



# World Languages



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Department of Education

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# Standards in World Languages

Standards are the topical organization of an academic content area. The four standards of World Languages are:

## **1. Communication**

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

## **2. Cultures – Intercultural Communication**

Interact with cultural competence and understanding.

## **3. Connections**

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

## **4. Comparisons**

Develop insight into the nature of language and culture in order to interact with cultural competence.

## **Overview**

The Colorado Academic Standards for World Languages define the central role of languages in the learning career and personal life of every student. The four standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities.

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence. This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action. Global competence is fundamental to the experience of learning languages whether in classrooms, through virtual connections, or via everyday experiences. Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world. This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences. (ACTFL, 2014)

The Colorado Academic Standards for World Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world.

The Colorado Academic Standards for World Languages also provide the framework for a curriculum with the richness and depth to provide a broad range of communicative experiences and content knowledge. These standards put the focus on the broader view of second language acquisition and competence: What should learners know and be able to do—and how well? The standards provide a purpose for learning another language, establishing a broader, more complete rationale for language education to guide parents, educators, administrators, and community members to develop and

support language learners through the design of effective programs and options to learn, practice, and apply this competence.

The standards' approach to world language instruction is designed to facilitate genuine interaction with others, whether they are on another continent, across town, or within the neighborhood, and whether they are face-to-face, connected electronically, or availing themselves of another's written or broadcast messages. To acquire another language and to study culture enhances one's personal education in many ways. With these understandings comes a newfound respect for others' languages and cultures, as well as one's own.

Research indicates that the very process of acquiring another language may give learners a cognitive boost that enables them to perform at higher levels in some other subjects. Additional studies show that over time second language learners (1) have improved test scores; (2) are able to think divergently; and (3) achieve in their first language.

To acquire another language and to study culture provides access to a wide variety of authentic literary and informational texts, as well as film and video as they are experienced by the audience for whom they were created. When learners access and use these culturally authentic sources, they are building their literacy skills at the same time.

Since the content of a language course often deals with history, geography, social studies, science, mathematics, literature, and the visual and performing arts, it is easy for learners to develop an interdisciplinary perspective at the same time they are gaining intercultural understandings.

To acquire another language and to study culture is to gain an especially rich preparation for the future. It is difficult to imagine a job, a profession, a career, or a leisure activity which will not be enhanced greatly by the ability to communicate efficiently and sensitively with others. Possessing the linguistic and cultural insights that come with the study of one or more world languages will be a requisite for life as an informed, productive, and globally literate citizen in the worldwide community.

## Prepared Graduates:

Preschool 1. Interact in spoken or gesture-enhanced speech to share information, reactions, feelings, and opinions.

## Preschool Learning and Development Expectation:

Communicate effectively in the target language using gestures, pointing, or facial expressions to augment oral language.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/ 5 years old) students may:*

- a. Understand and answer a few simple questions on very familiar topics, using practiced or memorized words.
- b. Express some basic needs using practiced or memorized words.
- c. Express basic preferences or feelings using practiced or memorized words.
- d. Identify memorized or familiar words when they are supported by visuals or gestures.
- e. Understand memorized or familiar words in conversations, especially when they are supported by visuals or gestures.
- f. Introduce self, using practiced or memorized words and phrases, and with the help of visuals.
- g. Name very familiar people, places, and objects, using practiced or memorized words and phrases, and with the help of visuals.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/ Adults May:*

1. Provide opportunities for children to hear simple greetings, words, or phrases in a language other than their own (including sign language) in appropriate contexts.

2. Expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals.
3. Provide conversation, stories and songs in different languages using a variety of media (e.g., teachers, peers, visitors, videos, and computers).
4. Provide written labels on some items in the room using various languages.
5. Give simple commands or instructions in a language other than English.

### *Examples of Learning/ Children May:*

1. Recognize greetings, farewells, and other expressions of courtesy.
2. Name people and familiar objects in immediate environment based on visual cues, props, and prompts.
3. Respond non-verbally and/or give one to two word answers to simple questions about self, others, and immediate environment.
4. Respond appropriately to questions by providing personal information.
5. Follow simple oral routine instructions and direction by responding appropriately.
6. Listen attentively and respond with words or appropriate gestures to songs, poems, and short stories.
7. Identify people and objects based on visual cues, props, and prompts.
8. Respond non-verbally to oral directions and routine requests in the classroom and public places.
9. Participate in choral poems, songs, and storytelling activities.
10. Reproduce short memorized responses for classroom activities and beyond.

## Prepared Graduates:

Preschool 2. Demonstrate an understanding of the products, practices, and perspectives of the cultures studied.

## Preschool Learning and Development Expectation:

Develop cultural competence and understanding.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/ 5 years old) students may:*

- a. Identify some practices of cultures and basic cultural beliefs especially those related to the children in the classroom and the community.
- b. Imitate some simple patterns of behavior in familiar settings across cultures.
- c. Use very basic knowledge of cultural practices to accomplish simple, routine tasks.
- d. Identify some products of cultures especially those related to the children in the classroom and the community.
- e. Use basic cultural knowledge to interact with others when using the target language.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/ Adults May:*

1. Use products of culture to explore perspectives of culture.
2. Use practices of culture to explore perspectives of culture.
3. Bring the languages of those represented by the families into the classroom environment (labeling materials, music, guest readers representing the languages).
4. Invite families and community members in to the classroom to share traditions.
5. Establish an environment where children explore similarities and differences.

*Examples of Learning/ Children May:*

1. Observe and identify simple cultural patterns of behavior or interaction in the classroom setting.
2. Identify distinctive products representative of the culture(s) studied and/or classroom.
3. Participate in age-appropriate cultural activities such as games and songs.
4. Participate in community cultural events.
5. Identify important traditions, holidays, or events.

