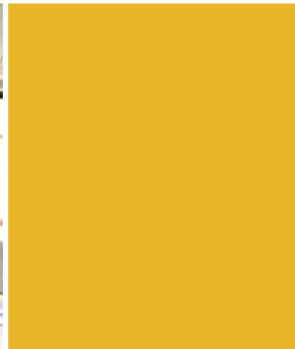


World Languages



Overview of Changes World Languages Standards

Principles of the Standards Review Process

The Colorado Model Content Standards revision process was informed by these guiding principles:

- Begin with the end in mind; define what prepared graduates need to be successful using 21st century skills in our global economy.
- Align K-12 standards with early childhood expectations and higher education.
- Change is necessary.
- Standards will be deliberately designed for clarity, rigor, and coherence.
- There will be fewer, higher, and clearer standards.
- Standards will be actionable.

Notable Changes to the Colorado Model Content Standards in World Languages

The most evident change to the Colorado standards is replacing grade-band standards (K-4, 5-8, and 9-12) with range level expectations. These are explained here in addition to other changes that are apparent upon comparison between the current world languages standards and the proposed changes.

1. **World languages versus foreign language.** The current Colorado Model Content Standards in foreign language have been revised and renamed World Languages. The World Languages Subcommittee explains that world languages is a term that connotes an international, focus encouraging students to become competitive citizens of the world.
2. **Impact of standards articulation by grade range.** The original Colorado Model Content Standards for world languages were designed to provide districts with benchmarks of learning for grades 4, 8, and 12. The standards revision subcommittee was charged with providing more of a specific learning trajectory of concepts and skills across range levels, from early school readiness to postsecondary preparedness. Articulating standards by range level from novice-low to intermediate-mid in each area affords greater specificity (clearer standards) in describing the learning path across levels (higher standards), while focusing on a few key ideas at each grade level (fewer standards).
3. **Standards are written for mastery.** The proposed revisions to standards define mastery of concepts and skills. Mastery means that a student has facility with a skill or concept in multiple contexts. This is not an indication that instruction on a grade level expectation begins and only occurs at that grade level. Maintenance of previously mastered concepts and skills and scaffolding for future learning are the domains of curriculum and instruction, not standards.
4. **Intentional integration of technology use.** The proposed revisions to standards encourage using appropriate technology to allow students access to concepts and skills in ways that mirror the 21st century workplace.
5. **Intentional opportunities for integration.** The subcommittees in world languages worked within content area and also within multi-content area grade level groups. The purpose was to create a viable document for P-12 to provide a long-range, sequential program. In addition, the subcommittees were focused on the consolidation of standards.

Below is a quick guide to other changes in the world languages standards:

Area	Summary of Changes	
	Previous Standards	Revised Standards
Number of standards	Two standards with Standard 1 having four sub-standards	Four new standards
Names of standards	<p>Standard 1: Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.</p> <p>Substandard 1.1: LISTENING Students listen to and derive meaning from a variety of foreign language sources.</p> <p>Substandard 1.2: SPEAKING Students speak in the foreign language for a variety of purposes and for diverse audiences.</p> <p>Substandard 1.3: READING Students read and derive meaning from a variety of materials written in a foreign language.</p> <p>Substandard 1.4: WRITING Students write in a foreign language for a variety of purposes and for diverse audiences.</p> <p>Standard 2: Students acquire and use knowledge of cultures while developing foreign language skills.</p>	<p>Standard 1: Communication in Languages Other Than English</p> <p>Standard 2: Knowledge and Understanding of Other Cultures</p> <p>Standard 3: Connections with Other Disciplines and Information Acquisition</p> <p>Standard 4: Comparisons to Develop Insight into the Nature of Language and Culture</p>
Integration of 21st century and postsecondary workforce readiness skills	Not deliberately addressed in original document	21 st century skills and postsecondary workforce readiness skills have been embedded throughout the evidence outcomes of P-12 and in the prepared graduate expectations.
P-2	Standards articulated with K-4 benchmarks (Beginning) 5-8 benchmarks (Intermediate) 9-12 benchmarks (Advanced) (Because there are multiple entry and exit points in foreign language classes, a student in a beginning class would start with beginning benchmarks and not grade levels.)	This document uses the American Council on the Teaching of Foreign Languages proficiency guidelines, which define proficiency levels for different ranges. The ranges go from novice-low to intermediate-mid, which are needed by all to be successful in the 21 st century global economy.
Number of grade level expectations	Average of three benchmarks per benchmark skill span	Average of three expectations per expectation per range level

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Martha Abbott is currently the director of education for the American Council on the Teaching of Foreign Languages (ACTFL). Prior to this, Abbott served in the Fairfax County Public Schools as a language teacher, foreign language coordinator, and director of high school instruction. She has served on national committees to develop student standards, beginning teacher standards, and performance assessments in foreign languages. She was president of the ACTFL in 2003, chair of the Northeast Conference on the Teaching of Foreign Languages in 1999, and president of the Foreign Language Association of Virginia in 1996. Abbott also was co-chair of the national public awareness campaign *2005: The Year of Languages* and now leads ACTFL's national public awareness campaign *Discover Languages...Discover the World!* She received a bachelor's degree in Spanish with a minor in Latin from the University of Mary Washington, and a master's degree in Spanish linguistics from Georgetown University.

