

## Standards and Benchmarks



# WORLD LANGUAGES

- Communication
- Cultures
- Connections
- Comparisons
- Communities

ANCE • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR  
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# MICHIGAN WORLD LANGUAGE STANDARDS AND BENCHMARKS

## Introduction

The Michigan World Language Standards and Benchmarks define what students should know and be able to do to communicate effectively in a language other than English. These standards and benchmarks outline three levels of proficiency: a level that meets the Michigan Merit Curriculum requirements and two additional levels that describe the knowledge and skills attained by students who complete an extended program of study.

Specifically, the standards and benchmarks describe:

- 1) the communicative functions, or tasks, that students should be able to carry out in that language,
- 2) the contexts, or situations, in which students can understand and use written, spoken and/or signed language to carry out these tasks, and
- 3) the level of accuracy and appropriateness of the language students use.

This three part functions-contexts-accuracy model can be used to describe language proficiency at a variety of levels, from the very basic, like greeting and asking how someone is, to the highly sophisticated, like supporting and defending an opinion or negotiating a business transaction.

There are many ways for language learners to develop and enhance their language proficiency. However, all of these paths to language proficiency have five essential elements in common. All proficiency-oriented opportunities to learn a world language emphasize:

- meaningful spoken, written and/or signed communication
- the fundamental link between language and the culture or cultures in which the language is used
- the role of interdisciplinary content connections
- the need for opportunities to compare languages and cultures
- frequent opportunities to learn and use language within the context of an authentic, living language community

These five essential elements are at the heart of the national Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006).

## Vision

Michigan students, like students throughout the United States, are living in and contributing to an increasingly diverse society and interdependent community of nations in the 21st century. To realize their personal, social, and long-term career goals, individuals need to be able to communicate with others skillfully, appropriately, and effectively. The challenge of contemporary education is to prepare all students for life in this new world. Because language and communication are at the heart of the human experience, the United States must equip students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students develop and maintain proficiency in English and in at least one other language.

## Context for the World Language Standards and Benchmarks

The Michigan World Language Standards and Benchmarks were informed by the generic and language-specific Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006), American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners, ACTFL Proficiency Guidelines: Speaking (1999 revision), ACTFL Proficiency Guidelines: Writing (2001 revision), documents developed by other professional language associations, available College Board Advanced Placement courses and exams, and related world language standards documents from other states. In particular, the Michigan World Language Standards and Benchmarks reflect the structure of the national Standards including the Statement of Philosophy and the framework of Communicative Modes and Learning Scenarios. These documents share a common theoretical and research foundation that emphasizes:

- language as communication
- language learning through meaningful and significant use
- cultural, social, and cognitive processes in language and academic development
- assessments that reflect the social, cultural and communicative nature of language.

## General Principles of Language Acquisition

Current linguistic, psychological and educational research offers insight into the process of learning additional languages and the pedagogy that supports language learning. Even though language learning takes place in the community as well as in classrooms, in the school setting, several general principles are fundamental to successful language teaching and learning for all students:

- Language is functional.

The development of listening, speaking, reading, writing, or signing skills is essential for students to function in social as well as academic situations.

- Language skills develop interdependently.

The acquisition of interpersonal, interpretive, and presentational language proficiency, or receptive and expressive signed (American Sign Language) proficiency, occurs simultaneously and interdependently as students learn and use language in a variety of contexts. For example, in interpersonal oral communication, students are required to both listen and speak. Similarly, in interpersonal signed communication, students must operate in both the receptive and expressive modes.

- Language learning is cultural learning.

Language is the primary vehicle for expressing cultural perspectives and participating in social practices. Thus, the study of a new language provides opportunities for students to develop cultural insights that are available in no other way. Since people who share the same native language share many common values, beliefs, and behaviors, language and culture are truly inseparable. It is also important to recognize that members of one culture tend to make assumptions and draw corresponding conclusions about other cultures based upon their own values. Through language study, learners come to understand, respect, and value the practices, products, and perspectives that are at the heart of cultures other than their own. To accomplish this, teachers must integrate language and culture within each daily lesson and compel students to make cultural comparisons and connections.

- Language proficiency develops through meaningful use and interaction.

World language learners must have multiple opportunities to learn and use authentic language, to interact with others as they study meaningful and intellectually challenging content, and to receive feedback on their language use. This means that teachers and students should use the target language exclusively as the means of communication within and beyond the classroom. To do this, teachers must both have a high level of language proficiency and must be able to tailor their language to the level of their learners.

- Language acquisition is a long-term process and occurs at different rates.

Language acquisition occurs over time with learners moving through developmental stages and gradually growing in proficiency. Teachers, parents and students must recognize that language learning takes time and that learners acquire language and develop proficiency at different rates.

