someone from the target culture; compare interpersonal relationships as observed in videos from the target culture).
- b. Demonstrate appropriate non-verbal communication in a variety of social contexts.  
(e.g., use appropriate gestures as a means of communication in the target culture; respond appropriately to non-verbal cues).

**Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

- a. Identify major contributions from the target culture.  
(e.g., analyze the scientific contributions of the target culture; research the technology of the target country and its global influences).
  - b. Identify geographical features, historical events and political structures of various target countries.  
(e.g., watch and discuss a video clip from a historical movie; compare the political systems of the two countries).
- 

**Goal 3: Connections - Connect with Other Disciplines and Acquire Information**

**Standard 6: Students reinforce and further their knowledge of other disciplines through the target language.**

- a. Transfer knowledge and understanding of history to the study of the target language and its culture.  
(e.g., create an historical timeline of events in the European Union, using knowledge gained in social studies classes; explain the influence of historical events on the target language and English).
- b. Transfer and apply reading and process-writing strategies to the target language classroom. (e.g., identify themes and main ideas of newspaper or magazine articles from the target culture using reading strategies learned in English class; write multi-paragraph essays on selected topics, following the steps of process-writing).
- c. Transfer knowledge and understanding of the basic elements of art to the study of the target culture.  
(e.g., identify the basic elements of style, color, and content in selected paintings representative of the target culture).
- d. Apply the grammatical knowledge acquired in the target language to achieve a better understanding of English grammatical structures and vocabulary.  
(e.g., apply knowledge and skills learned in the target language to improve writing in English).
- e. Apply the information learned through target language resources to other disciplines.  
(e.g., apply knowledge and skills gained in the target language to make connections to other content areas and real world situations).

**Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its culture.**

- a. Demonstrate an understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.  
(e.g., read and listen to poetry, folk tales, songs and short stories written for native speakers of

the target language; read magazines, newspapers, and electronic media for information about the target culture; access target language Internet sites to locate authentic target culture recipes).

- b. Use target-language skills to acquire new information and discover new cultural perspectives.  
(e.g., find and report on information found in target language newspapers and magazines on weather information and current events in target country).
- 

#### **Goal 4: Comparisons – Develop Insight into the Nature of Language and Culture**

##### **Standard 8: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

- a. Analyze the process of translation.  
(e.g., compare a direct translation of a passage from English to the target language with a native translation).
- b. Integrate the use of idiomatic expressions.  
(e.g., write a composition describing your friends using appropriate idiomatic expressions; interview a classmate about a sporting event or social activity using appropriate idiomatic expression).
- c. Apply more complex structural patterns of the target language.  
(e.g., write a passage using complex sentences; create a lexicon of common words and their usage in both languages).

##### **Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

- a. Use the target language in a manner acceptable to native speakers.  
(e.g., use culturally appropriate behavior in a variety of settings such as dining, traveling, working, shopping and entertaining).
  - b. Explain similarities and differences in verbal and non-verbal behavior between cultures.  
(e.g., discuss differences in verbal and non-verbal behavior as observed in videos; Compare marketing strategies of both cultures).
  - c. Explain the impact of the target culture on the student.  
(e.g., identify possible future encounters when studying or traveling in a target country).
- 

#### **Goal 5: Communities - Participate in multilingual communities at home and around the world**

##### **Standard 10: Students use the language both within and beyond the school setting.**

- a. Exchange written and oral information with others who use the target language.

(e.g., write to a pen pal or an inter-class student in the target language).

- b. Use authentic sources to understand the relationships between the target culture and the United States.  
(e.g., read articles from newspapers, magazines, and the Internet; research current events in the target culture and present to class).

**Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

- a. Access a variety of target language sources for entertainment or personal growth.  
(e.g., visit the art museum to view a special exhibit of art from or representative of the target cultures; watch television, movies, sporting events, and listen to radio broadcasts related to the target culture; travel to the target country with either family or with an organized group).
  - b. Use the target language beyond the school setting to participate in a cultural activity.  
(e.g., order food at a restaurant in the target language; participate in a language fair).
- 

## **LEVEL 4**

**Goal 1: Communication – Communicate in Languages Other than English**

**Standard 1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)**

- a. Ask and respond to a variety of questions giving reasons for answers.  
(e.g., engage in conversations discussing current and past events; express opinions and preferences regarding events, experiences and school subjects).
- b. Interact in complex social situations.  
(e.g., role-play a conversation at a party asking and answering questions about leisure activity preferences; develop and propose solutions to issues and problems related to the school or community).
- c. Express and support opinions.  
(e.g., share opinions with classmates on familiar topics of interest, such as films, musical groups and sports teams; discuss orally or in writing current or past events that are of significance in the target culture).
- d. Analyze and react to expository and literary texts in the target language.  
(e.g., engage in conversation with peers and/or native speakers of the target language about themes and points of views in authentic texts; present an analysis of a poem or short story written in the target language; share points of view with peers and/or native speakers about an article in a target language newspaper).