References

The world languages subcommittee used a variety of resources representing a broad range of perspectives to inform its work. Those references include:

- Singapore National Curriculum
- Massachusetts Curriculum Framework
- California World Languages Content Standards
- Finland – National Core Curriculum
- WestEd Colorado Model Content Standards Review

Colorado Academic Standards World Languages

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

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

In the 21st 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/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 21st 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?*

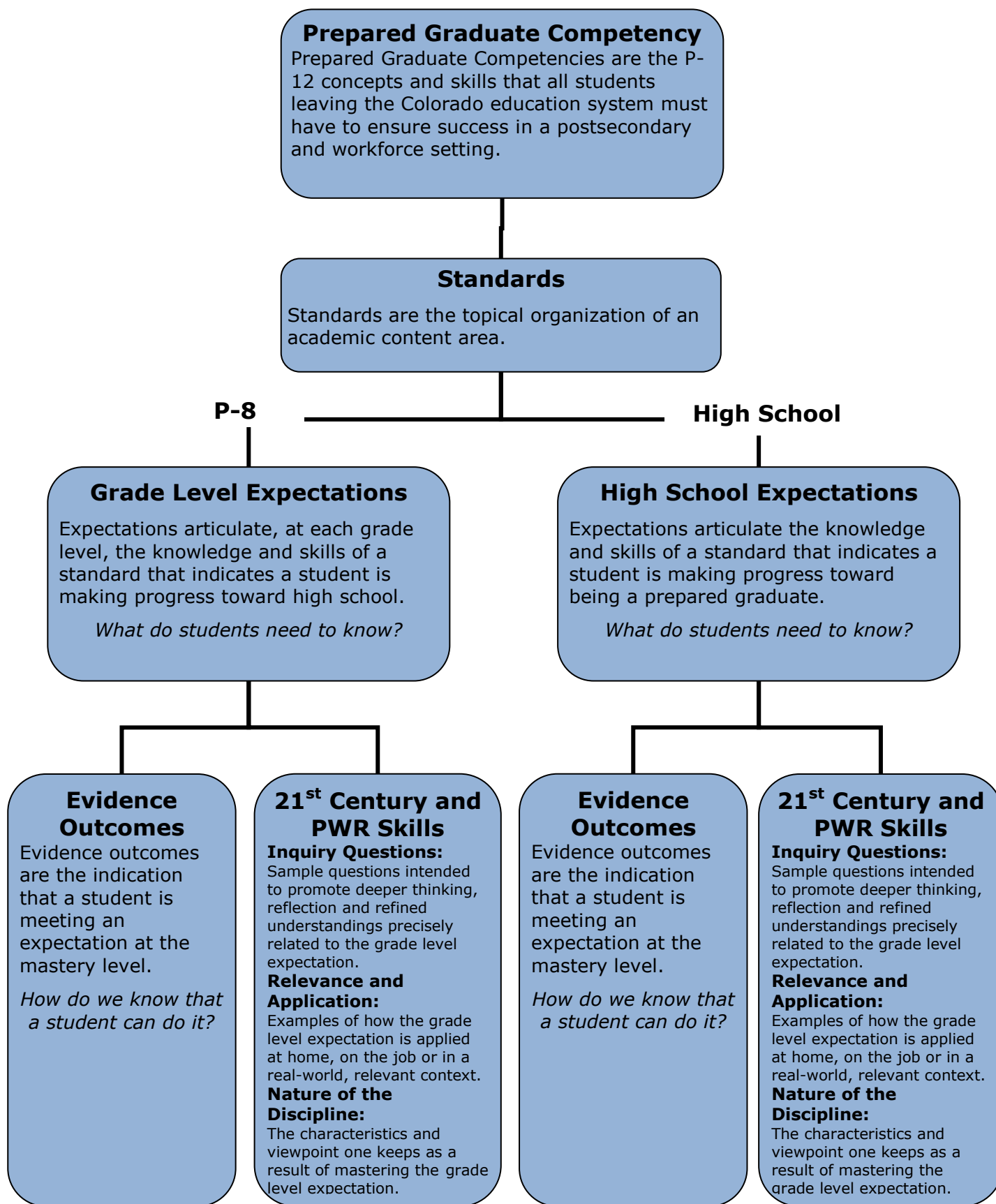
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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?*

21st 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?

21st 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 21st 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 21st 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 21st 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

Range Level Expectations: Intermediate-Mid	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode) 3. Present (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Analyze how the perspectives of people who speak the target language are reflected in their practices 2. Analyze how products reflect practices and perspectives of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Analyze information gathered from target language resources connected to other content areas 2. Evaluate information and viewpoints present in authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Analyze the significance of the similarities and differences between the target language and the student's own language 2. Analyze the significance of the similarities and differences between the target culture(s) and the student's own culture

Range Level Expectations at a Glance

Range Level Expectations: Intermediate-Low	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode) 3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied 2. Examine how the perspectives of people who speak the target language are reflected in their products
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Assess the usefulness of information gathered from target language resources for application in other content areas 2. Examine information and viewpoints presented in authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the structures of their own language 2. Compare the similarities and differences between the target culture(s) and the student's own culture

Range Level Expectations at a Glance

Range Level Expectations: Novice-High	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode) 3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Examine common practices and perspectives within the cultures studied 2. Examine familiar products of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Examine information gathered from target language resources connected to other content areas 2. Relate information acquired from authentic resources to individual perspectives and experiences
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Describe similarities and differences between structural patterns of the target language through comparisons of the student's own language and the language studied 2. Describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

Range Level Expectations at a Glance

Range Level Expectations: Novice-Mid	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode) 2. Comprehend short learned exchanges (written or oral) on learned topics that use learned vocabulary and grammatical structures (interpretive mode) 3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Reproduce common practices of the cultures studied 2. Describe familiar products of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Summarize information gathered from target language resources connected to other content areas 2. Organize information acquired from authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and the language studied 2. Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

Range Level Expectations at a Glance

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

21st Century Skills and Readiness Competencies in World Languages

The World Languages Subcommittee embedded 21st 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 21st 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 21st 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 21st 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 21st 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: Intermediate-Mid

The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Concepts and skills students master:

1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)

Evidence Outcomes

Students can:

- a. Express and support opinions about topics appropriate to grade level (DOK 2-4)
- b. Initiate, sustain, and conclude conversations on a wide variety of general knowledge, personal and academic topics (DOK 2-4)
- c. Persuade, negotiate, or offer advice about issues or points of view (DOK 3-4)
- d. Use a wide range of strategies to negotiate meaning (DOK 1-3)
- e. Paraphrase, ask questions, circumlocute, and self-correct as needed to sustain communication (DOK 2-3)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does the context (people, place, purpose) affect how people engage in conversations with those who speak another language?
2. How do particular words and phrases help to start, maintain, and end conversations more effectively?
3. How do misunderstandings occur and how can they be addressed?