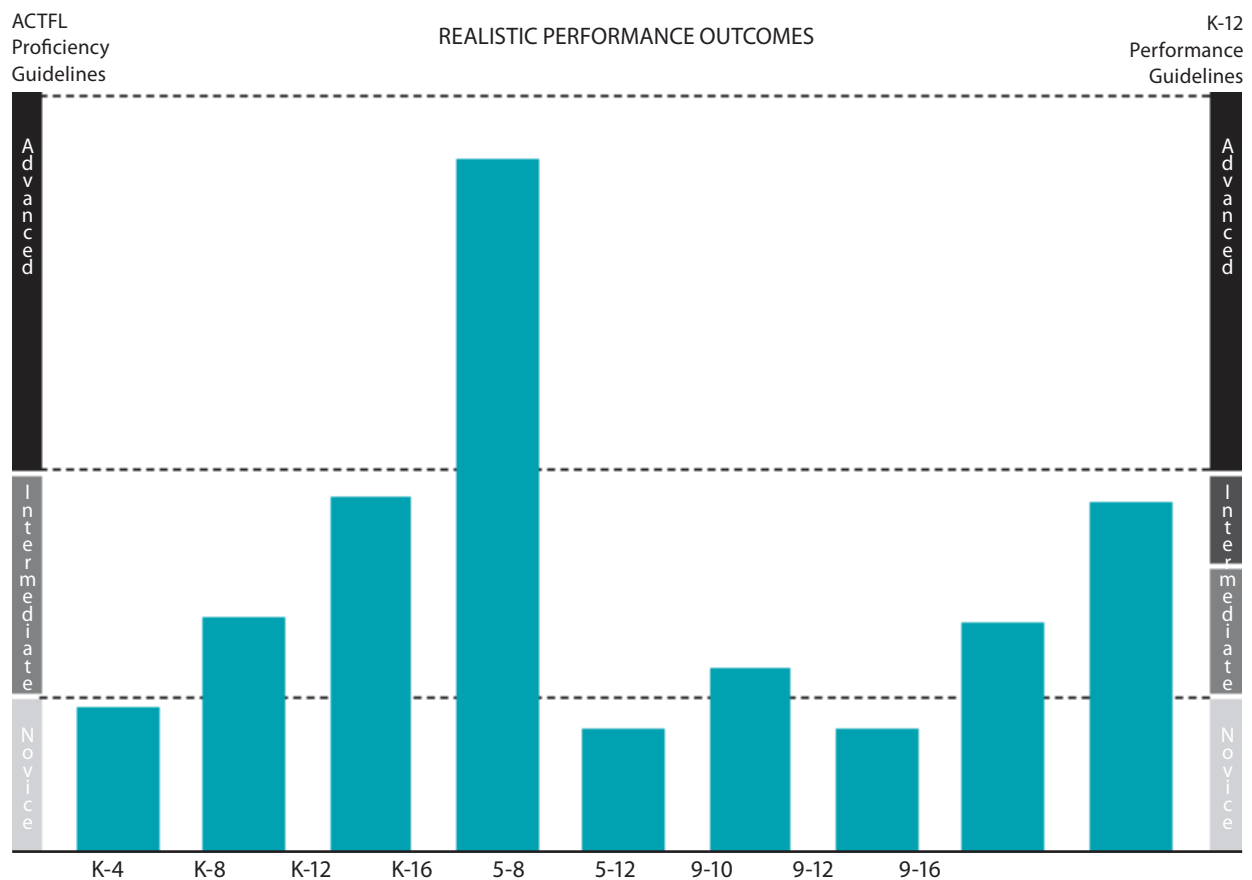
- Language proficiency develops in varied ways.

A variety of factors influence students' acquisition of another language. These factors include students' proficiency in their first/home language, their learning and cognitive styles, motivation for language learning, personality, personal interests, and previous language learning experiences. To help all students succeed in the language classroom, teachers must take these differences into consideration and use a variety of strategies, techniques and materials when teaching and assessing student learning.

## Expected Proficiency Levels

The Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) describe language proficiency in terms of five levels: Novice, Intermediate, Advanced, Superior and Distinguished. At the Novice, Intermediate, and Advanced levels, proficiency is further defined as low, mid, or high. As outlined in the following chart, ACTFL suggests that students who study the same language from Kindergarten through Grade 12 can reach the levels of Pre-advanced or Advanced Low.

As shown in the preceding figure, from the ACTFL Performance Guidelines for K-12 Learners (1999), students' proficiency in Grade 12 is directly related to the amount of sustained instruction that they have in the language. For example, students who have daily and sustained opportunities to learn and use a world language in Grades K – 4 can reach the level of Novice Mid. Similarly, students who have daily, sustained and continuous opportunities to learn and use a world language in Grades K –12 may reach the level of Intermediate Mid to Intermediate High. Students who study the same world language beginning in Kindergarten and continue with that language in an uninterrupted sequence of study throughout their college years, will have a strong and sophisticated command of the language. Note that the preceding figure illustrates expected levels of performance for students who have access to different opportunities to learn and use a language; these levels of performance are fully consistent with the expected outcomes for the various scheduling models presented in the Michigan Languages Other Than English Guidelines.



## Proficiency Levels for K-12 Learners in Michigan

As students' proficiency increases from the Novice through the Intermediate and into the Pre-Advanced level, they are able to carry out more detailed, sophisticated and varied tasks in increasingly wide-ranging and complicated situations with greater flexibility, complexity, and accuracy. The following table illustrates both content and performance standards, i.e., what students know, are able to do, and how well they can do it, at each level of proficiency (Novice High, Intermediate Low – Intermediate Mid, and Pre-Advanced).

Considerations:

1. The proficiency levels described in the table below do not correspond directly to what are often called "Level I," Level II, or Level III" language courses offered in a middle school or high school setting.
2. To demonstrate proficiency of all of the benchmarks, students need extended sequences of study beyond the two-credit minimum requirement.
3. Benchmarks beyond the Novice High level are provided to guide districts in developing curriculum for extended sequences of study beyond the two-credit minimum requirement

| Description of Proficiency Levels for K-12 Learners in Michigan |   |   |   |
|---|---|---|---|
|   | Novice High<br>(Students have met the minimum two-credit graduation requirement.)   | Intermediate Low and Intermediate Mid<br>(Students can meet all expectations at the Novice High level and the following.)   | Pre-Advanced<br>(Students can meet all expectations at the Intermediate Low and Intermediate Mid levels and the following.)   |
| Functions   | Effectively carry out everyday social and survival tasks that present no complications  | Effectively carry out everyday social and survival tasks that may present complications   | Effectively carry out tasks that present complications and require negotiation of meaning   |
| Contexts  | Effectively communicate about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment | Effectively communicate about topics beyond self and home; developing ability to communicate about topics related to work, current events, and issues of personal and public interest | Effectively communicate about topics related to work, current, public, and personal interest; developing the ability to communicate about unfamiliar topics         |
| Time Frames   | Communicate about present and future events; reports series of isolated events in the past  | Communicate consistently about present and future events; communicates inconsistently about past events   | Can generally narrate and describe in past, present, and future time  |
| Levels of Discourse   | Communicate in sentence-length discourse recombining and reformulating learned phrases  | Communicate in sentences and short paragraphs   | Communicate in connected, paragraph length discourse  |
| Comprehensibility and Accuracy                                  | Are understood primarily by native speakers who are very accustomed to interacting with language learners   | Are consistently understood by native speakers accustomed to interacting with language learners   | Are understood by native speakers who are unaccustomed to interacting with language learners  |
| Comprehension and Accuracy                                      | Can identify the text type, topic, and some significant details of an authentic presentational or interpersonal oral, written, or signed text       | Can identify the text type, topic, main ideas and some significant details of an authentic presentational or interpersonal oral, written, or signed text                              | Can identify and analyze the text type, topic, main ideas, details and other features of an authentic presentational or interpersonal oral, written, or signed text |