**Standard 2: Students understand and interpret written and spoken language on a variety of topics.**

- a. Understand selected authentic written and oral materials on topics of personal interest. (e.g., read and discuss a subject of interest found in a target culture magazine such as an article on a popular singer or actor; read and discuss cultural nuances of meaning in written and oral materials in the target language).
- b. Demonstrate an understanding of the main ideas and some details of live and recorded discussions in the target language.(e.g. write a summary of a newscast recorded in the target country; analyze the main plot, subplot, and characters in a recorded version of a play in the target language).
- c. Comprehend and respond to formal written communication. . (e.g., demonstrate understanding of an authentic travel guide written in the target culture; write a culturally appropriate letter requesting hotel accommodations; write a culturally appropriate wedding invitation or birth announcement).
- d. Demonstrate comprehension of authentic literary selections. (e.g., read and analyze target-language literary texts, such as poems, short stories and novels; read authentic literary texts and discuss the use of humor and plays on words).

**Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

- a. Write and share texts using culturally appropriate language with increasing accuracy. (e.g., write and present a play in the target language using culturally appropriate discourse; present a dramatic reading of a poem from the target culture; write and present a publicity campaign for a target-culture product).
  - b. Give oral presentations using culturally appropriate language with increasing accuracy. (e.g., simulate a television newscast in the target language; role-play a job interview in the target language).
- 

**Goal 2: Cultures - Gain knowledge and Understanding of Other Cultures**

**Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

- a. Identify differences in cultural practices among same-language cultures. (e.g., describe similarities and differences in family roles observed in films or literary works; compare pronunciation differences between speech samples of different same-language countries).
- b. Recognize sociolinguistic features of the target culture. (e.g., demonstrate knowledge of the use of gestures in the target culture(s); role-play greetings based on levels of formalities).
- c. Interpret the cultural connotations of common words, phrases, and idioms. (e.g., write a comparison of idiomatic expressions from the target language and English; read authentic language samples to identify idiomatic expressions).

- d. Discuss unfounded generalizations and stereotypes.  
(e.g., discuss the stereotypes presented about the American culture in a movie from the target culture; read and discuss newspaper and magazine articles in the American media about the target culture).
- e. Discuss social and geographic factors that affect cultural practices.  
(e.g., research the food preferences of the regions in a target culture and how they are influenced by bordering countries; discuss the ways that geography has affected the development of sports and their popularity).

**Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

- a. Describe various aspects of the culture, including major historical events and political structures.  
(e.g., discuss the current events in the target culture and their influence on your culture; discuss the differences in social practices as they relate to the workplace, home and leisure activities).
  - b. Identify and discuss major artistic periods and genres of at least one of the target cultures.  
(e.g. compare and contrast the work produced in a target country and the United States during any given art period; examine the hip-hop music of the United States and one of the target cultures; research the different architectural styles of a target country and present your findings to the class).
- 

**Goal 3: Connections - Connect with Other Disciplines and Acquire Information**

**Standard 6: Students reinforce and further their knowledge of other disciplines through the target language.**

- a. Read and discuss authentic literature.  
(e.g., identify and discuss elements of literature such as plot development and characterization).
- b. Conduct traditional and electronic research on selected topics related to the target language and culture.  
(e.g., conduct Internet research on contemporary cultural practices and products of the world culture; report on topics of interest in the target culture; report on the role of major contemporary and historical figures or events from the target culture).

**Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its culture.**

- a. Access a variety of entertainment media available to speakers of the language.  
(e.g., view videos, films and television programs from the target country to understand the roles of males and females in the target culture; use a variety of authentic sources to prepare reports on topics of personal interest, comparing the target culture perspectives to America's).
- b. Read and interpret short stories, poetry, or plays in the target language.

(e.g., write an interpretative essay from an American viewpoint; perform a play in the target language from an American perspective; recite orally in class a poem and then discuss its symbolism).

- c. Expand knowledge, through the target language, of other subject areas.  
(e.g., report orally or in writing in the target language on topics being studied in other classes; discuss worldwide issues in the target language).

