

Standard Level Overview - Modern Alphabetic Languages

| Level 1 | | | Level 2 | Level 3 | Level 4 | Level 5 |
|------------|------------|-------------|------------------|------------------|---------|-------------------|
| Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | | Intermediate High |

Standard C1.1 Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

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|-----------------------------|----------|--------------------------------------|---------------------------------|-------------------------------|------------------------|---------------------------------------|------------------------------|
| Interpersonal Communication | Speaking | use memorized words and some phrases | use memorized words and phrases | begin to use simple sentences | create basic sentences | create and begin to connect sentences | create and connect sentences |
| | Writing | | | | | | |

Standard C1.2 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.

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| Interpretive Listening | recognize memorized words and some phrases | recognize memorized words and phrases | begin to recognize simple sentences | recognize basic sentences | begin to recognize connected sentences | recognize connected sentences |
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Standard C1.3 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

Communication

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| Interpretive Reading | recognize memorized words and some phrases | recognize memorized words and phrases | begin to recognize simple sentences | recognize basic sentences | begin to recognize connected sentences | recognize connected sentences |
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Standard C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

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|-------------------------|--------------------------------------|---------------------------------|-------------------------------|------------------------|---------------------------------------|------------------------------|
| Presentational Speaking | use memorized words and some phrases | use memorized words and phrases | begin to use simple sentences | create basic sentences | create and begin to connect sentences | create and connect sentences |
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Standard C1.5 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

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| Presentational Writing | use memorized words and some phrases | use memorized words and phrases | begin to use simple sentences | create basic sentences | create and begin to connect sentences | create and connect sentences |
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Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

Culture

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| Relating Cultural Practices to Perspectives | use appropriate gestures and oral expressions in social interactions; identify authentic or simulated age-appropriate cultural activities; use words and phrases to describe what people from the target culture are doing in texts or visual media; list practices and ask simple questions after viewing media about everyday life; identify characteristics of culturally specific events; and in HS simulate age-appropriate practices from the target culture; identify cultural practices from authentic materials | examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture; identify and begin to use both formal and informal methods to interact with peers and adults; observe or identify a variety of authentic or simulated age-appropriate cultural activities as relate to the 6 AP themes (e.g., games, sports, or entertainment, holidays, politics, economy); investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied; and in HS identify and analyze cultural practices using authentic materials; simulate culturally appropriate community interactions; interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior; begin to adjust language and message to acknowledge audiences with different cultural backgrounds |
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Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.

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| Relating Cultural Products to Perspectives | identify tangible and intangible products of the target culture and their purpose; determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture; and in HS identify the author and country of origin of short poems, stories, and plays from the target culture; provide simple reasons for the role and importance of products from the target culture | identify and investigate the function of products of the target culture; explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today; and in HS identify and analyze cultural products found in literature, news stories, and films from the target culture |
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C3.1 Build, reinforce, and expand knowledge of the other content areas while using the target language to develop critical thinking and to solve problems creatively.

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| Connections | Making Connections | identify the target countries on a map; identify items on charts or visuals used as instructional materials in other content areas, such as math, science, the arts, and social studies; read or listen to stories from the target culture and compare them to familiar stories from the same genre; use technology and resources introduced in other content areas to explore authentic resources in the target language; and in HS identify the various systems used throughout the target countries and in one's own in order to compare and understand | identify and locate the target countries and their geographic features on a map; and in HS relate topics from other content areas to the target culture; explain and sequence the significant events that shaped the identity of the target countries; compare attitudes and reactions regarding current events of global importance; contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own |
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C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

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| Connections | Acquiring Information and Diverse Perspectives | identify the content areas and expand on vocabulary for each; and in HS interpret information from infographics; use media from the target culture to increase knowledge of topics from other content areas; identify the main idea of current events reported in news from the target culture | use age-appropriate authentic sources to prepare presentations on familiar topics and in HS describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States; explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture; compare preferences related to all 6 AP themes including daily life of the local community to those of the target culture; compare the perspective of local advertisements with advertisements of the target culture |
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C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the target language and one's own.

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| Comparisons | Language Comparisons | recognize and use words that are similar in the target language and one's own language, and predict the reasons for borrowing such words; identify idioms and their functions in one's own language and target language; compare formal and informal speech in one's own and target language; compare and contrast the sounds and writing systems of one's own language with the target language; and in HS identify features of language specific to the target language that may not exist in one's own language; compare word order between one's own and the target language | identify expressions that communicate respect and status in one's own and the target language; determine words in one's own and target language that have no direct translation (idiomatic expressions; continue to use and reflect on different tenses or moods in the target language and one's own language; and in HS predict language origins based on awareness of cognates and linguistic similarities; investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time |
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C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

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| Comparisons | Cultural Comparisons | contrast tangible and intangible products of the target culture to one's own; compare simple patterns of behavior or interaction in various cultural settings; compare appropriate gestures to greet friends, family, or new acquaintances in one's own and the target culture; and in HS compare products from the target culture and one's own; contrast daily life, celebrations, and communities from the target culture and one's own | discuss products' origins and importance by comparing products in one's own and the target culture; explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture; compare and contrast the role and importance of family in one's own and the target culture; and in HS juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture; compare and contrast career choices and preparation in one's own and the target culture; explore entertainment and leisure options in one's own and the target culture |
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C5.1 Use language to interact both within and beyond the classroom.

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| Communities | School and Global Communities | identify places in the community where the target language is spoken; research opportunities for participation in school, community or language competitions; access speakers of the language either in person or using technology; and in HS explore professions that require proficiency in another language | interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers); and in HS research the use of the target language in various fields of work in today's world; explore real-world opportunities to connect with the target language community |
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C5.2 Use the target language for enrichment and advancement

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| Communities | Lifelong Learning | interpret materials and/or media from the target language and culture; exchange information about topics of personal interest; identify music or songs in the target language; and in HS set learning goals for language acquisition | consult various sources in the target language to obtain information on topics of personal interest; and in HS reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process |
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