## Contexts

As learners increase in proficiency, they are able to function in increasingly varied, wide-ranging, and complicated situations. It is important to note, however, that the range of contexts in which Novice High and Intermediate Low–Mid students is quite similar. For example, students at both the Novice High and the Intermediate Low–Mid levels can successfully carry out everyday social and survival tasks such as purchasing an item of clothing. Unlike the Novice High learner, however, Intermediate Low–Mid learner can describe the item to be purchased in greater detail and communicate successfully when the situation involves a complication. The Intermediate High–Advanced Low learner can address all of those same topics as well as more sophisticated and abstract topics that go beyond everyday social and survival situations.

The table below outlines the contexts in which students should be able to comfortably understand and use the world language at the Novice High (N), Intermediate Low–Intermediate Mid (M), and Intermediate High–

| CONTEXTS: WORLD LANGUAGE STANDARDS and BENCHMARKS |  |                   |   |   |
|---|--|-------------------|---|---|
| Units of Study                                    |  | Proficiency Level |   |   |
|   |  | N                 | M | A |
| Myself, family and friends                        | • family members, family relationships, personal characteristics (size, hair color, country of origin and nationality, character and personality traits), and pets             |                   |   |   |
|   | • family activities, daily routines, chores and household tasks  |                   |   |   |
|   | • personal possessions: toys, games, electronics, clothing (color, numbers, size, fabric, style, features)   |                   |   |   |
|   | • leisure activities: sports, hobbies, pastimes, television shows, movies, music, graphic arts   |                   |   |   |
|   | • foods and beverages: typical breakfast, lunch, snack, and dinner foods, regional specialties, favorite foods   |                   |   |   |
|   | • body parts, illness, injuries, and treatments, food choices, diets, health behaviors, and fitness, healthy practices (exercise preferences, sports, diet and health choices) |                   |   |   |
| My home, school, neighborhood, and community      | • rooms and furnishings in a house, table setting  |                   |   |   |
|   | • recreational, commercial, and government buildings   |                   |   |   |
|   | • stores and shopping  |                   |   |   |
|   | • transportation   |                   |   |   |
|   | • school (school supplies, classes, schedules, activities, rules, routines)  |                   |   |   |
|   | • careers (professions, employment, future plans)  |                   |   |   |
|   | • community services   |                   |   |   |
| My country and the world                          | • days, dates, months, seasons, and weather patterns   |                   |   |   |
|   | • geographical features and land forms, neighboring regions and countries  |                   |   |   |
|   | • holidays, ceremonies, and festivals, sites of interest, travel   |                   |   |   |
|   | • nature, ecosystems, and living things (plants, animals)  |                   |   |   |
|   | • the arts (music, sculpture, architecture, film, literature, visual arts)   |                   |   |   |
|   | • government and political systems   |                   |   |   |
|   | • current events and public issues   |                   |   |   |
| • beliefs and values                              |  |                   |   |   |



Advanced Low levels (A).

## Overview to the Michigan World Languages Standards and Benchmarks

The Michigan World Language Standards and Benchmarks are correlated with the National Standards for Foreign Language Learning and are organized around the 5Cs: communication, cultures, connections, comparisons, and communities. Local school districts are encouraged to use these standards and benchmarks in developing an articulated K-12 world language program that meets the needs of all learners.

The Standards and Benchmarks are coded as follows:

|                                     |  |
|-------------------------------------|--|
| Example:                            | 1.1.N.SL.a   |
| First number indicates:             | Strand (Communication, Culture, Connection, Comparisons, Communities)  |
| Second number indicates:            | Standard   |
| Upper-case letter indicates:        | Level of proficiency   |
|                                     | N = Novice High  |
|                                     | M = Intermediate Low – Mid   |
|                                     | A = Pre-Advanced   |
| Second Upper-case letter indicates: | Domain in Communication Strand or Topic within Culture Strand  |
| Communication Domain:               | SL Speaking/Listening  |
|                                     | RW Reading/Writing   |
|                                     | L Listening  |
|                                     | R Reading  |
|                                     | S Speaking   |
|                                     | W Writing  |
| Culture Topics:                     | H Historic Events and Governmental Systems   |
|                                     | F Family and Community   |
|                                     | E Education, Employment, and Economy   |
|                                     | G Geography and Natural Resources  |
|                                     | C Cultural and Creative Heritage   |
| Lower case letter indicates:        | Benchmark within the standard describing what students should know and be able to do at a particular level of proficiency. |

The Michigan Standards and Benchmarks for World Language Proficiency for K-12 Schools are meant to be used by instructors of World Languages other than English. Because these standards are not language specific, some standards and benchmarks may not be applicable to all languages. Therefore, certain languages are exempt from proficiency in all four skills as described below.

### Language Options

While most languages taught in Michigan schools require students to build proficiency in listening, speaking, reading and writing, some languages do not have a written or oral form. Students may fulfill the requirement in the following ways:

- For languages that are both written and spoken, students must demonstrate proficiency at the Novice High level in speaking and writing (productive skills) and in listening and reading (interpretive skills). (See ACTFL Proficiency Guidelines for Speaking and for Writing for definition).
- For languages that are no longer spoken (i.e. Ancient Greek or Latin), students are required to demonstrate proficiency at the Novice High level in writing (productive skill) and in reading (interpretive skill). (See ACTFL Proficiency Guidelines for Speaking and for Writing for definition).
- For languages without formally accepted writing systems (i.e., Anishinaabe), students are required to demonstrate listening and speaking proficiency at the Novice High level in speaking
- For languages that are signed (i.e. American Sign Language), students are required to demonstrate receptive and expressive proficiency equivalent to the Novice High level for languages that are spoken and written. (Reference ASL document).

