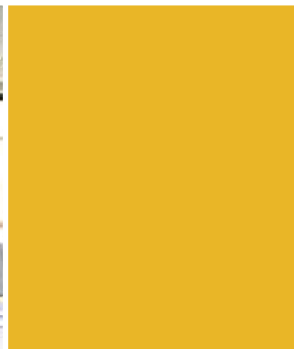


## Novice-Low Proficiency Range

# World Languages



## Colorado Academic Standards World Languages

*"Standards for world languages learning: Preparing for the 21st century"*

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*"Knowing how, when, and why to say what to whom."*

In the 21<sup>st</sup> century society, the study of more than one language is not only absolutely essential to the core curriculum, but also imperative to the economic growth and continued prosperity of the United States. Language and communication are essential to the human experience. "Knowing how, when, and why to say what to whom" are the words that encompass all the linguistic and social knowledge required for effective human-to-human interaction. Students must be linguistically and culturally equipped to communicate successfully in our multilingual, multicultural world. It is vital for students to develop and maintain proficiency in English and in at least one other language. Students from non-English speaking backgrounds must also have opportunities to develop proficiency in their first language.

Supporting this vision are four assumptions about language and culture, learners of language and culture, and language and culture education:

Competence in more than one language and culture enables people to:

- Communicate with other people in other cultures in a variety of settings
- Look beyond their customary borders
- Develop insight into their own language and culture
- Act with greater awareness of self, of other cultures, and their own relationship to those cultures
- Gain direct access to additional bodies of knowledge
- Participate more fully in the global community and workforce

All students can be successful language and culture learners, and they:

- Must have access to language and culture study that is integrated into the entire school experience
- Benefit from the development and maintenance of proficiency in more than one language
- Learn in a variety of ways and settings
- Acquire proficiency at varied rates

Language and culture education is part of the core curriculum, and it:

- Is tied to program models that incorporate effective strategies, assessment procedures, and technologies
- Reflects evolving standards at the national, state, and local levels
- Develops and enhances basic communication skills and higher order thinking skills

All students will apply the language skills learned:

- Within the school setting
- At home, in the community, and abroad
- To interpret global events from multicultural perspectives
- To expand cross-cultural and intercultural understanding
- For increased career opportunities
- To become lifelong learners for personal enjoyment and enrichment

The Colorado Academic Standards for World Languages are based on these four assumptions. For these assumptions to be successful, the target language must be used most of the time. Acquisition of language occurs when students understand messages through listening, reading, and viewing. Students demonstrate acquisition through speaking and writing. The best environment for second language acquisition is one in which teachers *use* the target language instead of teaching *about* the target language. This environment sets the scene for students to better produce and use the language that will help them later to be prepared as multilingual global citizens.

## **Novice-Low Through Intermediate-Mid Proficiency Range Levels**

The study of a second language is affected by complex factors and variables that influence both the amount of time it takes to learn the language and a student's progress through the graduated levels of proficiency. The amount of time required to learn another language and culture is linked to the linguistic and cultural differences among the languages and cultures in question. The specific language and culture that learners study and their performance profile at entry will affect the amount of time required to achieve a particular level of proficiency.

Students who begin second language study early in elementary grades and continue an uninterrupted sequence of study will advance further than a student who begins in high school. Performance expectations at particular ranges may be attained over different periods of time, dependent upon such factors as age of the learner, the first and target languages, scheduling patterns of the language program, and the scope and sequence of the language program.

Proficiency is not acquired in all languages at the same pace. The Foreign Service Institute has classified various languages into four groups according to length of time that it takes highly motivated adult learners who are native speakers of English to develop proficiency. Romance languages such as Spanish, French, and Italian fall into Group I, and languages that are character-based or whose structures are quite different from English, such as Chinese, Japanese, Korean, and Arabic, fall into Group IV. Students learning these languages will require more time to meet the same reading and writing goals, and they will also face a greater challenge as they become culturally competent in the societies where these languages are spoken.

