

WORLD LANGUAGES ONLINE FEEDBACK



COLORADO
Department of Education

In preparation for the 2018 review and revision of the Colorado Academic Standards, the Colorado Department of Education invited the public to submit comments and suggestions through an online feedback system that was open from October 2016 through April 2017. Below are the unedited comments and suggestions that were submitted for World Languages. Each feedback item is prefaced with either **Revise**, **Remove**, **Move**, or **Comment**. Only those parts of the standards (Prepared Graduate Competencies, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGCs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

Prepared Graduate Competencies

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

Comment: good

Revise: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions

Revise: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Revise: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Revise: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

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

Comment: good

Revise: 9. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Revise: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Revise: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Revise: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

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

Comment: communication good

Revise: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.

Revise: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.

Revise: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.

Revise: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.

Revise: The student will not be required to participate in service projects where the student must provide unpaid services to progressive organizations, the Democrat party, the Green party, etc. when presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode) MAKING CITIZENS: HOW AMERICAN UNIVERSITIES TEACH CIVICS WITH CASE STUDIES OF THE UNIVERSITY OF COLORADO, BOULDER; COLORADO STATE UNIVERSITY; UNIVERSITY OF NORTHERN COLORADO; AND THE UNIVERSITY OF WYOMING The New Civics hopes to accomplish this by teaching students that a good citizen is a radical activist, and it puts political activism at the center of everything that students do in college, including academic study, extra-curricular pursuits, and off-campus ventures. New Civics builds on “service-learning,” which is an effort to divert students from the classroom to vocational training as community activists. By rebranding itself as “civic engagement,” service earning succeeded in capturing nearly all the funding that formerly supported the old civics. In practice this means that instead of teaching college students the foundations of law, liberty, and self-government, colleges teach students how to organize protests, occupy buildings, and stage demonstrations . These are indeed forms of “civic engagement,” but they are far from being a genuine substitute for learning how to be a full participant in our republic https://www.nas.org/images/documents/NAS_makingCitizens_executiveSummary.pdf

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

Comment: Comparisons standard for World Languages

Revise: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Comment: It is ok

Comment: It is ok

Comment: It is ok

Comment: It is ok

Comment: It is ok

Revise: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Revise: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Revise: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Revise: How will students demonstrate this understanding in the target language?

Revise: The student will ensure that the student does not use papers which had an invalid methodology or which had been retracted when demonstrating an understanding of the relationship between the practices and perspectives of the cultures studied From National Academy of Science, A growing body of evidence indicates that substantial percentages of published results in some fields are not reproducible, the report says, noting that this is a complex phenomenon and much remains to be learned. While a certain level of irreproducibility due to unknown variables or errors is a normal part of research, data falsification and detrimental research practices -- such as inappropriate use of statistics or after-the-fact fitting of hypotheses to previously collected data -- apparently also play a role. In addition, new forms of detrimental research practices are appearing, such as predatory journals that do little or no editorial review or quality control of papers while charging authors substantial fees. And the number of retractions of journal articles has increased, with a significant percentage of those retractions due to research misconduct. The report cautions, however, that this increase does not necessarily indicate that the incidence of misconduct is increas-