| Michigan World Language Standards |     |   |
|-----------------------------------|-----|---|
| <b>1<br/>Communication</b>        |     | <b>Communicate in Languages Other Than English</b>  |
|                                   | 1.1 | Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.      |
|                                   | 1.2 | Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.   |
|                                   | 1.3 | Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.            |
| <b>2<br/>Cultures</b>             |     | <b>Gain Knowledge and Understanding of Other Cultures</b>   |
|                                   | 2.1 | Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.      |
|                                   | 2.2 | Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.        |
| <b>3<br/>Connections</b>          |     | <b>Connect with other Disciplines and Acquire Information</b>   |
|                                   | 3.1 | Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.  |
|                                   | 3.2 | Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures. |
| <b>4<br/>Comparisons</b>          |     | <b>Develop Insight into the Nature of Language and Culture</b>  |
|                                   | 4.1 | Comparing Languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.              |
|                                   | 4.2 | Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.               |
| <b>5<br/>Communities</b>          |     | <b>Participate in Multilingual Communities at Home and Around the World</b>   |
|                                   | 5.1 | Use of Language: Students use the language both within and beyond the school setting.   |
|                                   | 5.2 | Personal Enrichment: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.                   |

## STRAND 1: COMMUNICATION

|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)  |
|--|--|---|--|
| <p><b>1.1 Interpersonal Communication</b></p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> |  |   |  |
|  | <p><b>Interpersonal Speaking/Listening or Signed (SL)</b></p> <p style="color: #009682;">Exemption: No Longer Spoken</p>   | <p><b>Interpersonal Speaking/Listening or Signed (SL)</b></p> <p style="color: #009682;">Exemption: No Longer Spoken</p>  | <p><b>Interpersonal Speaking/Listening or Signed (SL)</b></p> <p style="color: #009682;">Exemption: No Longer Spoken</p>   |
|  | <p><b>Socializing</b><br/>1.1.N.SL.a</p> <p>Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions</p><br><p>1.1.N.SL.b</p> <p>Ask and answer basic questions about the weather, health/physical conditions, self, family and friends</p><br><p>1.1.N.SL.c</p> <p>Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions</p><br><p>1.1.N.SL.d</p> <p>Request, offer, invite, and reply appropriately using memorized phrases</p> | <p><b>Socializing</b><br/>1.1.M.SL.a</p> <p>Use the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities</p><br><p>1.1.M.SL.b</p> <p>Recognize and use appropriate register/honorifics in a limited number of routine social situations such as making a purchase or an appointment</p><br><p>1.1.M.SL.c</p> <p>Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply</p> | <p><b>Socializing</b><br/>1.1.A.SL.a</p> <p>Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as weekend plans, vacation, jobs and travel</p><br><p>1.1.A.SL.b</p> <p>Recognize and use appropriate register/honorifics in routine social and professional situations</p><br><p>1.1.A.SL.c</p> <p>Request, offer, invite, and reply appropriately and provide rationale for the request, offer, invitation and reply</p> |

|  | Novice High<br>(N)  | Intermediate Low and<br>Intermediate Mid<br>(M)  | Pre-Advanced<br>(A)  |
|--|---|--|--|
|  | <p><b>Identifying and Describing</b><br/>1.1.N.SL.e</p> <p>Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits</p> <p>1.1.N.SL.f</p> <p>Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits</p> <p>1.1.N.SL.g</p> <p>Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits</p> | <p><b>Identifying and Describing</b><br/>1.1.M.SL.d</p> <p>Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture</p> <p>1.1.M.SL.e</p> <p>Share a detailed description about feelings, emotions and health of contemporary figures</p> <p>1.1.M.SL.f</p> <p>Share a detailed description of places and things beyond their immediate environment or in the target culture</p> | <p><b>Identifying and Describing</b><br/>1.1.A.SL.d</p> <p>Share detailed description and analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture</p> <p>1.1.A.SL.e</p> <p>Share detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film, and the arts</p> <p>1.1.A.SL.f</p> <p>Share an analysis and comparison of attributes of places and things in the target culture by providing a detailed description</p> |
|  | <p><b>Exchanging Information</b><br/>1.1.N.SL.h</p> <p>Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life</p>   | <p><b>Exchanging Information</b><br/>1.1.M.SL.g</p> <p>Exchange information in the target language about personal and social, community or current events</p>  | <p><b>Exchanging Information</b><br/>1.1.A.SL.g</p> <p>Use target language to discuss social issues and problems</p>   |

|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)  | Pre-Advanced<br>(A)  |
|--|--|--|--|
|  | <p>1.1.N.SL.i</p> <p>Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services</p>                              | <p>1.1.M.SL.h</p> <p>Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services</p>   | <p>1.1.A.SL.h</p> <p>Use target language to discuss current or past events that are of significance in the target culture</p> <p>1.1.A.SL.i</p> <p>Report to someone the resolution of an everyday situation with a complication in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services</p>   |
|  | <p><b>Exchanging Opinions</b></p> <p>1.1.N.SL.j</p> <p>Share likes and dislikes in the target language with a classmate</p> <p>1.1.N.SL.k</p> <p>Share opinions and preferences in the target language with their classmates</p> | <p><b>Exchanging Opinions</b></p> <p>1.1.M.SL.i</p> <p>Interview a classmate in the target language about their likes, dislikes, preferences, and opinions</p> <p>1.1.M.SL.j</p> <p>Share opinions and individual perspectives on a variety of topics dealing with contemporary issues</p> | <p><b>Exchanging Opinions</b></p> <p>1.1.M.SL.j</p> <p>Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art</p> <p>1.1.M.SL.k</p> <p>Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture</p> |