---

#### **Goal 4: Comparisons – Develop Insight Into the Nature of Language and Culture**

##### **Standard 8: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

- a. Analyze differences between identified grammatical structures of English and the target language.  
(e.g., apply the correct possessive structures used in the target language; demonstrate correct word order in writing and speaking).
- b. Identify the historical and cultural reasons for cognates, loan words, and borrowed words.  
(e.g., explain the historical reasons for specified place names in the United States).
- c. Use correct stress and intonation patterns to communicate in particular contexts.  
(e.g., read a poem with correct intonation, phrasing, and stress; sing with correct pronunciation and phrasing).

##### **Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

- a. Identify and compare current issues in the target culture and student's own culture.  
(e.g., interview a native speaker about current political issues; research and present findings on immigration policies for both cultures).
- b. Discuss the impact of specific contributions of the world culture to student's own culture.  
(e.g., study art and architecture of the target culture and its influence in the United States; discuss the importance of imports and exports for both countries).
- c. Compare and contrast artistic contributions of the world culture with artistic contributions of the United States.  
(e.g., attend concerts, art exhibits, films and sporting events representative of the target culture; organize a small group presentation on contemporary authors, artists and musicians).

---

#### **Goal 5: Communities - Participate in Multilingual Communities at Home and Around the World**

##### **Standard 10: Students use the language both within and beyond the school setting.**

- a. Communicate orally or in writing with members of the target culture on a variety of topics.  
(e.g., ask questions after a formal presentation or when encountering a speaker of the target language; invite professionals to explain their use of the target language in their occupations, such as health care, law enforcement, social services and business; Host an exchange student).

**Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

- a. Access a variety of target language sources for entertainment or personal growth.  
(e.g., attend a performance of a ballet or theatrical play representative of the target culture; play games or sports from the target culture).
  - b. Use the target language beyond the school setting to participate in a cultural activity.  
(e.g., discuss a target-culture experience with friends, family and colleagues; listen to music, sing songs, or play musical instruments from the target culture).
- 

## **LEVEL 5**

**Goal 1: Communication – Communicate in Languages Other than English**

**Standard 1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)**

- a. Initiate and participate in conversations in the target language.  
(e.g., talk with classmates about past and future activities, such as weekend plans, vacation and work; discuss current issues or historical events in the target language).
- b. Engage in role-play or participate in authentic situations.  
(e.g., simulate a job interview with a potential employer, asking and responding to culturally appropriate questions; ask about and compare transportation schedules with a clerk in a train station).
- c. Share opinions via discussion or written exchanges.  
(e.g., write an opinion essay on a current topic, such as immigration or health care; participate in a debate about current political candidates and elections in the target country).
- d. Compare and contrast opinions in the target language.  
(e.g., discuss and compare recent films from the target culture and own culture; compare and contrast current events).

**Standard 2: Students understand and interpret written and spoken language on a variety of topics.**

- a. Comprehend main ideas and some supporting details of written and oral language.  
(e.g. use the target language to discuss social and philosophical ideas in literature; use the

target language in writing or orally to discuss the main ideas and significant details in level-appropriate spoken or recorded materials in the target language).

- b. Interpret and analyze the main idea and supporting details of authentic written materials on a variety of topics.  
(e.g., research and write a summary of the various points of view on a contemporary political movement in the target culture; write an essay that demonstrates an understanding of the educational system in the target culture).
- c. Demonstrate an increasing comprehension of authentic literature.  
(e.g., analyze the plot, subplot, characters, their descriptions, roles and significance in authentic literature).

**Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

- a. Write and share texts at the complex discourse level using culturally appropriate language with increasing accuracy.(e.g., write and share dialogues; write stories for children in the target language; write a movie review of a target-culture film).
- b. Give oral presentations using culturally appropriate language with increasing accuracy.  
(e.g. write and present a detailed report on important historical events in the target country; conduct a survey and share the results on an issue of significance in the target culture; write and produce an original video recording of a talk show or game show in the target language).