Secondary learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within two adjacent ranges of novice-high and intermediate-low. It is important to re-emphasize that a student's level of language proficiency is dependent on both the length of instruction and the quality of instruction, that is, time spent in meaningful communication on topics that are relevant to a student's cognitive and interest levels.

The study of classical languages continues to be a viable foreign language option for today's student. Not only do the classics give access to the world of the Romans, Greeks, and other ancient civilizations, but they also promote an awareness of Western civilization's rich and diverse heritage from the classical world, improve students' ability to communicate in English, and facilitate the learning of other languages. Teachers of the classical languages will need to apply the standards differently. For example, Latin is taught primarily as a literary rather than a spoken language, so there will be more emphasis on standards relating to the development of the ability to read authentic texts and less emphasis on using the language for oral communication.

Children who come to school from non-English speaking backgrounds, known as heritage language learners, should also have educational opportunities to maintain and further develop their first language. These students come to school with varying literacy skills in their first language, and traditional foreign language classes may not meet their needs. Schools should consider the skills, knowledge, and culture of heritage speakers and give them adequate opportunities to academically develop their heritage language. This approach may include providing individual and/or group instructional opportunities that are both developmentally appropriate and rigorous.

The progression of world language learners through the Colorado World Languages Standards is based on an uninterrupted sequence of language and culture study. With varying entry and exit points, teachers will need to modify the content and related language activities in their specific program depending upon the student's age and when he/she begins the study of a particular language. For example, the novice range applies to all students beginning to learn a second

language, which may occur at any age. The novice range may encompass a four- to five-year sequence that begins in elementary or middle school, or a three-year high school program, depending upon the factors listed above. Likewise, the intermediate range occurs over a period of time and a variety of experiences. For example, for Colorado world language learners to reach the prepared graduate competency at the intermediate-mid range in a Group I Romance language, they mostly likely will need a minimum of a sixth- through twelfth-grade program of uninterrupted sequential language learning with sufficient amounts of meaningful interaction with the language and its cultures. Curriculum design and development should address these variables.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

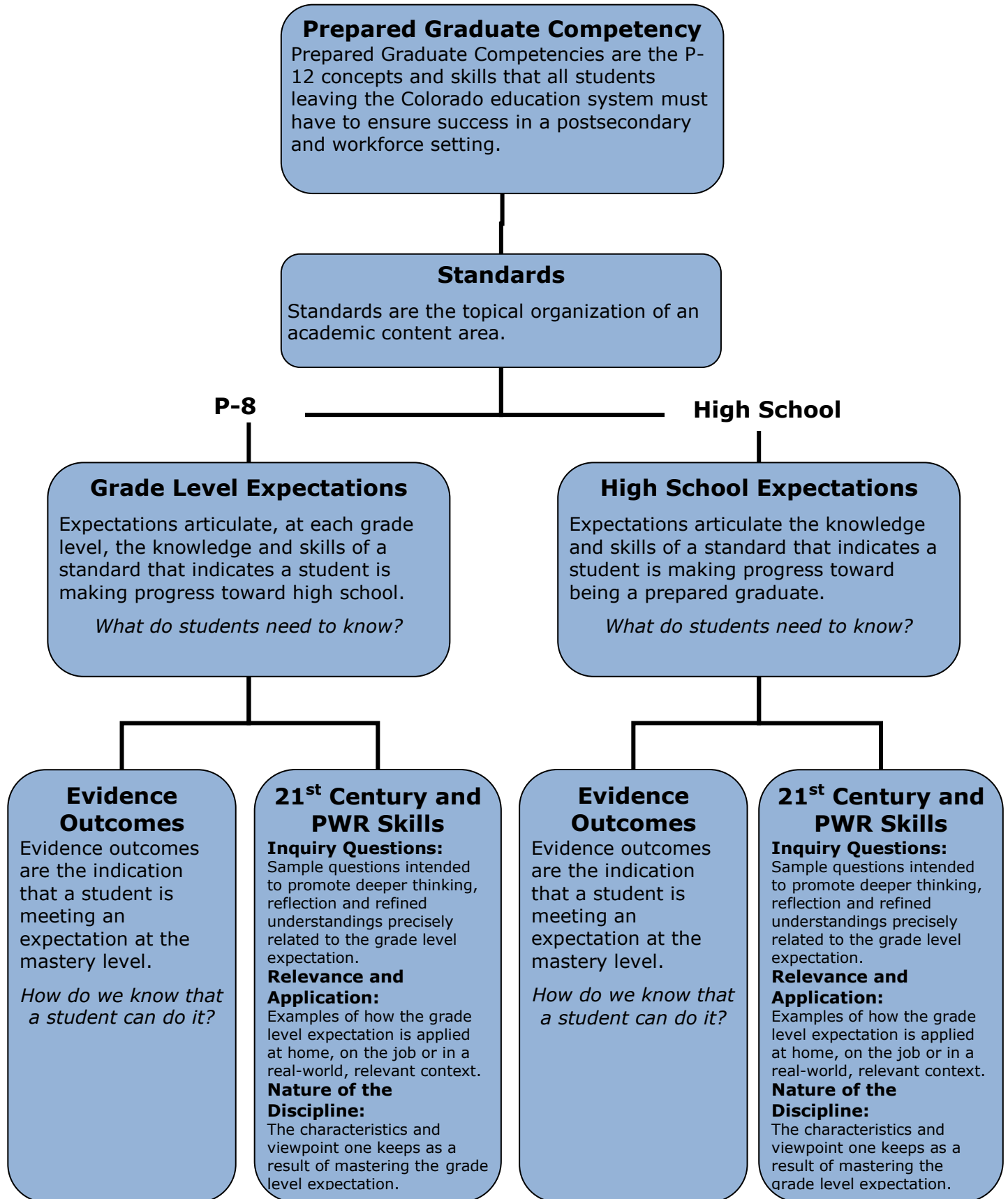
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

# Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.



## Prepared Graduate Competencies in World Languages

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in world languages:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)
- Understand and interpret written and spoken language on a variety of topics (interpretive mode)
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)
- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
- Reinforce and further their knowledge of other disciplines through the foreign language
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- Demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

## Colorado Academic Standards World Languages

Standards are the topical organization of an academic content area. The four standards of world languages are:

### 1. **Communication in Languages Other Than English:**

The educated American of the 21<sup>st</sup> century needs to be conversant in at least one language in addition to his/her native language. Colorado's continued leadership is going to rely heavily on its capacity to communicate across borders. Communication is the heart and soul of any culture, but learning another language builds a bridge that helps Americans relate to people of other nations and cultures. Students acquire the communication strategies that will aid them in participating in the global community.

In the 21<sup>st</sup> century students speak, read, view, and comprehend both spoken and written languages other than English to participate effectively in personal interactions with members of other cultures. Students interpret the concepts, ideas, and opinions expressed by members of these cultures through their media and literature. As students learn the languages and cultures that they may encounter in their personal lives and careers in the future, communication strategies that empower students include the ability to guess intelligently; to derive meaning from context; to understand, interpret, and produce gestures effectively; to ask for and provide clarification; to make and check hypotheses; to make inferences, predictions, and generalizations; to reflect on the nature of interaction; and to draw informed conclusions and maintain a healthy sense of humor, patience, and tenacity in the communication process. Language study helps students analyze important questions to extend learning beyond the classroom. Strong, confident communicative command in a language other than English gives students excellent skill and knowledge for success in the workforce of the 21<sup>st</sup> century.

Real-world communication occurs in a variety of ways. It may be **interpersonal**, in which culturally appropriate listening, reading, viewing, speaking, and writing occurs as a shared activity among language users. It may be **interpretive**, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational**, in which speaking and writing occur in culturally appropriate ways.

### 2. **Knowledge and Understanding of Other Cultures:**

Today's increasingly global society requires a better understanding of cultures. To communicate successfully in another language, students must not only develop facility with the language but they should also develop familiarity with the cultures that use the languages and an awareness of how language and culture interact in society. Only those who possess knowledge of both can then realize the unique and significant connections between the culture that is lived and the language that is spoken. Students apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures. Through their analysis of various resources in the target language, students are able to obtain information on topics of personal and global interest. Second language study helps students formulate self-identity and develops their world view.