Relevance and Application:

1. Communication via webinars and video conferences takes place in multiple languages.
2. Exchanging ideas and opinions with people from different cultures can provide new perspectives on local and international issues.

Nature of World Languages:

1. Successful language learners find opportunities to communicate with other speakers of the target language.
2. Successful language learners recognize and correct their own errors and accept corrections from others.

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: Intermediate-Mid

The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Concepts and skills students master:

2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)

Evidence Outcomes

Students can:

- Identify the purpose and main idea, point of view, and predict outcomes (DOK 2-3)
- Apply content and background knowledge to infer meaning (DOK 2-3)
- Interpret and imitate culturally appropriate verbal communication (such as idioms, colloquial language, slang) (DOK 1-3)
- Interpret meaning through knowledge of grammatical structures, cognates, and context (DOK 1-2)
- Use a wide range of strategies to negotiate meaning (DOK 1-3)

21st 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. What strategies can people use to aid in comprehension?
3. How does background knowledge help in interpreting meaning?

Relevance and Application:

1. Written and spoken information in articles and videos on websites is available in multiple languages.
2. Negotiating meaning with people from different cultures contributes to mutual understanding in international personal and business relations.

Nature of World Languages:

1. Language learners realize that it takes a significant amount of time to become proficient in another language.
2. Successful language learners use and adapt comprehension strategies for various situations.

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: Intermediate-Mid

The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Concepts and skills students master:

1. Present (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (presentational mode)

Evidence Outcomes

Students can:

- a. Apply learned as well as original language, idiomatic expressions, nonverbal behaviors and structural patterns in increasingly complex sentences and paragraphs to present in oral and written form with comprehensibility and some degree of fluidity (DOK 3-4)
- b. Formulate and defend a position on a researched issue (DOK 3-4)
- c. Narrate orally, visually or in writing, with relevant details, an event or personal experience (DOK 2-4)
- d. Apply age-appropriate writing process strategies to publish a document for a range of audiences (DOK 2-4)

21st 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. How does the audience affect the presentation?
3. Why is risk-taking important in presentations?

Relevance and Application:

1. Written and spoken information in archives and databases is available in multiple languages.
2. Translators and interpreters can make information in one language available to people who speak other languages.

Nature of World Languages:

1. Language learners realize that it takes a significant length of time to be proficient in another language.
2. Successful language learners use and adapt presentation strategies for different audiences and purposes.

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: Intermediate-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 intermediate-mid expectations.

Concepts and skills students master:

1. Initiate, sustain, and conclude conversations (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (interpersonal mode)

Evidence Outcomes

Students can:

- a. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas (interviews, conversations) (DOK 1-3)
- b. Give and follow a series of directions, instructions, and requests (DOK 1-3)
- c. Meet practical writing needs such as short letters, blogs or notes by recombining learned vocabulary and structures (DOK 1-3)

21st 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. What communication strategies help maintain communication?
3. What can a person do when someone does not understand him/her?

Relevance and Application:

1. Communicating via email and on Internet blogs and career or personal networking websites takes place in multiple languages.
2. Exchanging ideas and information with people from different cultures can provide new perspectives on local and international issues.
3. Expressing basic needs is important for functioning in another culture.

Nature of World Languages:

1. Language learners learn from their mistakes.
2. Language learners show interest in others.

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: Intermediate-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 intermediate-mid expectations.

Concepts and skills students master:

2. Comprehend spoken or written language in a variety of situations based on familiar vocabulary and learned grammatical structures (interpretive mode)

Evidence Outcomes

Students can:

- a. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions (DOK 3)
- b. Identify the purpose, main idea, characters, setting, and important events in age-appropriate media (DOK 1-2)
- c. Interpret meaning through knowledge of grammatical structures, cognates, and context (prefixes, suffixes, root words, cognates, intonation, word order) (DOK 1-2)

21st 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 is grammar important?
3. How does context aid in understanding?

Relevance and Application:

1. Written and spoken information in articles and videos on websites is available in multiple languages.
2. Determining meaning in media from different cultures contributes to mutual understanding in international personal and business relations.

Nature of World Languages:

1. Language learners learn from their mistakes.
2. Language learners read for understanding.

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: Intermediate-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 intermediate-mid expectations.

Concepts and skills students master:

3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)

Evidence Outcomes

Students can:

- a. Use information acquired from target language sources to solve everyday problems and situations (such as using media to make plans to see a movie) (DOK 1-2)
- b. Summarize, explain, and critique information from a variety of oral, written, and visual sources (DOK 2-4)
- c. Narrate orally, visually, or in writing with relevant details, an event, or personal experience comprehensible to a sympathetic audience (DOK 2-4)
- d. Produce and publish informal and formal communication comprehensible to a sympathetic audience (DOK 2-4)

21st 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. When is it appropriate to take a risk?
3. How can presenters improve accuracy in their presentation?

Relevance and Application:

1. Written and spoken information in directories and reviews is available in multiple languages.
2. Translators and interpreters can make information in one language available to people who speak other languages.