ing, as more-vigilant scrutiny by the community may be a contributing factor. http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NASEM+News+and+Publications&utm_campaign=15d988f9b6-NAP_mail_new_2017.04.17&utm_medium=email&utm_term=0_96101de015-15d988f9b6-104332205&goal=0_96101de015-15d988f9b6-104332205&mc_cid=15d988f9b6&mc_eid=0f163c1e89 http://physics.nyu.edu/sokal/franklin_review_BtH.pdf Compounding Error: The Afterlife of Bad Science Authors Authors and affiliations Jaime A. Teixeira da Silva Email author Judit Dobránszki Judit Dobránszki, Institutes for Agricultural Research and Educational Farm of the University of Debrecen The failure to discover and correct errors in published scientific papers “poses significant risks for authors, editors, journals, and publishers” as well as for the wider academic pool and the public, and weakens reader and peer confidence in the credibility of scientists and their research. When errors in the published scientific literature are discovered they must be reported, and corrections made “quickly and completely,” urge Jaime A. Teixeira da Silva and Judit Dobránszki, who lay out the case for strengthening post-publication peer review. https://www.nas.org/articles/spring_2017_academic_questions <http://link.springer.com/article/10.1007%2Fs12129-017-9621-0> Article: Highly cited retracted papers ABSTRACT: We examine the number of citations in 10 highly cited retracted papers, and compare their current pre- and post-citation values. We offer some possible explanations for the continued citation of these retracted papers, and point out some of the risks that may be involved for the communities that continue to cite them. In general, retracted papers should not be cited, but often there is fault with unclear publisher web-sites, the existence of pirate web-sites or sites that display copies of the unretracted version of the paper, or even the insistent citation of a retracted paper because the results remain valid, or because the authors (most likely) refuse to accept the retracted status of that paper, or continue to believe that the core findings of the study remain valid. Article · Mar 2017 · Scientometrics https://www.researchgate.net/profile/Judit_Dobranszki

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

Comment: Repetitive? Statement show multiple times.

Comment: Good

Revise: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Revise: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Revise: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Revise: How will students demonstrate this understanding in the target language?

Revise: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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

Comment: Good

Revise: Strike only. It is too absolute.

Revise: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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Revise: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Revise: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comment: This is a wonderful global competency, but it is difficult to teach to students unless they travel abroad.

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

Comment: Connections

Revise: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Revise: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Revise: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Revise: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

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

Comment: Repetitive? Statement show multiple times.

Comment: good

Revise: earners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Revise: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Revise: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Revise: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

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

Comment: World Languages comparison standard:)

Revise: 4. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Revise: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Revise: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Revise: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Comment: In the section where world religion is discussed, I propose the addition of Sikhism being added to both discussion in the classroom and clearly outlined in corresponding text books/ written documentation. This is because Sikhism is one of the world's largest religions and is vital to understand when it comes to learning about world cultures.

World Languages Intermediate-Mid

Standard: 1. Communication in Languages Other Than English

GLE: 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)

(PGC Feedback) Comment: good

(PGC Feedback) Comment: Intermediate-mid: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Express and support opinions about topics appropriate to grade level

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Initiate, sustain, and conclude conversations on a wide variety of general knowledge, personal and academic topics

Revise: Is it really a wide variety of topics at 4th year?

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Persuade, negotiate, or offer advice about issues or points of view

Comment: Great goal

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Use a wide range of strategies to negotiate meaning

Revise: use a...range of strategies not sure how wide their experiences here will be

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Paraphrase, ask questions, circumlocute, and self-correct as needed to sustain communication

Comment: great

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Inquiry Questions:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Relevance and Application:

Comment: ok

Comment: Update.

Nature Of:

Comment: great

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

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

(PGC Feedback) Comment: good

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Identify the purpose and main idea, point of view, and predict outcomes

Comment: great goal--although our English teachers are still seeing struggling students in this area

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Apply content and background knowledge to infer meaning

Revise: with or without scaffolded modeling

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Interpret and imitate culturally appropriate verbal communication (such as idioms, colloquial language, slang)

Revise: somewhat

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Interpret meaning through knowledge of grammatical structures, cognates, and context

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Use a wide range of strategies to negotiate meaning**Comment:** excellent**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.**Inquiry Questions:****Comment:** good**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.**Relevance and Application:****Comment:** good**Comment:** Update.**Nature Of:****Comment:** imperative!**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.**GLE: 3. Present (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (presentational mode)****(PGC Feedback) Comment:** ok**(PGC Feedback) Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.**Comment:** ok**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.**Evidence Outcome: 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****Comment:** great goal**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.**Evidence Outcome: Formulate and defend a position on a researched issue****Comment:** good**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.**Evidence Outcome: Narrate orally, visually or in writing, with relevant details, an event or personal experience****Comment:** good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Apply age-appropriate writing process strategies to publish a document for a range of audiences

Comment: not spelled out as it is in lower levels--why?