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie these products and practices. Students must acquire the ability to interact appropriately with target culture members to communicate successfully. This category allows students to connect and compare languages and cultures. As students grow in their language development, they develop strategies for building relationships within the world community.

**3. Connections with Other Disciplines and Information Acquisition:**

Learning is interdisciplinary. Students bring a wealth of experience and knowledge of the world around them to the language classroom. Connecting the foreign language curriculum to what students already know from other parts of their academic lives opens doors to information and experiences that can enrich their entire school and life experience. Examining authentic information available via technology widens the lens of a world language learner to include international sources. The connections that flow from other areas to the foreign language classroom can add unique experiences and insights into the rest of the school's curriculum. Students use their developing language skills to pursue topics of personal interest, unrelated to the limits of academic life, and as a result nurture and strengthen their lifelong learning skills and lifelong language-using skills. As students engage in experiences where skills in another language and cross-cultural knowledge are needed, their intercultural understanding is heightened.

**4. Comparisons to Develop Insight into the Nature of Language and Culture:**

The study of a language other than English (a second language) fosters the development of a greater understanding of not only the language and culture being studied, but of an individual's own language and culture. The resulting linguistic and intercultural explorations expand a learner's view of the world. Students gain insights into the nature of language in society in culturally appropriate ways. The study fosters an awareness of alternative views of other cultures by comparing the student's own culture with another culture, including the relationship between accepted practices, products, and perspectives.

## Range Level Expectations at a Glance

| <b>Range Level Expectations: Novice-Low</b>                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Communication in Languages Other Than English</b>                          | <ol style="list-style-type: none"> <li>1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)</li> <li>2. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode)</li> <li>3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)</li> </ol> |
| <b>2. Knowledge and Understanding of Other Cultures</b>                          | <ol style="list-style-type: none"> <li>1. Identify common practices within the target cultures studied</li> <li>2. Identify common products of the target cultures studied</li> </ol>                                                                                                                                                                                                                                                                           |
| <b>3. Connections with Other Disciplines and Information Acquisition</b>         | <ol style="list-style-type: none"> <li>1. Identify information that can be gathered from target language resources connected to other content areas</li> <li>2. Locate and use basic information from target language resources.</li> </ol>                                                                                                                                                                                                                     |
| <b>4. Comparisons to Develop Insight into the Nature of Language and Culture</b> | <ol style="list-style-type: none"> <li>1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied</li> <li>2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture</li> </ol>                                                                                                                          |

## **21<sup>st</sup> Century Skills and Readiness Competencies in World Languages**

The World Languages Subcommittee embedded 21<sup>st</sup> century skills, school readiness, and postsecondary and workforce readiness skills into the draft revised standards using descriptions developed by Coloradoans and vetted by educators, policymakers, and citizens over the past eight months.

Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our fast-changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than those of any previous generation. World languages are inherently included in each of Colorado 21<sup>st</sup> century skills, as follows:

Critical Thinking and Reasoning – Students who use critical thinking and reasoning skills are able to analyze, evaluate, and synthesize diverse, multicultural perspectives. By using their existing knowledge of language in imaginative ways, students communicate their ideas and opinions to audiences within the classroom and beyond, while exploring alternative solutions for solving different kinds of unfamiliar problems.

Information Literacy – Information literacy involves students using appropriate technology as a tool to select, research, organize, evaluate, and communicate information for diverse, multicultural, and multilingual environments. Students should be able to use digital media to learn, communicate, and work collaboratively, and to support their learning and the learning of others on local, national, and global levels.

Collaboration – Students can use collaborative skills to communicate effectively through modern technologies to extend their language experience and improve their understanding of different cultures. The ability to learn from and work cooperatively with global team members ranging in social, linguistic, and multicultural backgrounds is a critical skill toward the necessary compromises to accomplish for common goals in an interdependent world.