# WORLD LANGUAGES

Preschool, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



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## Prepared Graduates:

Preschool 3. Build their knowledge of other content areas through experiences in the target language.

## Preschool Learning and Development Expectation:

Connect with other content areas in order to build academic awareness through experiences in the target language.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/ 5 years old) students may:*

- a. Identify information from other content areas related to the target language and its cultures.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/ Adults May:*

1. Provide rhymes and songs for children's books in different languages.
2. Read and display children's books in different languages.

*Examples of Learning/ Children May:*

1. Practice familiar concepts in the language studies, including numbers, colors, shapes, size, animals, nursery rhymes and fairy tales.

Proposed for SBE Adoption



# WORLD LANGUAGES

Preschool, Standard 4. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.



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## Prepared Graduates:

Preschool 4. Explore the nature of language through comparisons of the target language and their own.

## Preschool Learning and Development Expectation:

Develop insight into the nature of language and culture in order to develop cultural competence.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/ 5 years old) students may:*

- a. Recognize similarities and differences between the target language and their own language.
- b. Recognize similarities and differences between the target culture and their own culture.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/ Adults May:*

1. Begin to expose children to language for topics that extend beyond the self, such as: peers, classroom community, school and family.
2. Identify languages spoken by classmates, parents, or visitors and explain that people use different languages to communicate.

*Examples of Learning/ Children May:*

1. Recognize similarities and differences between the sounds of the target and home language.
2. Demonstrate awareness that behaviors such as gestures and greetings may differ among cultures.
3. Recognize similarities and differences between cultural celebrations and products of the target language and their own.

Proposed for SBE Adoption

# WORLD LANGUAGES

Novice-Low, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



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## Prepared Graduates:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (interpersonal mode).

## Grade Level Expectation:

1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using practiced or memorized words and phrases (interpersonal mode).

## Evidence Outcomes

### *Students Can:*

- a. Provide information by answering simple questions on very familiar topics using practiced or memorized words and phrases, with the help of gestures or visuals.
- b. Express some basic needs using practiced or memorized words and phrases, with the help of gestures and visuals.
- c. Express basic preferences or feelings using practiced or memorized words and phrases, with the help of gestures and visuals.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Greet others.
2. Introduce self to someone.
3. Answer a few simple questions.

### *Inquiry Questions:*

1. How can I exchange information and ideas in conversations?
2. How can I meet my needs or address situations in conversations?
3. How can I express, react to, and support preferences and opinions in conversations?

Proposed for SBE Adoption

# WORLD LANGUAGES

Novice-Low, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



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## Prepared Graduates:

2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (interpretive mode).

## Grade Level Expectation:

1.2 Identify the general topic and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts, by recognizing memorized words or familiar words (interpretive mode).

### Evidence Outcomes

#### *Students Can:*

- a. Identify memorized or familiar words when they are supported by gestures or visuals in informational texts.
- b. Identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.
- c. Understand memorized or familiar words when they are supported by gestures or visuals in conversations, discussions and other sources.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify the sound of a character or word.
2. Understand isolated words that they have memorized particularly when accompanied by pictures or gestures.
3. Recognize a few letters or characters.
4. Connect some words, phrases, or characters to their meanings.

#### *Inquiry Questions:*

1. What can I understand, interpret, or analyze in authentic informational texts?
2. What can I understand, interpret, or analyze in authentic fictional texts?
3. What can I understand, interpret, or analyze in conversations, discussions and other sources?

Proposed for SBE Adoption

# WORLD LANGUAGES

Novice-Low, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



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## Prepared Graduates:

3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

## Grade Level Expectation:

1.3 Present information on very familiar and everyday topics using a variety of practiced or memorized words through spoken, written, or signed language.

### Evidence Outcomes

#### *Students Can:*

- a. Introduce self, using practiced or memorized words and phrases with the help of gestures or visuals.
- b. Express likes and dislikes using practiced or memorized words and phrases with the help of gestures or visuals.
- c. Name very familiar people, places, and objects using practiced or memorized words and phrases with the help of gestures or visuals.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Recite, write or sign learned words and phrases.
2. State and label the names of familiar people, places, and objects.
3. Introduce self to a group.
4. Recite short memorized phrases, parts of poems, and rhymes.
5. Copy or sign some characters, letters, and words.

#### *Inquiry Questions:*

1. How can I present information to narrate about my life, experiences and events?
2. How can I present information to give a preference, opinion, or persuasive argument?
3. How can I present information to inform, describe, or explain?

Proposed for SBE Adoption



## Prepared Graduates:

### Grade Level Expectation:

2.1 Identify practices to help understand perspectives in the target cultures and the student's own.

#### Evidence Outcomes

##### *Students Can:*

- a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range.
- b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range.
- c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-low range.
- d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-low range.

#### Academic Context and Connections

##### *Colorado Essential Skills and Real-World Application:*

1. Identify social practices such as greetings, introductions, leave-takings, and thanking people.
2. Recognize that people from different cultures can interact with each other in multiple ways.

##### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

## Prepared Graduates:

5. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

## Grade Level Expectation:

2.2 Identify products to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range.
- b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range.
- c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-low range.
- d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Participate in or simulate age-appropriate cultural activities such as games, birthday celebrations, storytelling, and dramatizations.
2. Identify products that are different from the student's own culture.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

# WORLD LANGUAGES

Novice-Low, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



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## Prepared Graduates:

6. Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

## Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Identify selected information and skills from other content areas in experiences related to the target language and its cultures when using the target language in the three modes at the novice-low range.
- b. Reinforce learning in other content areas while using authentic resources when using the target language in the three modes at the novice-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Read or listen to illustrated stories from the target culture(s) and recognize similarities to familiar stories from the same genre (e.g., folklore, fables, myths, legends).
2. Use authentic resources (e.g., maps, charts, infographics, weather reports, graphs) to identify information connected to other content areas.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption

# WORLD LANGUAGES

Novice-Low, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



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## Prepared Graduates:

7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

## Grade Level Expectation:

3.2 Use authentic resources to locate basic information.

### Evidence Outcomes

#### *Students Can:*

- a. Extract information about the target cultures from selected authentic sources when using the target language in the three modes at the novice-low range.
- b. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture when using the target language in the three modes at the novice-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Read, listen to, or talk about age-appropriate school content such as social studies, sciences, the arts, physical education, and health.
2. Expand vocabulary for working with school content through illustrated visuals (e.g., planets, anatomy, timelines, maps).