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Inquiry Questions:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Relevance and Application:

Comment: ok

Comment: Update.

Nature Of:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Standard: 2. Knowledge and Understanding of Other Cultures

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

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Analyze interactions typical of the culture studied (such as salutations, dating, adult/youth interactions)

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Analyze behavior patterns in the target culture

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Connect and relate the cultural relevance and historical context of traditions and celebrations to current events

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Relevance and Application:

Comment: Update.

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

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

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Investigate and explain how cultural perspectives and other factors (education, economics, history, climate, geography) contribute to shaping products of a culture

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Relevance and Application:

Comment: Update.

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Standard: 3. Connections with Other Disciplines and Information Acquisition**GLE: 1. Analyze information gathered from target language resources connected to other content areas**

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Synthesize level-appropriate resources connected to other content areas in the target language (such as politics, government structures, and history)

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Apply concepts, information, and vocabulary from other content areas to further comprehend and analyze oral and written selections in the target language

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Relevance and Application:

Comment: Update.

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

GLE: 2. Evaluate information and viewpoints present in authentic resources

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Identify the perspective evident in authentic resources

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Use authentic resources to investigate, analyze, and present new information

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Relevance and Application:

Comment: Update.

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

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

GLE: 1. Analyze the significance of the similarities and differences between the target language and the student's own language

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Demonstrate their understanding of more complex structural patterns in both the native language and their own language to make sophisticated comparisons

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Evaluate and demonstrate understanding of the relationship between the target language and the student's own language

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Understand that pronunciation, intonation, and syntax may vary according to region or country

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Compare and contrast etymological linguistic roots of English words with target language words as they apply

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Inquiry Questions:

Revise: remove does not apply

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Relevance and Application:

Comment: update

Revise: update

Comment: Update.

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: 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

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Compare the form, meaning, and importance of certain expressive practices in the target culture(s) and their own

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Compare the nuances of the target culture(s) (regional dialects, behaviors, beliefs, practices) and contrast these with their own

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Evidence Outcome: Evaluate the impact of the contributions of the target cultures to the student's culture and vice versa

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

Relevance and Application:

Comment: update

Revise: update

Comment: Update.

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements. Add the following 2 proficiency ranges to allow for long-range programs. Intermediate-high and Advanced-low.

World Languages Intermediate-Low

Standard: 1. Communication in Languages Other Than English

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

(PGC Feedback) Comment: good

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: I see third year students entering this stage.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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)

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Give and follow a series of directions, instructions, and requests

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Meet practical writing needs such as short letters, blogs or notes by recombining learned vocabulary and structures

Revise: creating with language?

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: good

Revise: update

Revise: Update

Nature Of:

Revise: ... learn from their mistakes and make adjustments....

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

(PGC Feedback) Comment: good

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: increasingly complex / detailed?

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions

Comment: great--interring!

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify the purpose, main idea, characters, setting, and important events in age-appropriate media

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Interpret meaning through knowledge of grammatical structures, cognates, and context (prefixes, suffixes, root words, cognates, intonation, word order)

Comment: good--here's the creating language segment!

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: okay

Revise: update

Revise: Update

Nature Of:

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

(PGC Feedback) Comment: ok

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use information acquired from target language sources to solve everyday problems and situations (such as using media to make plans to see a movie)

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Summarize, explain, and critique information from a variety of oral, written, and visual sources

Revise: for higher DOK, do we want to include reference to multiple readings?