|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)  |
|--|--|---|--|
|  | <p>Interpersonal Reading/Writing (RW)</p> <p>Exemption: No Formal Writing System Signed</p>  | <p>Interpersonal Reading/Writing (RW)</p> <p>Exemption: No Formal Writing System Signed</p>   | <p>Interpersonal Reading/Writing (RW)</p> <p>Exemption: No Formal Writing System Signed</p>  |
|  | <p><b>Socializing</b></p> <p>1.1.N.RW.a</p> <p>Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions</p> <p>1.1.N.RW.b</p> <p>Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends</p> <p>1.1.N.RW.c</p> <p>Recognize and use appropriate register/honorifics in limited, simple social correspondence</p> <p>1.1.N.RW.d</p> <p>Request, offer, invite, and reply appropriately in writing using memorized phrases</p> | <p><b>Socializing</b></p> <p>1.1.M.RW.a</p> <p>Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet one another and write about everyday topics such as school and community events and activities</p> <p>1.1.M.RW.b</p> <p>Recognize and use appropriate register/honorifics in routine written social correspondence</p> <p>1.1.M.RW.c</p> <p>Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply</p> | <p><b>Socializing</b></p> <p>1.1.A.RW.a</p> <p>Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet one another and write about past and future activities such as weekend plans, vacation, jobs, and travel</p> <p>1.1.A.RW.b</p> <p>Recognize and use appropriate register/honorifics in routine written social and professional correspondence</p> <p>1.1.A.RW.c</p> <p>Request, offer, invite, and reply appropriately in writing and provide rationale for the request, offer, invitation and reply</p> |

|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)  |
|--|--|---|--|
|  | <b>Identifying and Describing</b><br>1.1.N.RW.e<br>Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits | <b>Identifying and Describing</b><br>1.1.M.RW.d<br>Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture | <b>Identifying and Describing</b><br>1.1.A.RW.d<br>Share in writing a detailed description and analysis of physical appearance, character, and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture |
|  | 1.1.N.RW.f<br>Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits  | 1.1.M.RW.e<br>Share a written detailed description of feelings, emotions, and health of contemporary figures  | 1.1.A.RW.e<br>Share in writing a detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film, and the arts   |
|  | 1.1.N.RW.g<br>Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits  | 1.1.M.RW.f<br>Share a written detailed description of places and things beyond the student's immediate environment or in the target culture   | 1.1.A.RW.f<br>Share in writing an analysis and comparison of attributes of places and things in the target culture by providing a detailed description   |
|  | <b>Exchanging Information</b><br>1.1.N.RW.h<br>Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life       | <b>Exchanging Information</b><br>1.1.M.RW.g<br>Exchange information in writing in the target language about personal and social, community, or current events   | <b>Exchanging Information</b><br>1.1.A.RW.g<br>Exchange information in writing about social issues and problems  |



|  | Novice High<br>(N)  | Intermediate Low and<br>Intermediate Mid<br>(M)  | Pre-Advanced<br>(A)   |
|--|---|--|---|
|  | <p>1.1.N.RW.i</p> <p>Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services</p>  | <p>1.1.M.RW.h</p> <p>Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases</p>   | <p>1.1.A.RW.h</p> <p>Report in writing, to someone, the resolution of an everyday situation with a complication in the target language relating to stores, transportation, services, and online purchases</p> <p>1.1.A.RW.i</p> <p>Use target language to write about current or past events that are of significance in the target culture</p>   |
|  | <p><b>Exchanging Opinions</b></p> <p>1.1.N.RW.j</p> <p>Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters</p> <p>1.1.N.RW.k</p> <p>Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters</p> | <p><b>Exchanging Opinions</b></p> <p>1.1.M.RW.i</p> <p>Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information</p> <p>1.1.M.RW.j</p> <p>Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues</p> | <p><b>Exchanging Opinions</b></p> <p>1.1.A.RW.j</p> <p>Share opinions in writing about something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art</p> <p>1.1.A.RW.k</p> <p>Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture</p> |

|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)   |
|--|--|---|---|
| <b>1.2 Interpretive Communication</b><br>Students understand and interpret written and spoken language on a variety of topics. |  |   |   |
|  | Interpretive Language - Listening (L) or Signed (SL)<br><br><b>Exemption: No Longer Spoken</b>   | Interpretive Language - Listening (L) or Signed (SL)<br><br><b>Exemption: No Longer Spoken</b>  | Interpretive Language - Listening (L) or Signed (SL)<br><br><b>Exemption: No Longer Spoken</b>  |
|  | <b>1.2.N.L.a</b><br>Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests<br><br><b>1.2.N.L.b</b><br>Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences<br><br><b>1.2.N.L.c</b><br>Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)<br><br><b>1.2.N.L.d</b><br>Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music) | <b>1.2.M.L.a</b><br>Demonstrate understanding of oral classroom language in the target language on familiar topics<br><br><b>1.2.M.L.b</b><br>Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community<br><br><b>1.2.M.L.c</b><br>Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)<br><br><b>1.2.M.L.d</b><br>Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music) | <b>1.2.A.L.a</b><br>Demonstrate understanding of oral classroom language in the target language on a variety of familiar and unfamiliar topics<br><br><b>1.2.A.L.b</b><br>Understand interpersonal communication, spoken messages, interviews, group discussions and lectures in the target language on a variety of familiar and unfamiliar topics<br><br><b>1.2.A.L.c</b><br>Analyze a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)<br><br><b>1.2.A.L.d</b><br>Analyze an audio presentation (CD, lecture, radio, podcast, songs/music) |

|  | Novice High<br>(N)  | Intermediate Low and<br>Intermediate Mid<br>(M)  | Pre-Advanced<br>(A)  |
|--|---|--|--|
|  | <p>Interpreting Written Language-Reading (R)</p> <p>Exemption: No Formal Writing System Signed</p>  | <p>Interpreting Written Language-Reading (R)</p> <p>Exemption: No Formal Writing System Signed</p>   | <p>Interpreting Written Language-Reading (R)</p> <p>Exemption: No Formal Writing System Signed</p>   |
|  | <p>1.2.N.R.a</p> <p>Demonstrate understanding of written classroom language in the target language including directions, commands, and requests</p> <p>1.2.N.R.b</p> <p>Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/ internet, poetry or stories</p> <p>1.2.N.R.c</p> <p>Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)</p> | <p>1.2.M.R.a</p> <p>Demonstrate understanding of written classroom language in the target language on familiar topics</p> <p>1.2.M.R.b</p> <p>Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/ internet, poetry or stories.</p> <p>1.2.M.R.c</p> <p>Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (email, letters, messages, notes, and text messages)</p> | <p>1.2.A.R.a</p> <p>Demonstrate understanding of written classroom language in the target language on a variety of familiar and unfamiliar topics</p> <p>1.2.A.R.b</p> <p>Understand and analyze written materials in the target language on unfamiliar topics such as, literary works, print media, websites/internet, directions</p> <p>1.2.A.R.c</p> <p>Understand written interpersonal communication in the target language on a variety of familiar and unfamiliar topics (email, letters, messages, notes, and text messages)</p> |