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption



## Prepared Graduates:

### Grade Level Expectation:

4.1 Identify similarities and differences of the target language and the student's own language.

#### Evidence Outcomes

##### *Students Can:*

- a. Use examples of words that are similar in the target language and the student's own language in the three modes at the novice-low range.
- b. Recognize identified idiomatic expressions that cannot be directly translated into the student's own language in the three modes at the novice-low range.
- c. Identify differences in formal and informal requirements for language between the target language and the student's own language in the three modes at the novice-low range.
- d. Use basic grammatical structures in context and recognize similarities and differences in the student's own language when using the target language in the three modes at the novice-low range.
- e. Identify and compare the sound and writing systems of the target language with the student's own language, including stress, intonation and punctuation in the three modes at the novice-low range.

#### Academic Context and Connections

##### *Colorado Essential Skills and Real-World Application:*

1. Observe and identify formal and informal forms of language in greetings and leave-takings.
2. Observe differences and similarities between the sound and writing systems of the target language and the student's own.

##### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the nature of culture in order to interact with cultural competence?



## Prepared Graduates:

9. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture.

## Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture in the three modes at the novice-low range.
- b. Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture in the three modes at the novice-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Greet friends, family, or acquaintances with appropriate words and gestures.
2. Compare simple patterns of behavior in various cultural settings (e.g., transportation to school, eating habits).
3. Identify differences of products of the target culture(s) and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?

Proposed for SBE Adoption

# WORLD LANGUAGES

Novice-Mid, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



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## Prepared Graduates:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (interpersonal mode).

## Grade Level Expectation:

1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (interpersonal mode).

## Evidence Outcomes

### *Students Can:*

- a. Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases, and simple sentences.
- b. Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases.
- c. Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Greet and leave people in a polite way.
2. Answer and ask a variety of simple questions.
3. Make some simple statements in a conversation.
4. Communicate basic information about self and others.
5. Communicate some basic information about everyday life.

### *Inquiry Questions:*

1. How can I exchange information and ideas in conversations?
2. How can I meet my needs or address situations in conversations?
3. How can I express, react to, and support preferences and opinions in conversations?

Proposed for SBE Adoption



# WORLD LANGUAGES

Novice-Mid, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



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## Prepared Graduates:

2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (interpretive mode).

## Grade Level Expectation:

1.2 Identify the general topic and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (interpretive mode).

### Evidence Outcomes

#### *Students Can:*

- a. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts.
- b. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts.
- c. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Recognize words, phrases, and characters with the help of visuals.
2. Recognize words, phrases, and characters when associated with familiar things.
3. Understand a few courtesy phrases.
4. Recognize and understand basic information in memorized words and phrases.
5. Recognize and understand words and phrases learned for specific purposes.

#### *Inquiry Questions:*

1. What can I understand, interpret, or analyze in authentic informational texts?
2. What can I understand, interpret, or analyze in authentic fictional texts?
3. What can I understand, interpret, or analyze in conversations and discussions and other sources?

Proposed for SBE Adoption



## Prepared Graduates:

3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

## Grade Level Expectation:

1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written, or signed language (presentational mode).

## Evidence Outcomes

### *Students Can:*

- a. Present information about self, interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences.
- b. Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences.
- c. Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Present information about self and others using words and phrases.
2. Express likes and dislikes using words, phrases, and memorized expressions.
3. Present information about familiar items in the immediate environment.
4. Present about daily activities using words, phrases, and memorized expressions.
5. Present simple information using words, phrases, and memorized expressions.
6. Fill out a simple form with some basic personal information.
7. Write notes using lists, phrases, and memorized expressions.

### *Inquiry Questions:*

1. How can I present information to narrate about my life, experiences and events?
2. How can I present information to give a preference, opinion, or persuasive argument?
3. How can I present information to inform, describe, or explain?



## Prepared Graduates:

4. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

## Grade Level Expectation:

2.1 Examine practices to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range.
- b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range.
- c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range.
- d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Recognize that cultural practices influence other cultures.
2. Realize that cultural practices vary among cultures.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

## Prepared Graduates:

5. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

## Grade Level Expectation:

2.2 Examine products to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range.
- b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range.
- c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range.
- d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify and describe products that are different from the student's own culture.
2. Identify some products that reveal a stereotype or exaggerated view of a culture.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

# WORLD LANGUAGES

Novice-Mid, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

6. Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

## Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Identify selected information and skills from other content areas in experiences related to the target language and its cultures when using the target language in the three modes at the novice-mid range.
- b. Reinforce learning in other content areas while using authentic target language resources and the three modes at the novice-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Use math skills to make conversions (e.g., currency, weather, prices, weight, height).
2. Use knowledge from health and science classes to compare healthy eating recommendations.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption



# WORLD LANGUAGES

Novice-Mid, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

## Grade Level Expectation:

3.2 Organize information acquired from authentic resources.

### Evidence Outcomes

#### *Students Can:*

- a. Identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures when using the target language in the three modes at the novice-mid range.
- b. Reinforce and/or expand learning in other content areas using authentic target language resources when using the target language in the three modes at the novice-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Interpret the main idea(s) from infographics showing statistics.
2. Identify the main idea(s) of current events reported in the news.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption



## Prepared Graduates:

### Grade Level Expectation:

4.1 Expand knowledge of similarities and differences of the target language and the student's own language.

#### Evidence Outcomes

##### *Students Can:*

- a. Compare similarities and differences in the target language and the student's own language in the three modes at the novice-mid range.
- b. Use appropriate idiomatic expressions in limited settings in the three modes at the novice-mid range.
- c. Notice how different time frames are expressed in the three modes at the novice-mid range.
- d. Use knowledge of sound and writing systems to better understand the student's own language in the three modes at the novice-mid range.