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Narrate orally, visually, or in writing with relevant details, an event, or personal experience comprehensible to a sympathetic audience

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Produce and publish informal and formal communication comprehensible to a sympathetic audience

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: ok

Revise: update

Revise: Update

Nature Of:

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Standard: 2. Knowledge and Understanding of Other Cultures

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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal social situations

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Compare daily practices of people in the target culture(s) with their own

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Interpret and explain the cultural relevance or historical context of traditions and celebrations

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Analyze and assess factors (education, economics, history, religion, climate, geography) that impact cultural products

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:**Revise:** update**Revise:** Update**Nature Of:****Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Standard: 3. Connections with Other Disciplines and Information Acquisition****GLE: 1. Assess the usefulness of information gathered from target language resources for application in other content areas****(PGC Feedback) Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**(PGC Feedback) Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Evidence Outcome: Analyze resources connected to other content areas in the target language (literature, people of importance, environment)****Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Evidence Outcome: Use concepts, information, and vocabulary from other content areas to further comprehend oral and written selections in target language****Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Inquiry Questions:****Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Relevance and Application:****Revise:** update**Revise:** Update**Nature Of:****Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**GLE: 2. Examine information and viewpoints present in authentic resources****(PGC Feedback) Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**(PGC Feedback) Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Extract information and decipher meaning, including inferences, from authentic resources

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use new knowledge to evaluate and synthesize a variety of viewpoints from authentic resources

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

GLE: 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

(PGC Feedback) Comment: .

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Expand their understanding and apply complex structural patterns in both the native language and their own language to make comparisons

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Demonstrate their understanding of the relationship between languages based on complex grammatical structures

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Understand that pronunciation and intonation may vary according to region or country

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Compare and contrast features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure to derive meaning

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: update

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

GLE: 2. Compare the similarities and differences between the target culture(s) and the student's own culture

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Compare the form, meaning, and importance of certain practices in the target culture (s) and their own

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Compare and contrast tangible products as well as simple intangible products of the target culture(s) to those of their own

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Analyze the impact of the contributions of the target cultures to the student's culture and vice versa

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: update

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

World Languages Novice-High

Standard: 1. Communication in Languages Other Than English

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

(PGC Feedback) Comment: good

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Exchange written communication

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Ask and answer questions to clarify information about familiar topics

Comment: important skill

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: State and follow a short sequence of oral or written requests

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: ok

Revise: update

Revise: Update

Nature Of:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

GLE: 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)

(PGC Feedback) Comment: good

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: I like the addition of new vocabulary. Students need to get away from literal meaning of each word and look for gist.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify main ideas from oral, visual, or written sources

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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)

Comment: excellent skills

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Interpret meaning using oral, visual, and contextual clues

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: good

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: ok

Revise: update

Revise: Update

Nature Of:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

(PGC Feedback) Comment: ok

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Write or tell briefly about an event or personal experience

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Create texts incorporating some description and detail

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: ok

Revise: update

Revise: Update

Nature Of:

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Standard: 2. Knowledge and Understanding of Other Cultures

GLE: 1. Examine common practices and perspectives within the cultures studied

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Investigate common social practices in relevant situations

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Examine major traditions and celebrations and the practices associated with them

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

GLE: 2. Examine familiar products of the cultures studied

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Examine how the contributions of people from the target culture have impacted such areas as advanced science, technology, and the arts

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Standard: 3. Connections with Other Disciplines and Information Acquisition

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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Evaluate resources connected to other content areas in the target languages (such as fine arts, music, and media)

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Apply the concepts, information, and vocabulary in target-language resources that are connected to knowledge in other content areas

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Extract and decipher meaning from authentic resources

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Compare and contrast new information with previous knowledge

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

GLE: 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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Demonstrate their understanding of and apply structural patterns in both the native language and their own language to make comparisons

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Demonstrate their understanding of the relationship between languages based on grammatical structures

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize that pronunciation and intonation may vary according to region or country

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Describe features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: update

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

GLE: 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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Demonstrate an understanding of the form, meaning, and importance of certain practices in different cultures and their own

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Describe the contributions of the target cultures to the student's culture and vice versa

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

World Languages Novice-Mid

Standard: 1. Communication in Languages Other Than English

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

(PGC Feedback) **Comment:** ok

(PGC Feedback) **Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) **Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: by end of year 1

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use basic greetings and expressions of courtesy

Revise: need to mention social register here?

