

Level 3 and Level 4 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

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

Intermediate Mid (IM) Performance Levels

IM learners create and begin to connect sentences to

- a) start, maintain, and end a conversation on a variety of familiar topics
- b) discuss daily activities and personal preferences
- c) handle tasks related to personal needs
- d) exchange information about subjects of special interest
- e) indicate various time frames with occasional success

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

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

Intermediate Mid (IM) Performance Levels

IM learners begin to recognize connected sentences to

- a) determine some details of texts and interactions related to everyday life
- b) recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life

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

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)

Intermediate Mid (IM) Performance Levels

IM learners begin to recognize connected sentences to

- a) articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts)
- b) understand simple written exchanges between other people

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

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

Intermediate Mid (IM) Performance Levels

IM learners create and begin to connect sentences to

- a) discuss one's personal and social experiences
- b) present information about something learned or researched
- c) express a viewpoint about common interests and issues
- d) indicate various time frames with occasional success

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

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

Intermediate Mid (IM) Performance Levels

IM learners create and begin to connect sentences to

- a) write messages, announcements, and invitations
- b) compose a simple paragraph about a learned or researched topic
- c) create communications for an authentic audience
- d) indicate various time frames with occasional success

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