#### Academic Context and Connections

##### *Colorado Essential Skills and Real-World Application:*

1. Compare language structures (such as word order, morphology, intonation) in the target language and the student's own language.
2. Recognize differences and similarities between the sound and writing systems of the target language and the student's own.

##### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?

Proposed for SBE Adoption



## Prepared Graduates:

9. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture.

## Grade Level Expectation:

4.2 Investigate the concept of culture through comparisons of the target culture(s) and the student's own culture.

### Evidence Outcomes

#### *Students Can:*

- a. Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture in the three modes at the novice-mid range.
- b. Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture in the three modes at the novice-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare simple patterns of behavior in various cultural settings (e.g., games, birthdays, holidays).
2. Recognize differences of products of the target culture(s) and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?

Proposed for SBE Adoption

# WORLD LANGUAGES

Novice-High, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



COLORADO  
Department of Education

## Prepared Graduates:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (interpersonal mode).

## Grade Level Expectation:

1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of simple sentences (interpersonal mode).

## Evidence Outcomes

### *Students Can:*

- a. Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
- b. Interact with others to meet basic needs related to routine everyday activities using simple sentences most of the time.
- c. Express, ask about, and react to preferences, opinions, or feelings using simple sentences most of the time and asking questions to keep the conversation on topic.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Exchange some personal information.
2. Exchange information using texts, graphs, or pictures.
3. Ask for and give simple directions.
4. Make plans with others.
5. Interact with others in everyday situations.

### *Inquiry Questions:*

1. How can I exchange information and ideas in conversations?
2. How can I meet my needs or address situations in conversations?
3. How can I express, react to, and support preferences and opinions in conversations?



## Prepared Graduates:

2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (interpretive mode).

## Grade Level Expectation:

1.2 Identify the general topic and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts, by recognizing simple sentences (interpretive mode).

### Evidence Outcomes

#### *Students Can:*

- a. Identify the topic and some isolated facts from simple sentences in informational texts.
- b. Identify the topic and some isolated elements from simple sentences in short fictional texts.
- c. Understand familiar questions and statements from simple sentences in conversations, discussions and other sources.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Understand simple questions or statements on familiar topics.
2. Understand simple information and/or simple descriptions when presented with pictures and graphs.
3. Understand the main topic of conversations that are heard and/or read in published materials.
4. Understand short simple messages on familiar topics.
5. Understand simple everyday notices in public places on familiar topics.

#### *Inquiry Questions:*

1. What can I understand, interpret, or analyze in authentic informational texts?
2. What can I understand, interpret, or analyze in authentic fictional texts?
3. What can I understand, interpret, or analyze in conversations and discussions?

Proposed for SBE Adoption



## Prepared Graduates:

3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

## Grade Level Expectation:

1.3 Present information on very familiar and everyday topics using a variety of simple sentences through spoken, written, or signed language (presentational mode).

## Evidence Outcomes

### *Students Can:*

- a. Present personal information about their lives and activities using simple sentences most of the time.
- b. Express preferences on familiar and everyday topics of interest using simple sentences most of the time.
- c. Present on familiar and everyday topics using simple sentences most of the time.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Present information about personal life using phrases and simple sentences.
2. Tell about a familiar experience or event using phrases, simple sentences and/or practiced material.
3. Present basic information about a familiar person, place, or thing using phrases and simple sentences.
4. Give basic instructions on how to make or do something using phrases and simple sentences.
5. Write information about daily life in a letter, blog, discussion board, or e-mail message.

### *Inquiry Questions:*

1. How can I present information to narrate about my life, experiences, and events?
2. How can I present information to give a preference, opinion, or persuasive argument?
3. How can I present information to inform, describe and explain?

Proposed for SBE Adoption



## Prepared Graduates:

4. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

## Grade Level Expectation:

2.1 Interpret practices to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-high range.
- b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-high range.
- c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-high range.
- d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Realize that studying cultural practices and perspectives enhances and facilitates knowledge of other disciplines (such as the arts, business, math, and history).
2. Identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday or meal times, in the target culture and the student's own.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?



## Prepared Graduates:

5. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

## Grade Level Expectation:

2.2 Interpret products to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-high range.
- b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-high range.
- c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-high range.
- d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Observe and demonstrate how products are used in the culture.
2. Realize that studying cultural products and perspectives enhances and facilitates knowledge of other disciplines (such as business, health, the arts, math, and history).

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?



# WORLD LANGUAGES

Novice-High, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

6. Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

## Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Identify selected information and skills from other content areas in experiences related to the target language and cultures when using the target language in the three modes at the novice-high range.
- b. Reinforce learning in other content areas while using authentic target language resources and the three modes at the novice-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Draw and mark maps of places students live and places where the target language is spoken to interact with geography.
2. Compare items in the target language on charts and visuals from other content areas.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption

# WORLD LANGUAGES

Novice-High, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

## Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Identify and/or apply selected information and skills from other content areas in experiences related to the target language and its culture(s) when using the target language in the three modes at the novice-high range.
- b. Reinforce and/or expand learning in other content areas while using authentic target language resources and the three modes at the novice-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explore news and media and identify the subject areas and topics.
2. Discuss short texts and videos from the target culture.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption

## Prepared Graduates:

8. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the target language and the student's own language.