Self-Direction – Self-directed students continuously self-monitor and seek more challenging ways to meet the goals they have set for themselves, and work with increasing independence as they explore and compare their own experiences and perspectives with those of people in other countries and communities. They initiate and create multicultural and multilinguistic paths to understanding and are able to define, prioritize, and complete tasks without direct oversight.

Invention – Students apply existing knowledge of language and culture to generate and implement new ideas, products, and processes, while respecting diverse cultural perspectives. They also may initiate projects and create original works as a means of personal or group expression using the target language.

## **Colorado’s Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado’s Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

# 1. Communication in Languages Other Than English

The educated American of the 21<sup>st</sup> century needs to be conversant in at least one language in addition to his/her native language. Colorado's continued positional leadership is going to rely heavily on its capacity to communicate across borders. Communication is the heart and soul of any culture, but learning another language builds a bridge that helps Americans relate to people of other nations and cultures. Students acquire the communication strategies that will aid them in bridging communication gaps that result from differences of language and culture.

In the 21<sup>st</sup> century students speak, read, and comprehend both spoken and written languages other than English to participate effectively in personal interactions with members of other cultures. Students interpret the concepts, ideas, and opinions expressed by members of these cultures through their media and literature. As students learn the languages and cultures that they may encounter in their personal lives and careers in the future, communication strategies that empower students include the ability to guess intelligently; to derive meaning from context; to understand, interpret, and produce gestures effectively; to ask for and provide clarification; to make and check hypotheses; to make inferences, predictions, and generalizations; to reflect on the nature of interaction; and to draw informed conclusions and maintain a healthy sense of humor, patience, and tenacity in the communication process. Strong, confident communicative command in a language other than English gives students excellent skill and knowledge for success in the workforce of the 21<sup>st</sup> century.

Real-world communication occurs in a variety of ways. It may be **interpersonal**, in which culturally appropriate listening, reading, viewing, speaking, and writing occur as a shared activity among language users. It may be **interpretive**, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational**, in which speaking and writing occur in culturally appropriate ways.

## Prepared Graduate Competencies

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### Prepared Graduate Competencies in the Communication in Languages Other Than English Standard are:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)
- Understand and interpret written and spoken language on a variety of topics (interpretive mode)
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

## Content Area: World Languages

### Standard: 1. Communication in Languages Other Than English

#### Prepared Graduates:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

1. Communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases (interpersonal mode)

#### Evidence Outcomes

##### Students can:

- a. Copy and exchange simple messages (DOK 1)
- b. Imitate modeled words and phrases using intonation and pronunciation (DOK 1)
- c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases (DOK 1-2)
- d. Use words and phrases without awareness of grammatical structures (DOK 1-2)
- e. Answer simple questions about very familiar topics (DOK 1-2)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?
2. How do people show that they do not understand?
3. How does one know they are understood?

##### Relevance and Application:

1. Simple surveys on websites appear in multiple languages.
2. Exchanging words, phrases, and short messages with people from different cultures creates positive personal connections around the world.

##### Nature of World Languages:

1. Language learners start with words to make meaning.
2. Language learners acquire and retain.



## Content Area: World Languages

### Standard: 1. Communication in Languages Other Than English

#### Prepared Graduates:

- Understand and interpret written and spoken language on a variety of topics (interpretive mode)

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

2. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)

#### Evidence Outcomes

##### Students can:

- Understand short, simple conversations and narratives when using objects, visuals, and gestures (DOK 1-2)
- Respond to questions seeking clarification (for example, do you understand? What is this?) (DOK 1-2)
- Follow simple commands (DOK 1)
- Recognize the symbols of the target language writing system (DOK 1)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?
2. Why do cognates exist?
3. Why are there many languages in the world?

##### Relevance and Application:

1. Information on writing systems for languages around the world is available on web pages.
2. Understanding basic questions and commands in different languages helps people from different cultures create positive personal connections.