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Express feelings, basic needs, emotions, or opinions**Comment:** ok**Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Evidence Outcome: Ask and answer questions using high-frequency and learned phrases****Comment:** good--stress importance of question words**Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Evidence Outcome: State and follow simple oral or written requests or directions****Comment:** ok**Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Inquiry Questions:****Comment:** good guiding questions**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Relevance and Application:****Comment:** ok**Revise:** update**Comment:** Since more districts are creating thematic units, it would be helpful to have a variety of these application videos/instructions (realia) available for teachers**Revise:** Update**Nature Of:****Comment:** important!**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**GLE: 2. Comprehend short exchanges (written or oral) that use learned vocabulary and grammatical structures on familiar topics (interpretive mode)****(PGC Feedback) Comment:** good**(PGC Feedback) Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**(PGC Feedback) Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** ok**Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify main ideas from oral, visual, or written sources

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Respond appropriately to simple directions

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize meaning from cognates and context, intonation and visual cues

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Demonstrate comprehension of a listening activity or reading selection

Comment: good

Comment: good

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Revise: how to negotiate meaning?

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: ok

Revise: update

Revise: Update

Nature Of:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

(PGC Feedback) **Comment:** good

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: topics defined by district curriculum

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Write and speak using a variety of visual cues

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Share information about personal interests

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Produce and share basic communication

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: good

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: ok

Revise: update

Revise: Update

Nature Of:**Comment:** ok**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Standard: 2. Knowledge and Understanding of Other Cultures****GLE: 1. Reproduce common practices of the cultures studied****(PGC Feedback) Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**(PGC Feedback) Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Evidence Outcome: Initiate greetings and use appropriate gestures with support****Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Evidence Outcome: Imitate some common social practices****Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Evidence Outcome: Describe some major traditions and celebrations****Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Inquiry Questions:****Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**Relevance and Application:****Revise:** update**Revise:** Update**Nature Of:****Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**GLE: 2. Describe familiar products of the cultures studied****(PGC Feedback) Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.**(PGC Feedback) Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Examine the use and relevance of common daily products (such as food, clothes, and transportation)

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Compare similarities and differences of common expressive products between the native and target cultures (songs, artwork, crafts, etc.)

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Standard: 3. Connections with Other Disciplines and Information Acquisition

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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Locate and identify resources connected to other content areas in the target language (daily practices in other countries like schedules, transportation, and cuisine)

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize some commonalities of structures, information, and vocabulary between the target language resources connected to other content areas

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

GLE: 2. Organize information acquired from authentic resources

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Extract main ideas and supporting details from authentic resources

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use obtained knowledge to expand awareness about relevant topics

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

GLE: 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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify structural patterns in both the native language and their own language to make comparisons

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Describe the relationship between languages based on grammatical structures

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize differing pronunciation and intonation patterns

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: update

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

GLE: 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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Begin to apply an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify the contributions of the target cultures to the student's culture and vice versa

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: update

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

World Languages Novice-Low

Standard: 1. Communication in Languages Other Than English

Comment: Revision needs to be made to combine standards of culture (understanding concepts of culture through comparisons of cultures studied AND relationship between products and perspectives of cultures studied)

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

(PGC Feedback) **Comment:** ok

(PGC Feedback) **Comment:** All public grade schools and high schools should either teach a foreign language as a required course or as an elective. Spanish should be a required class for every year of high school.