## Grade Level Expectation:

4.1 Describe similarities and differences of the target language and the student's own language.

### Evidence Outcomes

#### *Students Can:*

- a. Use examples of words that are similar in the target language and the student's own language in the three modes at the novice-high range.
- b. Recognize identified idiomatic expressions that cannot be directly translated into the student's own language in the three modes at the novice-high range.
- c. Identify differences in formal and informal requirements for language between the target language and the student's language in the three modes at the novice-high range.
- d. Use basic grammatical structures in context and recognize similarities and differences in the student's language when using the target language in the three modes at the novice-high range.
- e. Identify and compare the sound and writing systems of the target language with the student's language, including stress, intonation and punctuation in the three modes at the novice-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Inventory and compare idiomatic expressions in the target language and the student's own.
2. Identify similarities and differences between the sound and writing systems in the target language and the student's own.
3. Observe and Compare registers of language (e.g., formal and informal) in greetings and leave-takings and other common social interactions (e.g., greetings and leave-takings) in the target language and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?



## Prepared Graduates:

9. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture.

## Grade Level Expectation:

4.2 Describe the concept of culture through comparisons of the target culture(s) and the student's own culture.

### Evidence Outcomes

#### *Students Can:*

- a. Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture in the three modes at the novice-high range.
- b. Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture in the three modes at the novice-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare simple patterns of behavior in various cultural settings (e.g., transportation to school, eating habits).
2. Compare differences of products (e.g., toys, sports, equipment, food, rhymes, songs, holidays) of the target culture(s) and the student's own.
3. Identify, describe, and compare/contrast products (e.g., tools, toys, clothing, homes, foods) and their use in the target culture(s) and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?

Proposed for SBE Adoption

# WORLD LANGUAGES

Intermediate-Low, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



COLORADO  
Department of Education

## Prepared Graduates:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (interpersonal mode).

## Grade Level Expectation:

1.1 Participate in spontaneous spoken, written, or signed conversations on very familiar topics creating simple sentences to ask and answer a variety of questions (interpersonal mode).

## Evidence Outcomes

### *Students Can:*

- a. Request and provide information in conversations on familiar topics by creating questions and simple sentences and asking appropriate follow-up questions.
- b. Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
- c. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Have a simple conversation on a variety of everyday topics.
2. Ask and answer questions about familiar topics.
3. Use the language to meet basic needs in familiar situations.

### *Inquiry Questions:*

1. How can I exchange information and ideas in conversations?
2. How can I meet my needs or address situations in conversations?
3. How can I express, react to, and support preferences and opinions in conversations?



## Prepared Graduates:

2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (interpretive mode).

## Grade Level Expectation:

1.2 Understand the main idea and some pieces of information from simple sentences within texts that are spoken, written, or signed on familiar topics (interpretive mode).

### Evidence Outcomes

#### *Students Can:*

- a. Identify the topic and related information from simple sentences in short informational texts.
- b. Identify the topic and related information from simple sentences in short fictional texts.
- c. Identify the main idea and related information in short conversations, discussions and other sources.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Understand the basic purpose of a message.
2. Understand messages related to their basic needs.
3. Understand questions and simple statements on everyday topics when they are part of the conversation.
4. Understand messages in which the writer tells or asks them about topics of personal interest.
5. Identify some simple information needed on forms.
6. Identify some information from news media.

#### *Inquiry Questions:*

1. What can I understand, interpret, or analyze in authentic informational texts?
2. What can I understand, interpret, or analyze in authentic fictional texts?
3. What can I understand, interpret, or analyze in conversations, discussions and other sources?

Proposed for SBE Adoption

# WORLD LANGUAGES

Intermediate-Low, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



COLORADO  
Department of Education

## Prepared Graduates:

3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

## Grade Level Expectation:

1.3 Communicate information, make presentations, and express thoughts about familiar topics, using simple sentences through spoken, written, or signed language (presentational mode).

## Evidence Outcomes

### *Students Can:*

- a. Present personal information about life, activities and events, using simple sentences.
- b. Express preferences on familiar and everyday topics of interest and explain why one feels that way, using simple sentences.
- c. Present on familiar and everyday topics, using simple sentences.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Present about people, activities, events, and experiences.
2. Express needs and wants.
3. Present and write information about plans, instructions and directions.
4. Present songs, short skits, or dramatic readings.
5. Prepare materials for a presentation.
6. Present about topics of interest.

### *Inquiry Questions:*

1. How can I present information to narrate about my life, experiences, and events?
2. How can I present information to give a preference, opinion, or persuasive argument?
3. How can I present information to inform, describe, or explain?

Proposed for SBE Adoption

## Prepared Graduates:

4. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

## Grade Level Expectation:

2.1 Investigate and compare practices to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Compare practices related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-low range.
- b. Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range.
- c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders when using the target language in the three modes at the intermediate-low range.
- d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Seek opportunities and interact with people who speak other languages and who have different cultural practices and perspectives.
2. Observe patterns of behavior typical of one's peer group in the culture such as observing how different ways of greeting and leave-taking reflect on the relationships between people in the target culture.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?