|   | Novice High<br>(N)  | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)   |
|---|---|---|---|
| <b>1.3 Presentational Communication</b><br>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |   |   |   |
|   | Presentational Language - Speaking (S) or Signed (SL)<br><br><b>Exemption: No Longer Spoken</b>   | Presentational Language - Speaking (S) or Signed (SL)<br><br><b>Exemption: No Longer Spoken</b>   | Presentational Language - Speaking (S) or Signed (SL)<br><br><b>Exemption: No Longer Spoken</b>   |
|   | 1.3.N.S.a<br>Present songs, poems or stories in the target language<br><br>1.3.N.S.b<br>Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school<br><br>1.3.N.S.c<br>Record materials in the target language, such as a puppet show, fashion show, or weather report | 1.3.M.S.a<br>Present skits or short plays in the target language<br><br>1.3.M.S.b<br>Retell a story to an audience in the target language<br><br>1.3.M.S.c<br>Present brief oral reports about personal experiences, school, and community happenings in target language<br><br>1.3.M.S.d<br>Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show | 1.3.A.S.a<br>Participate in and perform scenes in the target language from plays, and/or poems, or excerpts from short stories<br><br>1.3.A.S.b<br>Present a summary of a story including plot and characters or an event to an audience<br><br>1.3.A.S.c<br>Present oral reports on familiar and unfamiliar topics in target language<br><br>1.3.A.S.d<br>Produce an original target language information video/DVD recording of a complete newscast or target culture topic |

|  | Novice High<br>(N)  | Intermediate Low and<br>Intermediate Mid<br>(M)  | Pre-Advanced<br>(A)   |
|--|---|--|---|
|  | Presentational<br>Language-Writing<br>(W)<br><br>Exemption: No<br>Formal Writing<br>System Signed   | Presentational<br>Language-Writing<br>(W)<br><br>Exemption: No<br>Formal Writing<br>System Signed  | Presentational<br>Language-Writing<br>(W)<br><br>Exemption: No<br>Formal Writing<br>System Signed   |
|  | <p>1.3.N.W.a<br/>Illustrate and present materials in the target language such as an advertisement, poster, or menu</p> <p>1.3.N.W.b<br/>Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience</p> <p>1.3.N.W.c<br/>Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school</p> | <p>1.3.M.W.a<br/>Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task</p> <p>1.3.M.W.b<br/>Create original compositions or journal entries in the target language</p> <p>1.3.M.W.c<br/>Present brief written reports about personal experiences, school, and community happenings in the target language</p> | <p>1.3.A.W.a<br/>Create and disseminate a newsletter or webpage in the target language</p> <p>1.3.A.W.b<br/>Prepare a written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language</p> <p>1.3.A.W.c<br/>Present written reports on familiar and unfamiliar topics in the target language</p> |

## STRAND 2: CULTURES

|   | Novice High<br>(N)  | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)  |
|---|---|---|--|
| <p>2.1<br/>Practices and Perspectives</p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> |   |   |  |
|   | <b>Understanding the impact of historic events and governmental systems within the target cultures (H)</b>  |   |  |
|   | <p>2.1.N.H.a</p> <p>Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken</p> <p>2.1.N.H.b</p> <p>Name the governmental system(s) and key political figures in a country in which the language is spoken</p> <p>2.1.N.H.c</p> <p>Identify one important political issue in a country in which the language is spoken</p> <p>2.1.N.H.d</p> <p>Identify and describe significant current events in a country in which the language is spoken</p> | <p>2.1.M.H.a</p> <p>Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken</p> <p>2.1.M.H.b</p> <p>Describe three important features of the governmental/ political system(s) in a country in which the language is spoken</p> <p>2.1.M.H.c</p> <p>Explain important political issues in a community or country in which the language is spoken</p> <p>2.1.M.H.d</p> <p>Explain the importance of significant current events in a community or country in which the language is spoken</p> | <p>2.1.A.H.a</p> <p>Analyze the impact of major historic events on the culture of communities or countries in which the language is spoken</p> <p>2.1.A.H.b</p> <p>Compare the governmental system of a country in which the language is spoken with that of one or more other countries</p> <p>2.1.A.H.c</p> <p>Compare the position vis-à-vis an important political issue in two or more communities or countries in which the language is spoken</p> <p>2.1.A.H.d</p> <p>Analyze the impact of major current events on the culture of communities or countries in which the language is spoken</p> |

|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)  | Pre-Advanced<br>(A)   |
|--|--|--|---|
|  | <p>2.1.N.H.e.</p> <p>Identify and explain how the language and culture expanded throughout the world</p>   | <p>2.1.M.H.e</p> <p>Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries</p>  | <p>2.1.A.H.e</p> <p>Analyze major tensions within and outside a community or country in which the language is spoken</p> <p>2.1.A.H.f</p> <p>Explain who is considered majority and minority within a culture</p> <p>2.1.A.H.g</p> <p>Analyze issues of gender, class and/or status in the target culture</p> <p>2.1.A.H.h.</p> <p>Analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken</p> |
|  | <p><b>Understanding the role of family and community within the target culture(s) (F)</b></p>  |  |   |
|  | <p>2.1.N.F.a</p> <p>Describe family structures and the role of friends within a community or culture in which the language is spoken</p> <p>2.1.N.F.b</p> <p>Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)</p> | <p>2.1.M.F.a</p> <p>Compare family structures and the role of friends within two or more communities or cultures in which the language is spoken</p> <p>2.1.M.F.b</p> <p>Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)</p> | <p>2.1.A.F.a</p> <p>Analyze changes in family structures and the role of friends within a community or culture in which the language is spoken</p> <p>2.1.A.F.b</p> <p>Analyze the cultural beliefs, values, and perspectives associated with time and daily routines</p>   |