Nature of World Languages:

1. Language learners learn from their mistakes.
2. Language learners share their interests with others.

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-High

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

Concepts and skills students master:

1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode)

Evidence Outcomes

Students can:

- a. Exchange written communication (DOK 1-2)
- b. Ask and answer questions to clarify information about familiar topics (DOK 1-2)
- c. State and follow a short sequence of oral or written requests (DOK 1-2)

21st 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. What is the importance of accuracy in effective communication?
3. How do people communicate more effectively with a native speaker who is not accustomed to a language learner?

Relevance and Application:

1. Communicating via email and chat applications on websites takes place in multiple languages.
2. Exchanging information with people from different cultures can provide new perspectives on local and international issues.

Nature of World Languages:

1. Language learners understand that grammatical accuracy contributes to meaning.
2. Language learners take risks.

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-High

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

Concepts and skills students master:

2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode)

Evidence Outcomes

Students can:

- Identify main ideas from oral, visual, or written sources (DOK 1-2)
- Identify the meaning of unfamiliar words using decoding skills (such as prefixes and suffixes, root words, knowledge or recognition of word or characters in character-based languages) (DOK 1-2)
- Interpret meaning using oral, visual, and contextual clues (DOK 2-3)

21st Century Skill 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. How does sentence structure aid in comprehension?
3. Why is it important to follow instructions?

Relevance and Application:

1. Written and spoken information on web pages and in videos is available in multiple languages.
2. Determining meaning in short stories and informational documents from different cultures contributes to mutual understanding in international relations.

Nature of World Languages:

1. Language learners understand that grammatical accuracy contributes to meaning.
2. Language learners take risks.

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-High

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

Concepts and skills students master:

3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (presentational mode)

Evidence Outcomes

Students can:

- a. Write or tell briefly about an event or personal experience (DOK 1-3)
- b. Create texts incorporating some description and detail (DOK 2-3)
- c. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) (DOK 1-4)

21st 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. How do writers choose a topic?
- 3. What are the essential elements of a story?

Relevance and Application:

- 1. Record and play back oral narratives, and brainstorm ideas using a tape recorder.
- 2. Bilingual or multilingual workers in airports, hotels, and hospitals can provide information to people who speak a variety of languages.

Nature of World Languages:

- 1. Language learners understand that grammatical accuracy contributes to meaning.
- 2. Language learners take risks.

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-Mid

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-high expectations.

Concepts and skills students master:

1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode)

Evidence Outcomes

Students can:

- a. Use basic greetings and expressions of courtesy (DOK 1)
- b. Express feelings, basic needs, emotions, or opinions (DOK 1-3)
- c. Ask and answer questions using high-frequency and learned phrases (DOK 1-2)
- d. State and follow simple oral or written requests or directions (DOK 1-2)

21st 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 use body language and gestures to communicate more effectively?
3. What is the importance of the use of expressions of courtesy in communication with speakers of another language?

Relevance and Application:

1. Simple surveys and instructions in videos and on websites appear in multiple languages.
2. Exchanging basic information with people from different cultures creates positive personal connections around the world.

Nature of World Languages:

1. Language learners practice and repeat what they hear in the target language.
2. Language learners practice social courtesies.

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-Mid

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-high expectations.

Concepts and skills students master:

- 2. Comprehend short exchanges (written or oral) that use learned vocabulary and grammatical structures on familiar topics (interpretive mode)

Evidence Outcomes

Students can:

- a. Identify main ideas from oral, visual, or written sources (DOK 1-2)
- b. Respond appropriately to simple directions (DOK 1-2)
- c. Recognize meaning from cognates and context, intonation and visual cues (DOK 1-2)
- d. Demonstrate comprehension of a listening activity or reading selection (DOK 1-3)

21st 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. What can people do to better understand language?
- 3. What is the value of a guess?

Relevance and Application:

- 1. Labels, lists, and simple instructions on web pages and in videos are available in multiple languages.
- 2. Determining meaning in short stories and informational documents from different cultures helps create positive personal connections around the world.

Nature of World Languages:

- 1. Language learners use background knowledge.
- 2. Language learners follow directions.

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-Mid

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-high expectations.

Concepts and skills students master:

- 3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)

Evidence Outcomes

Students can:

- a. Write and speak using a variety of visual cues (DOK 1-3)
- b. Share information about personal interests (DOK 1-3)
- c. Produce and share basic communication (DOK 1-3)
- d. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) (DOK 1-4)

21st 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. How do visual cues enhance a presentation?
- 3. What is the importance of pronunciation and intonation?

Relevance and Application:

- 1. Record and play back verbal role-playing, and brainstorm ideas using a tape recorder.
- 2. Bilingual or multilingual workers at schools and in stores can provide information to people who speak a variety of languages.

Nature of World Languages:

- 1. Language learners practice and present.
- 2. Language learners tell stories.

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)

21st 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:

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

21st 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	21st Century Skills and Postsecondary and Workforce Readiness
<p>Students can:</p> <ul style="list-style-type: none">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)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">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?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">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.
	<p>Nature of World Languages:</p> <ul style="list-style-type: none">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: Intermediate-Mid

The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Concepts and skills students master:

1. Analyze how the perspectives of people who speak the target language are reflected in their practices

Evidence Outcomes

Students can:

- a. Analyze interactions typical of the culture studied (such as salutations, dating, adult/youth interactions) (DOK 2-3)
- b. Analyze behavior patterns in the target culture (DOK 2-3)
- c. Connect and relate the cultural relevance and historical context of traditions and celebrations to current events (DOK 2-4)

21st 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 one to communicate with those who speak the language of that culture?
2. How does cultural knowledge contribute to more socially acceptable interaction?
3. How can cultural understanding modify people’s performance in their own culture?
4. How does globalization imply the understanding of what the cultures around the world have in common?

Relevance and Application:

1. Films and videos include depictions of personal interactions, traditions, and celebrations in other cultures.
2. Learning about cultures contributes to mutual understanding, a sense of global citizenship, and personal fulfillment.
3. Studying other cultures facilitates a broader perspective of learning in other disciplines (such as literature and social sciences).