## Prepared Graduates:

5. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

## Grade Level Expectation:

2.2 Investigate and compare products to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-low range.
- b. Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range.
- c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-low range.
- d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Experience products of the target cultures such as stories, poetry, music, paintings, dance, drama, etc. and explain the origin and importance of these products in today's culture.
2. Compare how buying and selling products and services reflects local and community customs.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

# WORLD LANGUAGES

Intermediate-Low, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

6. Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

## Grade Level Expectation:

3.1 Use information gathered from target language resources for application in other content areas.

### Evidence Outcomes

#### *Students Can:*

- a. Transfer and apply information and skills from other content areas to experiences related to the target language and its culture(s) when using the three modes at the intermediate-low range.
- b. Apply information gathered through target language resources to other content areas in order to supplement learning when using the three modes at the intermediate-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Share information in the target language about topics from other content areas.
2. Make oral or written presentations in the target language on topics being studied in other classes.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption

# WORLD LANGUAGES

Intermediate-Low, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

## Grade Level Expectation:

3.2 Examine information and viewpoints present in authentic resources.

### Evidence Outcomes

#### *Students Can:*

- a. Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its culture(s) when using the three modes at the intermediate-low range.
- b. Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare preferences related to daily life of people in the student's community and people in the target cultures.
2. Research important figures from history, science, or the arts and expand student knowledge.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption



## Prepared Graduates:

8. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the target language and the student's own language.

## Grade Level Expectation:

4.1 Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the student's own language.

### Evidence Outcomes

#### *Students Can:*

- a. Compare similarities and differences in the target language and the student's own language in the three modes at the intermediate-low range.
- b. Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-low range.
- c. Recognize how different time frames are expressed in the target language in the three modes at the intermediate-low range.
- d. Use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the intermediate-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare word order in the target language to student's own language.
2. Notice how different time frames (e.g. present, past, future) are expressed in the target language.
3. Identify words in the target language that have no translation in English and vice versa.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?

# WORLD LANGUAGES

Intermediate-Low, Standard 4. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.



COLORADO  
Department of Education

## Prepared Graduates:

9. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture.

## Grade Level Expectation:

4.2 Compare the similarities and differences between the target culture(s) and the student's own culture.

### Evidence Outcomes

#### *Students Can:*

- a. Examine cross-cultural similarities and differences in the practices to understand perspectives of the target culture in the three modes at the intermediate-low range.
- b. Examine cross-cultural similarities and differences in the products to understand perspectives of the target culture in the three modes at the intermediate-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare and contrast practices relating to everyday life in the target culture(s) to the student's own.
2. Identify, investigate, compare, and contrast the function of everyday objects (e.g., household items, tools, foods, clothing) produced in the target culture(s) and the student's own.
3. Compare and contrast the role of technology in the target culture(s) and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?

Proposed for SBE Adoption





## Prepared Graduates:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (interpersonal mode).

## Grade Level Expectation:

- 1.1 Participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and some series of connected sentences to ask and answer a variety of questions (interpersonal mode).

## Evidence Outcomes

### *Students Can:*

- a. Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences, and asking a variety of follow-up questions.
- b. Interact with others to meet personal needs in a variety of familiar situations creating sentences and series of sentences and asking a variety of follow-up questions.
- c. Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Start, maintain, and end a conversation on a variety of familiar topics.
2. Talk about daily activities and personal preferences.
3. Use language to handle tasks related to personal needs.
4. Exchange information about subjects of special interest.

### *Inquiry Questions:*

1. How can I exchange information and ideas in conversations?
2. How can I meet my needs or address situations in conversations?
3. How can I express, react to, and support preferences and opinions in conversations?

# WORLD LANGUAGES

Intermediate-Mid, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



COLORADO  
Department of Education

## Prepared Graduates:

2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (interpretive mode).

## Grade Level Expectation:

1.2 Understand the main idea and key information from sentences and some series of connected sentences within texts that are spoken, written, or signed on familiar topics (interpretive mode).

### Evidence Outcomes

#### *Students Can:*

- a. Understand the main idea and key information in short straightforward informational texts.
- b. Understand the main idea and key information in short straightforward fictional texts.
- c. Identify the main idea and key information in short straightforward conversations, discussions and other sources.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Understand basic information in ads, announcements, and other simple recordings and texts.
2. Understand the main idea of what is listened to, signed, or read for personal enjoyment.
3. Understand messages related to everyday life.
4. Understand simple personal questions.
5. Read simple written exchanges between people.

#### *Inquiry Questions:*

1. What can I understand, interpret, or analyze in authentic informational texts?
2. What can I understand, interpret, or analyze in authentic fictional texts?
3. What can I understand, interpret, or analyze in conversations, discussions and other sources?

Proposed for SBE Adoption

# WORLD LANGUAGES

Intermediate-Mid, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



COLORADO  
Department of Education

## Prepared Graduates:

3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

## Grade Level Expectation:

1.3 Communicate information, make presentations, and express thoughts about familiar topics, using sentences and some series of connected sentences through spoken, written, or signed language (presentational mode).

## Evidence Outcomes

### *Students Can:*

- a. Tell a story about life, activities, events and other social experiences, using sentences and series of connected sentences.
- b. State viewpoints about familiar topics and give some reasons to support them, using sentences and series of connected sentences.
- c. Give straightforward presentations on a variety of familiar topics and some concrete researched topics, using sentences and series of connected sentences.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Present about personal and social experiences.
2. Write short reports and present on something learned or researched.
3. Present about common interests and issues and state viewpoints.
4. Write messages and announcements.
5. Compose communications for public distribution.

### *Inquiry Questions:*

1. How can I present information to narrate about my life, experiences, and events?
2. How can I present information to give a preference, opinion, or persuasive argument?
3. How can I present information to inform, describe, or explain?