|  | Novice High<br>(N)  | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)   |
|--|---|---|---|
|  | <p>2.1.N.F.c</p> <p>Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)</p>  | <p>2.1.M.F.c</p> <p>Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)</p>   | <p>2.1.A.F.c</p> <p>Analyze and compare changes over time in how daily needs are met within a community or culture in which the language is spoken</p>  |
|  | <p>2.1.N.F.d</p> <p>Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken</p>  | <p>2.1.M.F.d</p> <p>Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken</p>   | <p>2.1.A.F.d</p> <p>Analyze the balance between work and leisure activities within a community or culture in which the language is spoken</p>   |
|  | <p>2.1.N.F.e</p> <p>Explain the practices and significance of an important:</p> <ul style="list-style-type: none"> <li>- civil or religious holiday or celebration AND</li> <li>- regional holiday or celebration AND</li> <li>- personal or family holiday or celebration</li> </ul> <p>within a community or culture in which the target language is spoken</p> | <p>2.1.M.F.e</p> <p>Compare the practices and significance of an important:</p> <ul style="list-style-type: none"> <li>- civil or religious holiday or celebration AND</li> <li>- regional holiday or celebration AND</li> <li>- personal or family holiday or celebration</li> </ul> <p>across multiple communities or cultures in which the target language is spoken</p> | <p>2.1.A.F.e</p> <p>Explain how cultural beliefs, values and perspectives serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations</p> |



|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)   |
|--|--|---|---|
|  | <b>Understanding education, employment, and the economy<br/>in the target cultures (E)</b>   |   |   |
|  | <p>2.1.N.E.a<br/>Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken</p> <p>2.1.N.E.b<br/>Identify the economic system in a community or culture in which the language is spoken</p> <p>2.1.N.E.c<br/>Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken</p> | <p>2.1.M.E.a<br/>Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries</p> <p>2.1.M.E.b<br/>Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries</p> <p>2.1.M.E.c<br/>Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries</p> | <p>2.1.A.E.a<br/>Analyze secondary and post-secondary educational opportunities that lead to careers in the target country</p> <p>2.1.A.E.b<br/>Analyze the role and impact of the economic system on a community or country in which the language is spoken</p> <p>2.1.A.E.c<br/>Analyze the cultural beliefs related to money, wealth, and the social status of various types of employment</p> |

|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)  | Pre-Advanced<br>(A)   |
|--|--|--|---|
| <p>2.2<br/>Products and<br/>Perspectives</p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> |  |  |   |
|  | <b>Understanding the impact of geography and natural resources on the target cultures (G)</b>  |  |   |
|  | <p>2.2.N.G.a</p> <p>Identify countries, their capital and major cities in which the language is spoken</p>                                       | <p>2.2.M.G.a</p> <p>Identify and describe regions and their distinctive characteristics within the countries where the language is spoken</p>                                    | <p>2.2.A.G.a</p> <p>Locate and explain the development of urban, rural, and suburban areas within a country where the language is spoken</p>        |
|  | <p>2.2.N.G.b</p> <p>Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken</p>    | <p>2.2.M.G.b</p> <p>Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken</p> | <p>2.2.M.G.b</p> <p>Explain how geographic features help to define regional identities within a country</p>   |
|  | <p>2.2.N.G.c</p> <p>Identify the neighboring countries and geographic features surrounding a country in which the language is spoken</p>         | <p>2.2.M.G.c</p> <p>Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken</p>                 | <p>2.2.A.G.c</p> <p>Analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world</p> |
|  | <p>2.2.N.G.d</p> <p>Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken</p> | <p>2.2.M.G.d</p> <p>Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken</p>                    | <p>2.2.A.G.d</p> <p>Analyze how geographic location, climate and typical seasonal weather patterns influence the economy and population density</p> |

|  | Novice High (N)   | Intermediate Low and Intermediate Mid (M)   | Pre-Advanced (A)   |
|--|---|---|--|
|  | <b>Understanding the importance of cultural and creative heritage within the target cultures (C)</b>  |   |  |
|  | <p>2.2.N.C.a</p> <p>Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)</p> <p><b>Exemption: No Longer Spoken</b></p>  | <p>2.2.M.C.a</p> <p>Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)</p> <p><b>Exemption: No Longer Spoken</b></p>   | <p>2.2.A.C.a</p> <p>Analyze the enduring contributions of current cultural icons to the world (arts, music, architecture, literature, film, media, TV, newspapers, important people)</p> <p><b>Exemption: No Longer Spoken</b></p> |
|  | <p>2.2.N.C.b</p> <p>Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)</p>  | <p>2.2.M.C.b</p> <p>Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)</p>  | <p>2.2.A.C.b</p> <p>Analyze the enduring contributions of historic culture to the world (arts, music, architecture, literature, film, media, TV, newspapers, important people)</p>   |
|  | <b>Understanding the artifacts associated with family and community life within the target culture(s) (F)</b>   |   |  |
|  | <p>2.2.N.F.a</p> <p>Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)</p> | <p>2.2.M.F.a</p> <p>Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services)</p> | <p>2.2.A.F.a</p> <p>Analyze and compare changes over time in products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken</p>                           |
|  | <p>2.2.N.F.b</p> <p>Identify products that were native to a community, region, or country in which the language is spoken</p>   | <p>2.2.M.F.b</p> <p>Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries</p>   | <p>2.2.A.F.b</p> <p>Analyze the contribution of indigenous products within the economy of different communities, regions, or countries</p>   |

|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)  |
|--|--|---|--|
|  | <p>2.2.N.F.c</p> <p>Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken</p>  | <p>2.2.M.Fc</p> <p>Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken</p>  | <p>2.2.A.F.c</p> <p>Analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken</p>                   |
|  | <p>2.2.N.F.d</p> <p>Describe and explain the significance of the products associated with an important:</p> <ul style="list-style-type: none"> <li>- civil or religious holiday or celebration AND</li> <li>- regional holiday or celebration AND</li> <li>- personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul> | <p>2.2.M.F.d</p> <p>Compare the significance of the products associated with an important:</p> <ul style="list-style-type: none"> <li>- civil or religious holiday or celebration AND</li> <li>- regional holiday or celebration AND</li> <li>- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken</li> </ul> | <p>2.2.A.F.d</p> <p>Explain how cultural beliefs, values and perspectives influence the products associated with civil, religious, and personal/family holidays or celebrations</p>                                    |
| <b>Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)</b> |  |   |  |
|  | <p>2.2.N.E.a</p> <p>Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken</p>   | <p>2.2.M.E.a</p> <p>Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries</p>   | <p>2.2.A.E.a</p> <p>Analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials</p>  |
|  | <p>2.2.N.E.b</p> <p>Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken</p>   | <p>2.2.M.E.b</p> <p>Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries</p>  | <p>2.2.A.E.b</p> <p>Analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken</p> |
|  | <p>2.2.N.E.c</p> <p>Recognize the currency of a country in which the language is spoken</p>  | <p>2.2.M.E.c</p> <p>Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries</p>  | <p>2.2.A.E.c</p> <p>Analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken</p>  |