(PGC Feedback) **Comment:** ok

(PGC Feedback) **Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) **Comment:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: This is one of the most important concepts and we should encourage more speaking

Comment: good for basic beginners

Comment: Review the updated ACTFL Proficiency Guidelines and the ACTFL-NCSSFL can-do statements.

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Is there a way to incorporate this with "Can Do" statements as a SLO? I have started to do so with my Level 2 students and I do a pre-test, mid-year test and end of the year test to see how students have progressed and if they are prepared for the next level of study

Comment: This is an area the US is terrible at, and an opportunity for Colorado to become a leader. In general, I would love to see foreign language programs started at much earlier grade levels. Why are these standards described as expertise levels, rather than structured by actual grade level expectations like most of the other academics? Why aren't we structuring them similarly to say, math, with concrete competency expectations at every grade level?

Evidence Outcome: Copy and exchange simple messages

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines and the ACTFL-NCSSFL can-do statements.

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Imitate modeled words and phrases using intonation and pronunciation

Comment: need a lot of modeling

Comment: Review the updated ACTFL Proficiency Guidelines and the ACTFL-NCSSFL can-do statements.

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines and the ACTFL-NCSSFL can-do statements.

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use words and phrases without awareness of grammatical structures

Comment: focus on comprehensibility--good

Comment: Review the updated ACTFL Proficiency Guidelines and the ACTFL-NCSSFL can-do statements.

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Answer simple questions about very familiar topics

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines and the ACTFL-NCSSFL can-do statements.

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: ok

Remove: do not apply

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: ok

Revise: update

Revise: Update.

Nature Of:

Comment: good--they have to have a collective vocabulary around common topics

Remove: does not apply

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

(PGC Feedback) Comment: ok

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Understand short, simple conversations and narratives when using objects, visuals, and gestures

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Respond to questions seeking clarification (for example, do you understand? What is this?)

Comment: must also be able to ask some simple clarifying questions

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Follow simple commands

Comment: tpr

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize the symbols of the target language writing system

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: ok

Revise: update

Revise: Update.

Nature Of:

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

(PGC Feedback) **Comment:** limited for beginners

(PGC Feedback) **Revise:** Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Reproduce high-frequency words and phrases

Revise: proper intonation and pronunciation overall

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use words derived from cognates, prefixes, and thematic vocabulary

Revise: withtarget language pronunciation

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recite single-word or high-frequency responses to visual cues

Comment: ok

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: good

Revise: update

Revise: Update.

Nature Of:

Comment: ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Standard: 2. Knowledge and Understanding of Other Cultures

GLE: 1. Identify common practices within the target cultures studied

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Acknowledge and imitate basic greetings and gestures

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify some common social practices at home and school

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify a few major traditions and celebrations

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

GLE: 2. Identify common products of the target cultures studied

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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)

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, art-work, crafts, etc.)

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Standard: 3. Connections with Other Disciplines and Information Acquisition

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

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts)

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

GLE: 2. Use authentic resources to locate basic information

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Extract main ideas and key words from authentic resources

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Use knowledge obtained from authentic resources to apply to new topics

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: Update

Nature Of:

Comment: It is ok

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture**GLE: 1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied**

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize basic vocabulary in both the native language and their own language to make comparisons

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize some simple structures in the target language that differ from their own language

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize different pronunciation and intonation of individual words and basic phrases

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure

Revise: Add comments or descriptions related to cognates.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Revise: update

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

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

(PGC Feedback) Revise: Wondering why standard 5 from ACTFL is not present. Has it been integrated into standard 4? Would like clarity.

(PGC Feedback) Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

(PGC Feedback) Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: 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

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Evidence Outcome: Recognize the contributions of the target cultures to the student's culture and vice versa

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Revise: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Inquiry Questions:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.

Relevance and Application:

Comment: update

Revise: update

Revise: Update

Nature Of:

Comment: Review the updated ACTFL Proficiency Guidelines, the Interculturality and the ACTFL-NCSSFL can-do statements.