Nature of World Languages:

1. Language learners realize that culture and language cannot be separated.
2. Language learners know that understanding culture is essential to authentic communication.

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: Intermediate-Mid

The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Concepts and skills students master:

2. Analyze how products reflect practices and perspectives of the cultures studied

Evidence Outcomes

Students can:

- a. Investigate and explain how cultural perspectives and other factors (education, economics, history, climate, geography) contribute to shaping products of a culture (DOK 2-4)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does an understanding of the relationship between the products and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?
2. How does examining the media of a culture tell people more about the culture?
3. How are cultural values present in cultural products?

Relevance and Application:

1. Articles and documentaries provide information about the relationship between history and culture.
2. Archeologists study artifacts to contribute to the understanding of a culture's past.
3. Learning about tangible and expressive products contributes to a mutual understanding, a sense of global citizenship, and a sense of personal fulfillment.
4. Tangible and expressive cultural products in a global context create opportunities for exchanges between cultures.

Nature of World Languages:

1. Language learners understand the role and importance of cultural products in the global community.
2. Language learners understand that products are inextricably linked to the culture they represent.

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: Intermediate-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 intermediate-mid expectations.

Concepts and skills students master:

1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied

Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
<p>Students can:</p> <ol style="list-style-type: none">a. Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal social situations (DOK 1-3)b. Compare daily practices of people in the target culture(s) with their own (DOK 2-3)c. Interpret and explain the cultural relevance or historical context of traditions and celebrations (DOK 2-4)	<p>Inquiry Questions:</p> <ol style="list-style-type: none">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. How does the study of a culture help one understand and appreciate other cultures' world views and unique ways of living and behavior patterns?3. How have historical events influenced cultural practices?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Websites and video clips provide information on social interaction, traditions, and celebrations in other cultures.2. International businesspeople with intercultural skills have a competitive edge for future success.3. Studying other cultures provides opportunities for learning about other subjects (such as literature, social sciences).
	<p>Nature of World Languages:</p> <ol style="list-style-type: none">1. Language learners are able to defuse stereotypes.2. Language learners are able to compare and contrast stereotypes.3. Language learners recognize the presence of cultural practices in their daily lives.

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: Intermediate-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 intermediate-mid expectations.

Concepts and skills students master:

- 2. Examine how the perspectives of people who speak the target language are reflected in their products

Evidence Outcomes

Students can:

- a. Analyze and assess factors (education, economics, history, religion, climate, geography) that impact cultural products (DOK 2-4)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- 1. 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?
- 2. What messages are reflected through a culture's media?
- 3. How is the humor of a culture reflected through its expressive products?
- 4. Why have expressive products been such an integral part of every culture throughout history?

Relevance and Application:

- 1. Historians study the relationship of past and current events and cultural products.
- 2. Knowledge of the use of tangible and expressive products enhances the ability to interact with other cultures.
- 3. Studying tangible and expressive products of other cultures enhances a student's application of knowledge in other subjects (such as music, athletics, and math).

Nature of World Languages:

- 1. Language learners recognize the presence of cultural products in their daily lives.
- 2. Language learners recognize the usefulness of cultural products in their daily lives.

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-High

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

Concepts and skills students master:

1. Examine common practices and perspectives within the cultures studied

Evidence Outcomes

Students can:

- a. Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations (DOK 1-2)
- b. Investigate common social practices in relevant situations (DOK 1-2)
- c. Examine major traditions and celebrations and the practices associated with them (DOK 1-2)

21st 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 one to communicate with those who speak the language of that culture?
2. How do cultural values and attitudes impact daily practices?
3. How does cultural understanding improve by engaging with learners of other cultures?

Relevance and Application:

1. Websites and video clips provide information on social interaction, traditions, and celebrations in other cultures.
2. Cultural understanding promotes a global outlook.
3. Studying other cultures enhances and facilitates knowledge in other subjects (e.g., social studies, literature, visual arts).

Nature of World Languages:

1. Language learners realize that cultural similarities are just as important as the differences.
2. Language learners learn that culture is important to communication.

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-High

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

Concepts and skills students master:

- 2. Examine familiar products of the cultures studied

Evidence Outcomes

Students can:

- a. Examine how the contributions of people from the target culture have impacted such areas as advanced science, technology, and the arts (DOK 2-3)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- 1. 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?
- 2. How does advertising reflect the personality of a culture?
- 3. What impact do products from one culture have on another culture?

Relevance and Application:

- 1. Artists and inventors around the world create products reflecting their culture.
- 2. The function of tangible and expressive products enhances understanding of other cultures.
- 3. Studying tangible and expressive products enhances and facilitates knowledge in other subjects (such as music, athletics, math, and history).

Nature of World Languages:

- 1. Language learners experience cultural products.
- 2. Language learners realize that the use of products varies among cultures.

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-Mid

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-high expectations.

Concepts and skills students master:

1. Reproduce common practices of the cultures studied

Evidence Outcomes

Students can:

- a. Initiate greetings and use appropriate gestures with support (DOK 1)
- b. Imitate some common social practices (DOK 1)
- c. Describe some major traditions and celebrations (DOK 1-2)

21st 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. How does body language impact spoken language, and how does spoken language impact body language?
3. Why does every culture have its own traditions and celebrations?

Relevance and Application:

1. Websites and video clips provide information on communicative gestures, traditions, and celebrations in other cultures.
2. Understanding cultural diversity helps people to connect across cultures.
3. Studying other cultures enhances a student's understanding of interpersonal and societal relationships.

Nature of World Languages:

1. Language learners are curious about practices and perspectives.
2. Language learners acknowledge that cultural similarities and differences exist.

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-Mid

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-high expectations.