##### Nature of World Languages:

1. Language learners start with words to make meaning.
2. Language learners acquire and preserve connections.

## Content Area: World Languages

### Standard: 1. Communication in Languages Other Than English

#### Prepared Graduates:

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

3. Present on very familiar topics (written or oral) using isolated words and high-frequency phrases (presentational mode)

#### Evidence Outcomes

##### Students can:

- a. Reproduce high-frequency words and phrases (DOK 1)
- b. Use words derived from cognates, prefixes, and thematic vocabulary (DOK 1-2)
- c. Recite single-word or high-frequency responses to visual cues (DOK 1)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language?
2. Why memorize?
3. What is the impact of culture on language?

##### Relevance and Application:

1. Record and play aural playback lists, chants, and songs using a tape recorder.
2. Bilingual or multilingual signs and labels on streets and buildings can provide information to people who speak a variety of languages.

##### Nature of World Languages:

1. Language learners start with words to make meaning.
2. Language learners acquire and retain.

## 2. Knowledge and Understanding of Other Cultures

Today's increasingly global society requires a better understanding of cultures. To communicate successfully in another language, students must not only develop facility with the language but they should also develop familiarity with the cultures that use the languages and an awareness of how language and culture interact in society. Only those who possess knowledge of both can then realize the unique and significant connections between the culture that is lived and the language that is spoken. Students apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures.

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie these products and practices. Students must acquire the ability to interact appropriately with target culture members to communicate successfully. This category allows students to connect and compare languages and cultures.

### **Prepared Graduate Competencies**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Knowledge and Understanding of Other Cultures Standard are:**

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

## Content Area: World Languages

### Standard: 2. Knowledge and Understanding of Other Cultures

#### Prepared Graduates:

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

1. Identify common practices within the target cultures studied

#### Evidence Outcomes

##### Students can:

- a. Acknowledge and imitate basic greetings and gestures (DOK 1)
- b. Identify some common social practices at home and school (DOK 1)
- c. Identify a few major traditions and celebrations (DOK 1)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

1. How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
2. What do greetings and gestures say about a culture?
3. What attitudes and values are reflected in traditions and celebrations?

##### Relevance and Application:

1. Websites and video clips provide information on communicative gestures, traditions, and celebrations in other cultures.
2. People from different cultures can interact with each other in multiple ways.
3. A variety of societal norms and behaviors exist in cultures throughout the world.

##### Nature of World Languages:

1. Language learners begin to see that differences exist among cultures.
2. Language learners begin to learn about traditions and celebrations.

## Content Area: World Languages

### Standard: 2. Knowledge and Understanding of Other Cultures

#### Prepared Graduates:

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

##### 2. Identify common products of the target cultures studied

#### Evidence Outcomes

##### Students can:

- Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation) (DOK 1-2)
- Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.) (DOK 1-2)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

- How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
- How does a student develop cultural understanding by examining the products of another culture?
- How is the culture of a people reflected in its expressive products?
- Why are certain foods popular or staples in some cultures, but never have that status in others (such as crumpets)?

##### Relevance and Application:

- Dancers' and mimes' costumes and performances reflect elements of their culture.
- Every culture produces a variety of tangible and expressive products.

##### Nature of World Languages:

- Language learners understand that products vary among cultures.
- Language learners point out products that are different from their own cultural experiences.

### 3. Connections with Other Disciplines and Information Acquisition

Learning is interdisciplinary. Students bring a wealth of experience and knowledge of the world around them to the language classroom. Connecting the foreign language curriculum to what students already know from other parts of their academic lives opens doors to information and experiences that can enrich their entire school and life experience. The connections that flow from other areas to the foreign language classroom can add unique experiences and insights into the rest of the school's curriculum. Students use their developing language skills to pursue topics of personal interest, unrelated to the limits of academic life, and as a result nurture and strengthen their lifelong learning skills and lifelong language-using skills.

