

World Language Standards: Concepts and Skills

Cornerstone: Communication (C1)

Interpersonal Communication

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

Concepts (nouns)

Spoken conversations
Written conversations
Information
Reactions
Feelings
Opinions

Skills (verbs)

Interact
Negotiate meaning
Share

Novice Mid (NM) Performance Levels

NM learners use memorized words and phrases to

- a) greet and leave people in a polite way
- b) introduce oneself and others
- c) answer a variety of basic questions
- d) make some basic statements in a conversation
- e) Ask some basic questions
- f) communicate basic information about oneself and familiar people
- g) communicate some basic information about everyday life

Novice High (NH) Performance Levels

NH learners begin to use simple sentences to

- a) exchange some personal information
- b) exchange information based on texts, graphs, or pictures
- c) ask for and give simple directions
- d) make plans with others
- e) interact with others in everyday situations

Cornerstone: Communication (C1)

Interpretive Communication - Listening

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

Concepts (nouns)

What is heard

Skills (verbs)

Demonstrate understanding
Interpret
Analyze

Novice Mid (NM) Performance Levels

NM learners recognize memorized words and phrases to

- a) identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions)
- b) isolate words and phrases that they have learned for specific purpose

Novice High (NH) Performance Levels

NH learners begin to recognize simple sentences to

- a) comprehend basic questions or statements on familiar topics
- b) understand simple information when presented with pictures, graphs, and other visual supports
- c) indicate the main idea of simple conversation on familiar topics
- d) follow the narrative of a simple story being read aloud

Cornerstone: Communication (C1)

Interpretive Communication - Reading

Standard C1.3 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

Concepts (nouns)

Written materials

Skills (verbs)

Interpret

Analyze

Demonstrate understanding

Novice Mid (NM) Performance Levels

NM learners recognize memorized words and phrases to

- a) identify words, phrases, and characters with support of visuals
- b) distinguish words, phrases, and characters associated with familiar topics

Novice High (NH) Performance Levels

NH learners begin to recognize simple sentences to

- a) understand short, simple texts on familiar topics
- b) understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs)
- c) comprehend simple descriptions with visual support

Cornerstone: Communication (C1)

Presentational - Speaking

Standard C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

Concepts (nouns)

Information on multiple topics
Variety of purposes
Appropriate formats
Intended audience

Skills (verbs)

Present
Use
Consider

Novice Mid (NM) Performance Levels

NM learners use memorized words and phrases to

- a) describe familiar items in one's immediate environment
- b) describe oneself and others
- c) state likes and dislikes
- d) describe daily activities
- e) present simple information about familiar topics

Novice High (NH) Performance Levels

NH learners begin to use simple sentences to

- a) describe a familiar event, experience, or topic
- b) present basic information about a familiar person, place, or thing
- c) give basic instructions

Cornerstone: Communication (C1)

Presentational - Writing

Standard C1.5 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

Concepts (nouns)

Information on multiple topics
Variety of purposes
Appropriate formats
Intended audience

Skills (verbs)

Present
Use
Consider

Novice Mid (NM) Performance Levels

NM learners use memorized words and phrases to

- a) fill out a simple form with some basic personal information
- b) write about oneself
- c) make lists that aid in day-to-day life

Novice High (NH) Performance Levels

NH learners use simple sentences to

- a) describe daily life in a letter, email, blog, or discussion board
- b) describe a familiar experience or event using practiced material
- c) ask for basic information

Cornerstone: Culture (C2)

Relating Cultural Practices to Perspectives

Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the culture(s) studied.

Concepts (nouns)

Culture(s)
Perspectives
Practices
Interaction of practices and perspectives

Skills (verbs)

Investigate
Draw comparisons
Explain

Novice Range (NR) Learners Performance Levels in elementary and middle school

- a) use appropriate gestures and oral expressions in social interactions
- b) identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations).
- c) use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues).
- d) list practices and ask simple questions after viewing media about everyday life
- e) identify characteristics of culturally specific events

In addition to the above, Novice Range (NR) Learners in high school

- f) simulate age-appropriate practices from the target culture
- g) identify cultural practices from authentic materials (e.g., videos or news articles)

Cornerstone: Culture (C2)

Relating Cultural Practices to Perspectives

Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.