---

**Goal 2: Cultures - Gain Knowledge and Understanding of Other Cultures**

**Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

- a. Demonstrate knowledge of appropriate speech as it relates to the situation and audience.  
(e.g., integrate culturally appropriate language in unfamiliar situations; present a speech using the acceptable style of a target culture).
- b. Dispel unfounded generalizations and stereotypes.  
(e.g., write a letter to the editor of a local newspaper explaining why some generalizations of the target culture might be incorrect; participate in a discussion on generalizations and stereotypes about the target culture).
- c. Analyze social and geographic factors that affect cultural practices.  
(e.g., contrast differences in housing, dress and customs of different geographical regions. analyze the possible geographical causes of differing dialects within a target country).
- d. Analyze cultural practices among countries and regions where the target language is spoken.(e.g., research and discuss similarities and differences in celebrations of holidays, weddings, funerals, etc; research and discuss employment practices, work schedules and personal routines).

**Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

- a. Explain the correlation between various art forms and the historical events when they were produced.(e.g., give a presentation about revolutionary art; read short stories written during wartime).
  - b. Explain the major literary and artistic movements within identified cultures of the target language.(e.g., identify and discuss musical or visual artists as representative of the culture; write a poem reflective of a specific literary movement).
  - c. Discuss the global influence of historical events and political structures.(e.g., conduct internet research on current political issues and their global influences; do research and report on immigration issues).
- 

**Goal 3: Connections - Connect with Other Disciplines and Acquire Information**

**Standard 6: Students reinforce and further their knowledge of other disciplines through the target language.**

- a. Understand the distinctive viewpoints expressed in authentic literary works. (e.g., compare the English version of a work of literature with the original version written in the target language).
- b. Interpret information and apply skills from other disciplines to the target language classroom.(e.g., prepare and present a debate on selected controversial issues in the target culture's contemporary society, based on research from various viewpoints).
- c. Apply knowledge and understanding of global trends to the study of the target culture. (e.g., study the global influence of artists from the target culture in conjunction with an assignment in art class and share the findings with classmates in both disciplines; discuss the influence of major historical events in the target country on current political structures and traditions).

**Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its culture.**

- a. Analyze and synthesize information from authentic sources.(e.g., create a plan for a model school based on the educational system of the target country, use target culture sources to research and present findings on historical events in the target country).
  - b. Interact in a culturally appropriate manner with native speakers of various backgrounds in a variety of contexts. (e.g., interview native speakers in the community on topics such as family life, school, leisure activities, etc). welcome guest speakers or exchange students; participate in a study abroad trip).
-

#### **Goal 4: Comparisons – Develop Insight Into the Nature of Language and Culture**

##### **Standard 8: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

- a. Apply appropriate vocabulary effectively in a variety of real-life situations. (e.g., role-play a shopping situation in an international market place using appropriate idiomatic expressions; participate in a simulated employment interview).
- b. Use knowledge of structural patterns of the target language for effective communication. (e.g., produce a translation avoiding a word-for-word exchange; write a poem using correct target language conventions).

##### **Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

- a. Apply appropriate verbal and non-verbal behavior in a variety of social contexts in the target culture. (e.g., demonstrate appropriate behavior in a variety of social settings such as birthdays or weddings).
  - b. Analyze cross-cultural similarities and differences as observed in practices, products and perspectives of the target culture and student's own culture. (e.g., create dialogues and simulations representing an understanding of different cultural practices; demonstrate an acceptance of cultural differences).
- 

#### **Goal 5: Communities - Participate in Multilingual Communities at Home and Around the World**

##### **Standard 10: Students use the language both within and beyond the school setting.**

- a. Use the target language orally and in writing to discuss personal interests, community concerns, and world issues. (e.g., establish and/or maintain interpersonal relations with speakers of the language).
- b. Support and participate in an event specific to the target culture for the school or community. (e.g., organize a cultural or holiday event; organize a film festival; participate in a poetry reading or literature dramatization).

##### **Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

- a. Interact often with native speakers in the target language. (e.g., sponsor immersion events with native speakers; participate in a book or cooking club; discuss current events with a native speaker, such as immigration and politics).
- b. Pursue interests in the target cultures. (e.g., participate in club events and classes sponsored by target language organizations; read

## LEVEL 6

### **Goal 1: Communication – Communicate in Languages Other than English**

#### **Standard 1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.**

- a. Express and exchange perspectives on a variety of topics, supporting and defending opinions. (e.g., use the target language to write a persuasive essay on a topic of choice, such as poverty, education, politics, or the environment; organize and participate in debates on issues of significance to the target culture).
- b. Use culturally appropriate language and behavior in diverse social settings.(e.g., use culturally appropriate language and gestures in a variety of real-life situations; role-play a variety of real-life situations using idiomatic expressions specific to the target language).
- c. Analyze and discuss people, places, and products of the world culture.(e.g., describe a personal reaction to some aspect of the target culture, such as differences in eating habits; compare and contrast differences in housing between the two cultures; discuss and analyze different protocols in the two cultures, such as personal and business relationships).
- d. Exchange, support and discuss individual opinions and perspectives.(e.g., discuss and propose possible solutions on controversial issues of significance to the target culture; compare and contrast social issues in the two cultures).