## STRAND 3: CONNECTIONS

|   | Novice High<br>(N)  | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)   |
|---|---|---|---|
| <b>3.1 Knowledge</b><br>Students reinforce and further their knowledge of other disciplines through the world language.   |   |   |   |
|   | 3.1.N.a<br>Reinforce previously learned content knowledge through the target language   | 3.1.M.a<br>Acquire new content knowledge about familiar topics through the target language                        | 3.1.A.a<br>Acquire new content knowledge about unfamiliar topics through the target language                                  |
| <b>3.2 Point of View</b><br>Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures. |   |   |   |
|   | 3.2.N.a<br>Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture | 3.2.M.a<br>Use audio, visual, and/or print materials available only in the target language to acquire information | 3.2.A.a<br>Use information available only through the target language to identify and compare distinctive cultural viewpoints |

## STRAND 4: COMPARISONS

|   | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)   |
|---|--|---|---|
| <p><b>4.1</b><br/><b>Comparing Languages</b></p> <p>Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p> |  |   |   |
|   | <p>4.1.N.a</p> <p>Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)</p> <p>4.1.N.b</p> <p>Identify basic differences and similarities in grammatical structures between one's own language and the target</p> <p>4.1.N.c</p> <p>Identify basic differences and similarities in register/honorifics between one's own language and the target language</p> <p>4.1.N.d</p> <p>Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language</p> <p>Exemption for 4.2.N.d only: No Longer Spoken, Signed</p> | <p>4.1.M.a</p> <p>Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language</p> <p>4.1.M.b</p> <p>Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language</p> <p>4.1.M.c</p> <p>Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language</p> <p>4.1.M.d</p> <p>Select phonological features recognizing that meaning is not always conveyed through equivalent application of the same features from one's own language to the target language</p> <p>Exemption for 4.2.N.d only: No Longer Spoken, Signed</p> | <p>4.1.A.a</p> <p>Recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages</p> <p>4.1.A.b</p> <p>Recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages</p> <p>4.1.A.c</p> <p>Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages</p> <p>4.1.A.d</p> <p>Recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages</p> <p>Exemption for 4.2.N.d only: No Longer Spoken, Signed</p> |

|   | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)  | Pre-Advanced<br>(A)  |
|---|--|--|--|
| <p><b>4.2</b><br/><b>Comparing Cultures</b><br/>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> |  |  |  |
|   | <p>4.2.N.a<br/>Identify basic target culture practices and compare them to one's own</p> <p>4.2.N.b<br/>Identify basic target culture products and compare them to one's own</p> | <p>4.2.M.a<br/>Identify the significance of the cultural practices within the target culture(s) and compare them to one's own</p> <p>4.2.M.b<br/>Identify the significance of the cultural products within the target culture(s) and compare them to one's own</p> | <p>4.2.A.a<br/>Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one's own</p> <p>4.2.A.b<br/>Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture products and compare them to one's own</p> |

## STRAND 5: COMMUNITIES

|  | Novice High<br>(N)   | Intermediate Low and<br>Intermediate Mid<br>(M)  | Pre-Advanced<br>(A)   |
|--|--|--|---|
| <b>5.1</b><br><b>Use of Language</b><br>Students use the language both within and beyond the school setting. |  |  |   |
|  | 5.1.N.a<br>Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations<br><br>5.1.N.b<br>Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language | 5.1.M.a<br>Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages<br><br>5.1.M.b<br>Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language | 5.1.A.a<br>Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, publications, and speeches<br><br>5.1.A.b<br>Provide services to the school district and community through activities in the target language such as tutoring and helping speakers of the target language to function within the school or community |



|   | Novice High<br>(N)  | Intermediate Low and<br>Intermediate Mid<br>(M)   | Pre-Advanced<br>(A)  |
|---|---|---|--|
| <p><b>5.2<br/>Personal<br/>Enrichment</b></p> <p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> |   |   |  |
|   | <p>5.2.N.a</p> <p>Willingly use the target language within the classroom setting</p> <p>5.2.N.b</p> <p>Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment</p> <p>5.2.N.c</p> <p>Identify careers where skills in another language or cross-cultural understanding are needed</p> | <p>5.2.M.a.</p> <p>Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom</p> <p>5.2.M.b</p> <p>Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and the new culture</p> <p>5.2.M.c</p> <p>Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed</p> | <p>5.2.A.a</p> <p>Seek opportunities and use the target language in real life situations within the community</p> <p>5.2.A.b</p> <p>Use authentic target language print materials and electronic media to explore topics of personal interest from the points of view of the new culture</p> <p>5.2.A.c</p> <p>Participate in school-to-work projects such as an internship or outreach program that requires proficiency in the target language</p> |

## APPENDIX A

### Source Documents

Standards for Foreign Language Learning: Preparing for the 21st Century

Michigan Curriculum Framework, World Languages: Content Standards and Benchmarks (1998)

Michigan Department of Education

ESL Standards for Pre~K-12 Students (1997)

Teachers of English to Speakers of Other Languages, Inc.

No Child Left Behind Act of 2001

ACTFL Performance Guidelines for K-12 Learners

ACTFL Proficiency Guidelines: Speaking (1999 revision)

ACTFL Proficiency Guidelines: Writing (2001 revision)

Indiana Academic Standards for Foreign Language

Michigan English Language Proficiency Standards for K-12 Schools

Nebraska K-12 Foreign Language Frameworks

New Jersey Core Curriculum Content Standards for World Languages

Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006)

Wisconsin's Model Academic Standards for Foreign Language