Concepts and skills students master:

- 2. Describe familiar products of the cultures studied

Evidence Outcomes

Students can:

- a. Examine the use and relevance of common daily products (such as food, clothes, and transportation) (DOK 1-2)
- b. Compare similarities and differences of common expressive products between the native and target cultures (songs, artwork, crafts, etc.) (DOK 1-3)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- 1. 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?
- 2. What insights can be made about a culture by looking at its products?
- 3. What can be inferred about a culture through its expressive products?
- 4. What purposes do expressive products serve since they are not critical to daily functioning?

Relevance and Application:

- 1. Musicians' performances and costumes reflect elements of their culture.
- 2. Tangible and expressive products are tools for understanding other cultures.

Nature of World Languages:

- 1. Language learners enjoy learning about cultural products.
- 2. Language learners are curious about cultural products.

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)

21st 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	21st Century Skills and Postsecondary and Workforce Readiness
<p>Students can:</p> <ul style="list-style-type: none">a. 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)b. 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)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. 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?2. How does a student develop cultural understanding by examining the products of another culture?3. How is the culture of a people reflected in its expressive products?4. Why are certain foods popular or staples in some cultures, but never have that status in others (such as crumpets)? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Dancers’ and mimes’ costumes and performances reflect elements of their culture.2. Every culture produces a variety of tangible and expressive products. <p>Nature of World Languages:</p> <ul style="list-style-type: none">1. Language learners understand that products vary among cultures.2. 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: Intermediate-Mid

The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Concepts and skills students master:

1. Analyze information gathered from target language resources connected to other content areas

Evidence Outcomes

Students can:

- a. Synthesize level-appropriate resources connected to other content areas in the target language (such as politics, government structures, and history) (DOK 3-4)
- b. Apply concepts, information, and vocabulary from other content areas to further comprehend and analyze oral and written selections in the target language (DOK 3-4)

21st 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. What is the connection between the study of another language and other content areas?
3. How does the study of other content areas help with the acquisition of other languages?

Relevance and Application:

1. Websites and videos contain information about politicians and governments throughout history around the world.
2. Connections with other content areas are vital in the 21st century.

Nature of World Languages:

1. Language learners recognize the diversity of the world and its interrelated nature as well.
2. Language learners recognize the complexity of the language acquisition process.

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: Intermediate-Mid

The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Concepts and skills students master:

- 2. Evaluate information and viewpoints present in authentic resources

Evidence Outcomes

Students can:

- a. Identify the perspective evident in authentic resources (DOK 2-3)
- b. Use authentic resources to investigate, analyze, and present new information (DOK 3-4)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- 1. How does an understanding of another language and culture broaden people’s ability to access information and to appreciate a variety of distinctive viewpoints?
- 2. How can people determine perspective in authentic sources?
- 3. How do cultural aspects shape perspectives in that culture?

Relevance and Application:

- 1. Connections with other cultures develop a global outlook.
- 2. Authentic food can be vastly different than a commercial approach.
- 3. Bona fide Asian poetry has an historical and authentic reference to stories unlike modern imitations.

Nature of World Languages:

- 1. Language learning provides skills and helps develop interests beyond the limits of a person’s formal education.
- 2. Extending student access to information through the use of the target language increases student abilities to know and do.

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: Intermediate-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 intermediate-mid expectations.

Concepts and skills students master:

1. Assess the usefulness of information gathered from target language resources for application in other content areas

Evidence Outcomes

Students can:

- a. Analyze resources connected to other content areas in the target language (literature, people of importance, environment) (DOK 2-4)
- b. Use concepts, information, and vocabulary from other content areas to further comprehend oral and written selections in target language (DOK 1-3)

21st 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 the knowledge of cognates help make inferences in other content areas?

Relevance and Application:

1. Biographies on the Internet describe the lives of important writers, thinkers, and inventors throughout history around the world.
2. Application of concepts and information from other content areas provides a richer dimension of understanding and utility.

Nature of World Languages:

1. Language learners understand that cultural connections are fascinating.
2. Using a target language to acquire information empowers students with knowledge, no matter what the topic or content area.
3. Language learners begin to desire compelling information in other subjects in order to make richer relationships with the language studied

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: Intermediate-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 intermediate-mid expectations.

Concepts and skills students master:

- 2. Examine information and viewpoints present in authentic resources

Evidence Outcomes

Students can:

- a. Extract information and decipher meaning, including inferences, from authentic resources (DOK 2-3)
- b. Use new knowledge to evaluate and synthesize a variety of viewpoints from authentic resources (DOK 2-4)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- 1. How does an understanding of another language and culture broaden people’s ability to access information and to appreciate a variety of distinctive viewpoints?
- 2. What is the value of an authentic source?
- 3. What is the impact of point of view?

Relevance and Application:

- 1. Connecting with other languages contributes to a mutual understanding and a sense of global citizenship.
- 2. The Internet allows people to access a variety of authentic resources that express varying viewpoints.

Nature of World Languages:

- 1. Learning another language adds unique experiences and insights.

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-High

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

Concepts and skills students master:

1. Examine information gathered from target language resources connected to other content areas

Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
<p>Students can:</p> <ol style="list-style-type: none">a. Evaluate resources connected to other content areas in the target languages (such as fine arts, music, and media) (DOK 1-3)b. Apply the concepts, information, and vocabulary in target-language resources that are connected to knowledge in other content areas (DOK 1-2)	<p>Inquiry Questions:</p> <ol style="list-style-type: none">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 understanding a world language help in another content area?3. How can someone relate world language knowledge to another content area?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Web-based newspapers and magazines describe artist and art exhibitions throughout the world.2. Language learning contributes to expansion of vocabulary in a person’s own language and the target language.
	<p>Nature of World Languages:</p> <ol style="list-style-type: none">1. Language learners understand that cultural connections are important.2. Connecting the target language curriculum with other parts of the students’ academic lives open doors to information and experiences that enrich the students’ entire school and life experience.