#### **Standard 2: Students understand and interpret written and spoken language on a variety of topics.**

- a. Understand complex written and oral materials on a variety of topics.(e.g., present a report on the subtle differences in the target culture media, such as newspaper advertisements, obituaries and television newscasts).
- b. Respond appropriately to different registers of language in written and oral language.(e.g.. demonstrate an increasing understanding of the cultural nuances of meaning in expressive products of the culture).

#### **Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

- a. Write and share texts at the complex discourse level using culturally appropriate language with increasing accuracy.(e.g., write and share comparative, interpretive, and persuasive compositions; write and share a résumé and cover letter intended for a prospective employer; write and present a short story written in the target language).
- b. Give complex oral presentations using appropriate language with increasing accuracy.

(e.g., perform authentic plays in the target language; prepare and give oral reports on a variety of culture, language and literature topics; prepare a research-based analysis of a current event from the perspective of both cultures).

---

## **Goal 2: Cultures - Gain Knowledge and Understanding of Other Cultures**

**Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

- a. Compare, contrast, and analyze the effects of cultural practices among same-language cultures.(e.g. analyze and discuss cultural similarities and differences based on a literary work of the culture; interview native-language speakers about cultural practices relating to real-life situations).
- b. Integrate cultural phrases and idiomatic expressions into everyday communication. (e.g. demonstrate appropriate use of idiomatic expressions in conversational situations; write a short story using appropriate language and idiomatic expressions).

**Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

- a. Analyze how tangible and intangible products reflect the attitudes, values and ideas of the target culture. (e.g., explain the cultural importance of various foods and drinks in a target country; watch a movie or video and discuss the cultural implications).
  - b. Analyze the global impact of the target culture products and perspectives. (e.g., write a research paper on the fashion industry of a target country; discuss the globalization of technology and its effect on a target culture).
- 

## **Goal 3: Connections - Connect with Other Disciplines and Acquire Information**

**Standard 6: Students reinforce and further their knowledge of other disciplines through the target language.**

- a. Use information and skills from other content areas to communicate in the target language incorporating more advanced vocabulary and structures. (e.g. write a research paper on the political structure in the target country; write a short story in the target language).
- b. Apply knowledge and skills gained in the target language to make connections to other content areas and complex real world situations. (e.g. report orally or in written form in the target language on worldwide health problems; report on current political races in the target country).

**Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its culture.**

- a. Use authentic sources to analyze and synthesize the perspectives of the target culture. (e.g., read age-appropriate materials intended for native speakers of the target language and identify adolescent values and behaviors; use target language Internet search engines to conduct research for a presentation on a health related issue in the developing world; debate the pros and cons on the use of nuclear energy using resources from the target culture).
- 

**Goal 4: Comparisons – Develop Insight Into the Nature of Language and Culture**

**Standard 8: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

- a. Hypothesize about the origins of idiomatic expressions in both languages. (e.g., determine the correct usage of idioms in letter writing, personal conversations and presentations).
- b. Discuss similar themes addressed in authentic literature from students' own culture and those of the target language.(e.g., discuss the historical influence in literature of both languages; analyze and practice using slang and casual expressions in both languages).

**Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

- a. Analyze the historical as well as present-day global contributions of the target culture. (e.g., analyze and discuss colonization and immigration trends in both cultures; Identify and discuss the impact of medical, technological and scientific contributions of the target culture).
- 

**Goal 5: Communities - Participate in Multilingual Communities at Home and Around the World**

**Standard 10: Students use the language both within and beyond the school setting.**

- a. Develop a plan for post-secondary language study or application.(e.g., shadow a community member who uses the target language at work; attend Early College classes in the target language offered by area colleges and universities; participate in internship programs in the target country).
- b. Research important community services and use the target language to provide information about the services (e.g. create an informational brochure in the target language about services and resources available in the community; volunteer as a tutor).

**Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

- a. Interpret and analyze cultural events (e.g. attend a performing arts presentation representative of the target culture and write a critique for the school newspaper).
  - b. Use the target language to present, discuss and suggest solutions for current events and social issues in a target culture (e.g. research the use of recycling in the target culture and discuss it with classmates; attend or view cultural events and social activities via media).
- 

**fin**