

## Level 2 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 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

### Intermediate Low (IL) Performance Levels

IL learners create basic sentences to

- a) have a conversation on a number of everyday topics
- b) ask and answer questions about familiar factual information
- c) meet basic needs in familiar situations
- d) begin to indicate various time frames

## 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 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

### Intermediate Low (IL) Performance Levels

IL learners recognize basic sentences to

- a) determine the main idea of texts and interactions related to everyday life
- b) follow questions and simple statements on familiar topics when participating in a conversation

## 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 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

### Intermediate Low (IL) Performance Levels

IL learners recognize basic sentences to

- a) understand short texts of personal interest
- b) identify some basic information needed to fill out forms
- c) Infer basic information from a variety of media (e.g., weather reports, job postings)

## 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 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

### Intermediate Low (IL) Performance Levels

IL learners create basic sentences to

- a) describe people, activities, events, and experiences
- b) express needs, wants, and preferences on topics of interest
- c) interpret and discuss instructions, directions, and maps
- d) present songs, short skits, or dramatic readings
- e) use practiced or memorized expressions to begin to indicate various time frames

## 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 High (NH) Performance Levels

NH learners to 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

### Intermediate Low (IL) Performance Levels

IL learners create basic sentences to

- a) describe people, activities, events, and experiences
- b) prepare materials for a presentation
- c) give basic instructions on how to make or do something
- d) write about topics of student interest
- e) ask questions to obtain information
- f) use practiced or memorized expressions to begin to indicate various time frames

## 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 cultures studied.

#### Concepts (nouns)

Culture(s)  
Perspectives  
Practices  
Interaction of practices and perspectives

#### Skills (verbs)

Investigate  
Draw comparisons  
Explain

### Intermediate Range (IR) Learners Performance Levels in elementary and middle school

- a) examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture
- b) identify and begin to use both formal and informal methods to interact with peers and adults
- c) observe or identify a variety of authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment)
- d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied

### In addition to the above, Intermediate Range (IR) Learners in high school

- e) identify and analyze cultural practices using authentic materials
- f) simulate culturally appropriate community interactions
- g) interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior
- h) begin to adjust language and message to acknowledge audiences with different cultural backgrounds

## Cornerstone: Culture (C2)

### Relating Cultural Products or 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

#### **Intermediate Range (IR) Learners Performance Levels in elementary and middle school**

- a) identify and investigate the function of products of the target culture
- b) explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today

#### **In addition to the above, Intermediate Range (IR) Learners in high school**

- c) identify and analyze cultural products found in literature, news stories, and films 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)

### Intermediate Range Learners (IR) Performance Levels in elementary and middle school

- a) identify and locate the target countries and their geographic features on a map

### In addition to the above, Intermediate Range (IR) Learners in high school

- b) relate topics from other content areas to the target culture
- c) explain and sequence the significant events that shaped the identity of the target countries
- d) compare attitudes and reactions regarding current events of global importance
- e) contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own



## 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)

### Intermediate Range (IR) Learners Performance Levels in elementary and middle school

- a) use age-appropriate authentic sources to prepare presentations on familiar topics

### In addition to the above, Intermediate Range (IR) Learners in high school

- b) 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
- c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture
- d) compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities)
- e) compare the perspective of local advertisements with advertisements of 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

### **Intermediate Range (IR) Learners Performance Levels in elementary and middle school**

- a) identify expressions that communicate respect and status in one's own and the target language
- b) determine words in one's own and target language that have no direct translation
- c) recognize how different time frames are expressed in the target language

### **In addition to the above, Intermediate Range (IR) Learners in high school**

- d) predict language origins based on awareness of cognates and linguistic similarities
- e) investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time

## Cornerstone: Comparisons (C4)

## Cultural Comparisons

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

### Concepts (nouns)

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

### Skills (verbs)

Investigate  
Explain  
Reflect on  
Compare

### **Intermediate Range (IR) Learners Performance Levels in elementary and middle school**

- a) discuss products' origins and importance by comparing products in one's own and the target culture
- b) 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
- c) compare and contrast the role and importance of family in one's own and the target culture

### **In addition to the above, Intermediate Range (IR) Learners in high school**

- d) juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture
- e) compare and contrast career choices and preparation in one's own and the target culture
- f) explore entertainment and leisure options in one's own and the target culture

## 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

### Intermediate Range (IR) Learners Performance Levels in elementary and middle school

- a) 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)

### In addition to the above, Intermediate Range (IR) Learners in high school

- b) research the use of the target language in various fields of work in today's world
- c) explore real-world opportunities to connect with the target language community

## Cornerstone: Communities (C5)

### Lifelong Learning

**Standard C 5.2** Use the target language for enrichment and advancement

#### Concepts (nouns)

Enrichment

Advancement

#### Skills (verbs)

Use target language

### Intermediate Range (IR) Learners Performance Levels in elementary and middle school

- a) consult various sources in the target language to obtain information on topics of personal interest

### In addition to the above, Intermediate Range (IR) Learners in high school

- b) reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process