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-High

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

Concepts and skills students master:

2. Relate information acquired from authentic resources to individual perspectives and experiences

Evidence Outcomes

Students can:

- a. Extract and decipher meaning from authentic resources (DOK 1-2)
- b. Compare and contrast new information with previous knowledge (DOK 1-3)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does an understanding of another language and culture broaden people’s ability to access information and to appreciate a variety of distinctive viewpoints?
2. What is the importance of comparing experiences with those of a native speaker?
3. What can people do to connect with a native speaker?

Relevance and Application:

1. Movies and documentaries put in context the perspective of a target language.
2. Learning languages contributes to personal fulfillment.
3. Knowing presentational skills and examples of oratory in a target language improves communication.

Nature of World Languages:

1. Language learners are able to extract increasingly detailed information from authentic resources.

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-Mid

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-high expectations.

Concepts and skills students master:

1. Summarize information gathered from target language resources connected to other content areas

Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
<p>Students can:</p> <ol style="list-style-type: none">a. Locate and identify resources connected to other content areas in the target language (daily practices in other countries like schedules, transportation, and cuisine) (DOK 1-2)b. Recognize some commonalities of structures, information, and vocabulary between the target language resources connected to other content areas (DOK 1-3)	<p>Inquiry Questions:</p> <ol style="list-style-type: none">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. What does studying a language have in common with the study of other subjects?3. What study skills from world languages transfer and are applicable to other content areas?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Websites provide information on transportation methods, routes, and schedules for cities and countries around the world.2. Studying another language will increase the understanding of language commonalities and differences.
	<p>Nature of World Languages:</p> <ol style="list-style-type: none">1. Language learners are able to compare and contrast basic information about topics for which they have some previous knowledge.

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-Mid

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-high expectations.

Concepts and skills students master:

2. Organize information acquired from authentic resources

Evidence Outcomes

Students can:

- Extract main ideas and supporting details from authentic resources (DOK 1-2)
- Use obtained knowledge to expand awareness about relevant topics (DOK 1-3)

21st 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?
- How can a student rely on previous understandings and experiences to evaluate and interpret new information?
- What are ways to organize information?

Relevance and Application:

- Language learning enhances brain development.
- Language learners build greater awareness of world cultures through use of the Internet.

Nature of World Languages:

- Language learners develop the ability to extract basic information from authentic resources.

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)

21st 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:

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

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

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

Relevance and Application:

- 1. 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:

- 1. 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: Intermediate-Mid

The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate

Concepts and skills students master:

1. Analyze the significance of the similarities and differences between the target language and the student’s own language

Evidence Outcomes

Students can:

- a. Demonstrate their understanding of more complex structural patterns in both the native language and their own language to make sophisticated comparisons (DOK 2-3)
- b. Evaluate and demonstrate understanding of the relationship between the target language and the student’s own language (DOK 1-3)
- c. Understand that pronunciation, intonation, and syntax may vary according to region or country (DOK 1-2)
- d. Compare and contrast etymological linguistic roots of English words with target language words as they apply (DOK 2-3)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does knowledge of another language enhance people’s understanding of the nature of language?
2. How does a student improve language accuracy by evaluating grammatical accuracy?
3. In what way does the study of another language develop an individual’s ability to assess critical thinking skills?

Relevance and Application:

1. Historical linguists use databases and historical records to study the history of various languages and language groups.
2. Applied linguists compare and contrast the structures of different languages to understand language acquisition processes.

Nature of World Languages:

1. Language learners realize that it takes a significant amount of time to become proficient in a language.
2. Language learners embrace the target language and further pursue opportunities for enrichment.

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: Intermediate-Mid

The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate

Concepts and skills students master:

2. Analyze the significance of the similarities and differences between the target culture(s) and the student’s own culture

Evidence Outcomes

Students can:

- Analyze the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) by analyzing selective products from the target culture(s) and their own (DOK 3-4)
- Compare the form, meaning, and importance of certain expressive practices in the target culture(s) and their own (DOK 2-3)
- Compare the nuances of the target culture(s) (regional dialects, behaviors, beliefs, practices) and contrast these with their own (DOK 3-4)
- Evaluate the impact of the contributions of the target cultures to the student’s culture and vice versa (DOK 2-4)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does knowledge of another language enhance people’s understanding of culture and society?
2. How can the assessment of diverse cultures cultivate an understanding and appreciation of the multilingual world?
3. How does language study challenge and alter a student's understanding and appreciation of his/her own culture?

Relevance and Application:

1. Anthropologists compare and contrast cultural perspectives and products to gain insight on cross-cultural interaction.
2. People traveling or working in various cultures can better adapt and communicate when they understand differences and commonalities among cultural practices and products around the world.

Nature of World Languages:

1. Language learners recognize the effect of culture upon the target language.
2. Language learners analyze various media for cultural differences.

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: Intermediate-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 intermediate-mid expectations.

Concepts and skills students master:

1. Recognize how the significance of the similarities and differences between the target language and the student’s own language provides insight into the structures of their own language

Evidence Outcomes

Students can:

- a. Expand their understanding and apply complex structural patterns in both the native language and their own language to make comparisons (DOK 2-3)
- b. Demonstrate their understanding of the relationship between languages based on complex grammatical structures (DOK 1-3)
- c. Understand that pronunciation and intonation may vary according to region or country (DOK 1-2)
- d. Compare and contrast features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure to derive meaning (DOK 2-3)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does knowledge of another language enhance people’s understanding of the nature of language?
2. How does a student improve language accuracy by analyzing grammatical accuracy?
3. In what way does the study of another language develop an individual’s ability to analyze critical thinking skills?