#### **Prepared Graduate Competencies**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the Connections with Other Disciplines and Information Acquisition Standard are:**

- Reinforce and further knowledge of other disciplines through the foreign language
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

## Content Area: World Languages

### Standard: 3. Connections with Other Disciplines and Information Acquisition

#### Prepared Graduates:

- Reinforce and further their knowledge of other disciplines through the foreign language

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

1. Identify information that can be gathered from target language resources connected to other content areas

#### Evidence Outcomes

##### Students can:

- a. Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts) (DOK 1-2)
- b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas (DOK 1-2)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

1. How does an understanding of another language and culture increase people's ability to function in a variety of content areas in an interdisciplinary manner?
2. How does studying a language help?
3. How does one acquire a language?

##### Relevance and Application:

1. Learning a different language leads to greater understanding of an individual's own language.
2. Websites provide information on geographical and weather maps for areas in all parts of the world.

##### Nature of World Languages:

1. Language learners realize there are resources available in the target language about topics they study in other classes.

## Content Area: World Languages

### Standard: 3. Connections with Other Disciplines and Information Acquisition

#### Prepared Graduates:

- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

2. Use authentic resources to locate basic information

#### Evidence Outcomes

##### Students can:

- Extract main ideas and key words from authentic resources (DOK 1-2)
- Use knowledge obtained from authentic resources to apply to new topics (DOK 1-3)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

- How does an understanding of another language and culture broaden people's ability to access information and to appreciate a variety of distinctive viewpoints?
- Where can people find a target language outside of the classroom?
- Why is using background knowledge important?

##### Relevance and Application:

- International examples of search engines both enlarge one's perspectives but also permit one to better access a target language. Studying another language will promote increased cultural awareness.

##### Nature of World Languages:

- Language learners realize that there are other languages and cultures different from their own.



## 4. Comparisons to Develop Insight into the Nature of Language and Culture

The study of a language other than English (a second language) fosters the development of a greater understanding of not only the language and culture being studied, but of an individual's own language and culture. The resulting linguistic and intercultural explorations expand a learner's view of the world. Students gain insights into the nature of language in society in culturally appropriate ways. The study fosters an awareness of alternative views of other cultures by comparing the student's own culture with another culture, including the relationship between accepted practices, products and perspectives.

### **Prepared Graduate Competencies**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the Comparisons to Develop Insight into the Nature of Language and Culture Standard are:**

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

## Content Area: World Languages

### Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture

#### Prepared Graduates:

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied

#### Evidence Outcomes

##### Students can:

- a. Recognize basic vocabulary in both the native language and their own language to make comparisons (DOK 1-2)
- b. Recognize some simple structures in the target language that differ from their own language (DOK 1-2)
- c. Recognize different pronunciation and intonation of individual words and basic phrases (DOK 1)
- d. Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure (DOK 1)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

1. How does knowledge of another language enhance people's understanding of the essentials of language in general?
2. How does a student identify most basic vocabulary and language patterns within his/her own language and the language studied?
3. How does the study of another language develop an individual's ability to identify and understand critical thinking skills?

##### Relevance and Application:

1. Linguists use databases, dictionaries, and interviews to analyze the meanings of words and phrases in a variety of languages.
2. Language researchers study word games (such as tongue twisters) in a variety of languages to learn about sounds and word structures.

##### Nature of World Languages:

1. Language learners experiment with a new language.
2. Language learners are eager to learn a language.

## Content Area: World Languages

### Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture

#### Prepared Graduates:

- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

#### Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

#### Concepts and skills students master:

2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture

#### Evidence Outcomes

##### Students can:

- Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own
- Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own
- Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own (DOK 1-2)
- Recognize the contributions of the target cultures to the student's culture and vice versa (DOK 1-2)

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

- How does knowledge of another language enhance people's understanding of culture and society in general?
- How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world?
- How does language study increase a student's understanding and appreciation of his/her own culture?

##### Relevance and Application:

- Understanding games and songs around the world can help people working or traveling in other cultures to make friends.
- People who buy or sell things in other cultures need to understand differences and similarities in products and perspectives between cultures.

##### Nature of World Languages:

- Language learners identify cultural similarities.
- Language learners recognize and list significant cultural differences.

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