Proposed for SBE Adoption





## Prepared Graduates:

4. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

## Grade Level Expectation:

2.1 Examine and compare practices to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Compare practices related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-mid range.
- b. Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-mid range.
- c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-mid range.
- d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Exchange information on patterns of behavior typical of one's peer group in the culture to reflect on the relationships between people in the target culture.
2. Compare how traditions and events influence music, art, sports, science, business, etc.
3. Use linguistic skills and multiple cultural viewpoints in order to contribute to a mutual understanding, a sense of global citizenship, and a sense of personal fulfillment.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

## Prepared Graduates:

5. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

## Grade Level Expectation:

2.2 Examine and compare products to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-mid range.
- b. Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-mid range.
- c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-mid range.
- d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare how food is organized on a nation's food plate/pyramid, based on factors such as geography, economy, or attitudes towards health.
2. Explain how stereotypes influence a country's products or marketing strategies.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

# WORLD LANGUAGES

Intermediate-Mid, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

6. Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

## Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Transfer and apply information and skills from other content areas to experiences related to the target language and cultures when using the three modes at the intermediate-mid range.
- b. Apply information gathered through target language resources to other content areas in order to supplement learning when using the three modes at the intermediate-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Draw on knowledge gained in other content areas to discuss topics in the target language.
2. Report on and evaluate information that comes from other content areas in a variety of formats.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption

# WORLD LANGUAGES

Intermediate-Mid, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

## Grade Level Expectation:

3.2 Evaluate information and viewpoints present in authentic resources.

### Evidence Outcomes

#### *Students Can:*

- a. Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its cultures when using the three modes at the intermediate-low range.
- b. Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare and contrast news articles in the media from the target cultures.
2. Compare and contrast publicity for products advertised in the United States with those of the target cultures.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption

# WORLD LANGUAGES

Intermediate-Mid, Standard 4. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.



COLORADO  
Department of Education

## Prepared Graduates:

### Grade Level Expectation:

4.1 Examine the significance of the similarities and differences between the target language and the student's own language.

#### Evidence Outcomes

##### *Students Can:*

- Compare similarities and differences in the target language and the student's own language in the three modes at the intermediate-mid range.
- Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-mid range.
- Recognize how different time frames are expressed in the target language in the three modes at the intermediate-mid range.
- Can use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the intermediate-mid range.

#### Academic Context and Connections

##### *Colorado Essential Skills and Real-World Application:*

- Hypothesize about the similarities of languages based on their awareness of cognates and similar idioms.
- Compare how different time frames are expressed in the target language and the student's own.
- Identify and use borrowed words and cognates in the target language and the student's own.

##### *Inquiry Questions:*

- How do I develop insight into the nature of language in order to interact with cultural
- How do I develop insight into the concept of culture in order to interact with cultural competence?

Proposed for SBE Adoption



## Prepared Graduates:

9. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture.

## Grade Level Expectation:

4.2 Examine the significance of the similarities and differences between the target culture(s) and the student's own culture.

### Evidence Outcomes

#### *Students Can:*

- a. Examine cross-cultural similarities and differences in the practices to understand perspectives of the target culture in the three modes at the intermediate-mid range.
- b. Examine cross-cultural similarities and differences in the products to understand perspectives of the target culture in the three modes at the intermediate-mid range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target culture(s) and the student's own.
2. Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices from the target culture(s) and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?

Proposed for SBE Adoption



## Prepared Graduates:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (interpersonal mode).

## Grade Level Expectation:

- 1.1 Participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions (interpersonal mode).

## Evidence Outcomes

### *Students Can:*

- a. Exchange information in conversations and some discussions on a variety of familiar and some concrete topics that have been researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- b. Interact with others to meet needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- c. Explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete researched topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Exchange information related to areas of mutual interest.
2. Use language to do a task that requires multiple steps.
3. Use language to handle a situation that may have a complication.

### *Inquiry Questions:*

1. How can I exchange information and ideas in conversations?
2. How can I meet my needs or address situations in conversations?
3. How can I express, react to, and support preferences and opinions in conversations?



## Prepared Graduates:

2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (interpretive mode).

## Grade Level Expectation:

1.2 Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed (interpretive mode).

## Evidence Outcomes

### *Students Can:*

- a. Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.
- b. Usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- c. Usually understand the main idea and flow of events expressed in various time frames in conversations, discussions and other sources.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Understand accounts of personal events or experiences.
2. Follow short, written instructions.
3. Understand the main ideas of and a few supporting facts in informational and fictional texts.
4. Easily understand straightforward information or interactions.
5. Understand details in ads, announcements, and other simple recordings.
6. Understand situations with complicating factors.

### *Inquiry Questions:*

1. What can I understand, interpret or analyze in authentic informational texts?
2. What can I understand, interpret or analyze in authentic fictional texts?
3. What can I understand, interpret or analyze in conversations, discussions, and other sources?

Proposed for SBE Adoption





## Prepared Graduates:

3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

## Grade Level Expectation:

1.3 Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language (presentational mode).

### Evidence Outcomes

#### *Students Can:*

- a. Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- b. State viewpoints on familiar or researched topics and provide reasons to support them, using a few short paragraphs, often across various time frames
- c. Give detailed presentations on a variety of familiar topics and some concrete researched topics, using a few short paragraphs, often across various time frames.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Present information on academic and work topics.
2. Present about events, activities, and topics of particular interest.
3. Present points of view and provide reasons to support them.

#### *Inquiry Questions:*

1. How can I present information to narrate about my life, experiences and events?
2. How can I present information to give a preference, opinion or persuasive argument?
3. How can I present information to inform, describe, or explain?



## Prepared Graduates:

4. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

## Grade Level Expectation:

2.1 Interpret and compare practices to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Compare practices related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-high range.
- b. Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-high range.
- c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-high range.
- d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze patterns of behavior typical of one's peer group in the culture to reflect on the relationships between people in the target culture.
2. Recognize that learning about cultural perspectives contributes to a mutual understanding, a sense of global citizenship, and a sense of personal fulfillment.
3. Understand that heritage communities are supported when their languages and cultures are valued.
4. Compare attitudes and beliefs as an individual to others.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

## Prepared Graduates:

5. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

## Grade Level Expectation:

2.2 Interpret and compare products to help understand perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-high range.
- b. Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-high range.
- c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-high range.
- d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Identify and compare the values that promote globalized products such as efficiency and comfort.
2. Identify globalized products that impact society and individual lifestyles.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

# WORLD LANGUAGES

Intermediate-High, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

6. Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

## Grade Level Expectation:

3.1 Make inferences using information gathered from target language resources connected to other content areas.

### Evidence Outcomes

#### *Students Can:*

- a. Transfer and apply information and skills from other content areas to experiences related to the target language and its cultures in the three modes at the intermediate-high range.
- b. Apply information gathered through target language resources to other content areas in order to supplement learning in the three modes at the intermediate-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Create a review of a movie from the target cultures.
2. Design an innovation/invention to improve the quality of life of people around the world.