Concepts (nouns)

Culture(s)
Perspectives
Practices
Relationship between practices and perspectives

Skills (verbs)

Investigate
Explain
Reflect on

Novice Range (NR) Learners Performance Levels in elementary and middle school

- a) identify tangible and intangible products of the target culture and their purpose
- b) determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture

In addition to the above, Novice Range (NR) Learners in high school

- c) identify the author and country of origin of short poems, stories, and plays from the target culture
- d) provide simple reasons for the role and importance of products from the target culture

Cornerstone: Connections (C3)

Making Connections

Standard 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.

Concepts (nouns)

Knowledge of other content areas
Critical thinking
Problem solving

Skills (verbs)

Build
Reinforce
Expand knowledge
Develop critical thinking (using the target language)
Solve problems creatively (using the target language)

Novice Range (NR) Learners Performance Levels in elementary and middle school

- a) identify the target countries on a map
- b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations)
- c) read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends)
- d) use technology and resources introduced in other content areas to explore authentic resources in the target language

In addition to the above, Novice Range (NR) Learners in high school

- e) identify the various systems (i.e. measurement and time) used throughout the target countries and in one's own in order to compare time, distance, and size
- f) discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services
- g) observe climate around the world, giving reasons for weather patterns based on location and time of year
- h) compare typical food items from the target countries and one's own
- i) explore people from the past and present who have had an influence locally and/or globally

Cornerstone: Connections (C3) Acquiring Information and Diverse Perspectives

Standard C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Concepts (nouns)

Diverse perspectives
Culture(s) of the language

Skills (verbs)

Access information (through the target language)
Evaluate information (through the target language)

Novice Range (NR) Learners Performance Levels in elementary and middle school

- a) identify the content areas and expand on vocabulary for each

In addition to the above, Novice Range (NR) Learners in high school

- b) interpret information from infographics
- c) use media from the target culture to increase knowledge of topics from other content areas
- d) identify the main idea of current events reported in news from the target culture

Cornerstone: Comparisons (C4)

Language Comparisons

Standard C 4.1 Investigate, explain, and reflect on the nature of language through comparisons of the target language and one's own.

Concepts (nouns)

Nature of language
Comparisons of target language and one's own

Skills (verbs)

Investigate
Explain
Reflect on
Compare

Novice Range (NR) Learners Performance Levels in elementary and middle school

- a) recognize and use words that are similar in the target language and one's own language, and predict the reasons for borrowing such words
- b) identify idioms and their functions in one's own language and target language
- c) compare formal and informal speech in one's own and target language
- d) compare and contrast the sounds and writing systems of one's own language with the target language

In addition to the above, Novice Range (NR) Learners in high school

- e) Identify features of language specific to the target language that may not exist in one's own language (e.g., gender, tense, character components)
- f) compare word order between one's own and the target language

Cornerstone: Comparisons (C4)

Cultural Comparisons

Standard C 4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target language and one's own

Concepts (nouns)

Concept of culture
Comparisons of target language and one's own

Skills (verbs)

Investigate
Explain
Reflect on
Compare

Novice Range (NR) Learners Performance Levels in elementary and middle school

- a) contrast tangible and intangible products of the target culture to one's own
- b) compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits)
- c) compare appropriate gestures to greet friends, family, or new acquaintances in one's own and the target culture

In addition to the above, Novice Range (NR) Learners in high school

- d) compare games, stories, songs, and rhymes from the target culture and one's own
- e) contrast daily life, celebrations, and communities from the target culture and one's own

Cornerstone: Communities (C5)

School and Global Communities

Standard C 5.1 Use language to interact both within and beyond the classroom.

Concepts (nouns)

Within the classroom

Beyond the classroom

Skills (verbs)

Use language

Interact

Novice Range (NR) Learners Performance Levels in elementary and middle school

- a) identify places in the community where the target language is spoken
- b) research opportunities for participation in school, community or language competitions
- c) Access speakers of the language either in person or using technology

In addition to the above, Novice Range (NR) Learners in high school

- d) explore professions that require proficiency in another language

Cornerstone: Communities (C5)

Lifelong Learning

Standard C5.2 Use the target language for enrichment and advancement

Concepts (nouns)

Enrichment

Advancement

Skills (verbs)

Use target language

Novice Range (NR) Learners Performance Levels in elementary and middle school

- a) interpret materials and/or media from the target language and culture
- b) exchange information about topics of personal interest
- c) identify music or songs in the target language

In addition to the above, Novice Range (NR) Learners in high school

- d) set learning goals for language acquisition