Relevance and Application:

1. Linguists use interviews and records of written and spoken literature to analyze the sentence structures of a variety of languages.
2. Sociolinguists study how pronunciation varies across cultures based on location, education, age, and ethnicity.

Nature of World Languages:

1. Language learners develop an understanding of proficiency.
2. Language learners embrace and accept the differences reflected in the target 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: Intermediate-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 intermediate-mid expectations.

Concepts and skills students master:
2. Compare the similarities and differences between the target culture(s) and the student’s own culture

Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
<p>Students can:</p> <ul style="list-style-type: none">a. Compare the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target culture(s) and their own (DOK 2-3)b. Compare the form, meaning, and importance of certain practices in the target culture (s) and their own (DOK 2-3)c. Compare and contrast tangible products as well as simple intangible products of the target culture(s) to those of their own (DOK 2-3)d. Analyze the impact of the contributions of the target cultures to the student’s culture and vice versa (DOK 2-4)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How does knowledge of another language enhance people’s understanding of culture and society?2. How can the analysis of diverse cultures cultivate an understanding and appreciation of the multilingual world?3. How does language study create a student's understanding and appreciation of his/her own culture?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. Anthropologists study the similarities and differences among various artistic products created by cultures around the world.2. Travel writers examine and describe cultural practices and perspectives in regions and countries around the world.
	<p>Nature of World Languages:</p> <ul style="list-style-type: none">1. Language learners compare and contrast their own culture with the target culture.2. Language learners examine various media for cultural differences.

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-High

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

Concepts and skills students master:

1. Describe the similarities and differences between structural patterns of the target language through comparisons of the student's own language and the language studied

Evidence Outcomes

Students can:

- a. Demonstrate their understanding of and apply structural patterns in both the native language and their own language to make comparisons (DOK 1-3)
- b. Demonstrate their understanding of the relationship between languages based on grammatical structures (DOK 1-3)
- c. Recognize that pronunciation and intonation may vary according to region or country (DOK 1)
- d. Describe features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure (DOK 1)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does knowledge of another language enhance people's understanding of the nature of language in general?
2. How does a student improve language accuracy by describing grammatical accuracy?
3. How does the study of another language develop an individual's ability to categorize critical thinking skills?

Relevance and Application:

1. Linguists use databases, dictionaries, and records of written and spoken literature to analyze the structures of words and word parts in a variety of languages.
2. Applied linguists determine which languages are harder or easier to learn by studying the types of errors learners make when learning different languages.

Nature of World Languages:

1. Language learners are developing an understanding of language acquisition.
2. Language learners gain an increased awareness of the target language through increased opportunities to communicate in authentic situations.

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-High

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

Concepts and skills students master:

2. Describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

Evidence Outcomes	21 st Century Skills and Postsecondary and Workforce Readiness
<p>Students can:</p> <ol style="list-style-type: none">a. Strengthen knowledge of the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target cultures and their own (DOK 1-3)b. Demonstrate an understanding of the form, meaning, and importance of certain practices in different cultures and their own (DOK 1-3)c. Differentiate and compare tangible products (toys, sports equipment, food) as well as simple intangible products of the target culture (concept of time, daily routine, peer relationships, holidays, traditions) from those of their own (DOK 2-3)d. Describe the contributions of the target cultures to the student's culture and vice versa (DOK 1-2)	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How does knowledge of another language enhance people's understanding of culture and society in general?2. How can the description of diverse cultures cultivate an understanding and appreciation of the multilingual world?3. How does language study demonstrate a student's understanding and appreciation of his/her own culture? <p>Relevance and Application:</p> <ol style="list-style-type: none">1. Understanding different concepts of time and relationships in various cultures can help people working or traveling in other cultures to behave politely and helpfully.2. People who create new artistic and tangible products can find ideas by studying comparable products in other cultures. <p>Nature of World Languages:</p> <ol style="list-style-type: none">1. Language learners develop an understanding of the target language culture.2. Language learners role-play and demonstrate a variety of cultural differences.

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-Mid

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-high expectations.

Concepts and skills students master:

1. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and the language studied

Evidence Outcomes

Students can:

- a. Identify structural patterns in both the native language and their own language to make comparisons (DOK 1-3)
- b. Describe the relationship between languages based on grammatical structures (DOK 1-3)
- c. Recognize differing pronunciation and intonation patterns (DOK 1)
- d. Identify features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure (DOK 1)

21st 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 improve language accuracy by identifying grammatical accuracy?
3. How does the study of another language develop an individual's ability to organize critical thinking skills?

Relevance and Application:

1. Linguists use voice recording instruments and computer programs to analyze sounds and sound systems in a variety of languages.
2. Sociolinguists study how words from one language are introduced and used in another language.

Nature of World Languages:

1. Language learners become aware of how long it takes to learn a language.
2. Language learners explore opportunities to communicate with speakers of the target 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-Mid

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-high expectations.

Concepts and skills students master:

2. Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

Evidence Outcomes

Students can:

- a. Research the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target culture(s) and their own (DOK 2-4)
- b. Begin to apply an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own (DOK 1-2)
- c. Describe 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 1-3)
- d. Identify the contributions of the target cultures to the student's culture and vice versa (DOK 1)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does knowledge of another language enhance people's understanding and appreciation of culture and society in general?
2. How can the identification of diverse cultures cultivate an understanding and appreciation of the multilingual world?
3. How does language study develop a student's understanding and appreciation of his/her own culture?

Relevance and Application:

1. Understanding different ideas about food and eating practices can help people working or traveling in other cultures to behave politely and helpfully.
2. People who send products to other countries for charity or business need to understand differences and similarities in products and perspectives between cultures.

Nature of World Languages:

1. Language learners describe a variety of cultural differences.
2. Language learners research and report on cultural differences.

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)

21st 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)

21st 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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