#### *Inquiry Questions:*

1. How do I connect with other disciplines in order to use the language to function in academic and career-related situations?
2. How do I acquire information and diverse perspectives in order to use the language to function in academic and career-related situations?

Proposed for SBE Adoption

# WORLD LANGUAGES

Intermediate-High, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

## Grade Level Expectation:

3.2 Make inferences using information and viewpoints present in authentic resources.

### Evidence Outcomes

#### *Students Can:*

- a. Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its cultures when using the three modes at the intermediate-high range.
- b. Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Analyze instructional websites and authentic resources and compare them to instructional resources in the United States.
2. Find, compare, and discuss coverage of current events in the target cultures and in the United States.
3. Present on an internationally known person from history, science, or the arts using target language resources.

#### *Inquiry Questions:*

1. How do I connect with other disciplines in order to use the language to function in academic and career-related situations?
2. How do I acquire information and diverse perspectives in order to use the language to function in academic and career-related situations?

Proposed for SBE Adoption



## Prepared Graduates:

8. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the target language and the student's own language.

## Grade Level Expectation:

4.1 Analyze the significance of the similarities and differences between the target language and the student's own language.

### Evidence Outcomes

#### *Students Can:*

- a. Compare similarities and differences in the target language and the student's own language in the three modes at the intermediate-high range.
- b. Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-high range.
- c. Recognize how different time frames are expressed in the target language in the three modes at the intermediate-high range.
- d. Use knowledge of sound and writing systems in the target language to better understand their own language in the three modes at the intermediate-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare and analyze idiomatic expressions in the language target language and the student's own and hypothesize about their origin.
2. Identify and compare language appropriate to specific social groups and situations in the target language and the student's own.
3. Identify patterns and explain discrepancies between the sound and writing systems in the target language and the student's own.
4. Compare syntax functions (e.g., word order and inflections) to express meaning in the target language and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?



## Prepared Graduates:

9. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture.

## Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Examine cross-cultural similarities and differences in the practices to understand perspectives of the target culture in the three modes at the intermediate-high range.
- b. Examine cross-cultural similarities and differences in the products to understand perspectives of the target culture in the three modes at the intermediate-high range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Document and contrast verbal and nonverbal behavior in daily activities among peers or mixed groups in the target culture and the student's own.
2. Compare and contrast authentic materials (e.g., creative works, news, social media) from the target cultures and their own to identify and analyze practices and perspectives of the target cultures and the student's own.
3. Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, forms of literature) by analyzing selected products from the target cultures and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?

Proposed for SBE Adoption

## Prepared Graduates:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (interpersonal mode).

## Grade Level Expectation:

- 1.1 Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions (interpersonal mode).

## Evidence Outcomes

### *Students Can:*

- a. Exchange information and ideas on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.
- b. Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.
- c. Maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Participate in conversations on a wide variety of topics that go beyond everyday life.
2. Compare and contrast life in different locations and in different times.
3. Resolve an unexpected complication that arises in a familiar situation.
4. Conduct or participate in interviews.

### *Inquiry Questions:*

1. How can I exchange information and ideas in conversations?
2. How can I meet my needs or address situations in conversations?
3. How can I express, react to, and support preferences and opinions in conversations?



# WORLD LANGUAGES

Advanced-Low, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



COLORADO  
Department of Education

## Prepared Graduates:

2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (interpretive mode).

## Grade Level Expectation:

1.2 Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed (interpretive mode).

### Evidence Outcomes

#### *Students Can:*

- a. Identify the underlying message and some supporting details in descriptive informational texts across time frames.
- b. Identify the underlying message and some supporting details in fictional texts across time frames.
- c. Identify the underlying message and some supporting details in conversations and discussions across time frames.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Find and use information for practical purposes.
2. Read texts that compare and contrast information.
3. Understand descriptions and stories of events that have happened or will happen.
4. Understand the main idea of popular genres.

#### *Inquiry Questions:*

1. What can I understand, interpret or analyze in authentic informational texts?
2. What can I understand, interpret or analyze in authentic fictional texts?
3. What can I understand, interpret or analyze in conversations and discussions?

Proposed for SBE Adoption



## Prepared Graduates:

3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

## Grade Level Expectation:

1.3 Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language (presentational mode).

## Evidence Outcomes

### *Students Can:*

- a. Tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- b. State a viewpoint with supporting evidence on some concrete academic, social, and professional topics of interest, using paragraphs across major time frames.
- c. Deliver presentations on some concrete academic, social, and professional topics of interest, using paragraphs across major time frames.

## Academic Context and Connections

### *Colorado Essential Skills and Real-World Application:*

1. Present on a variety of academic and workplace topics.
2. Present on a variety of social and cultural topics.
3. Explain issues of public and community interest, including different viewpoints.
4. Present to a specific audience.

### *Inquiry Questions:*

1. How can I present information to narrate about my life, experiences and events?
2. How can I present information to give a preference, opinion or persuasive argument?
3. How can I present information to inform, describe, or explain?

## Prepared Graduates:

4. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

## Grade Level Expectation:

2.1 Explain some diversity among practices and how it relates to perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Explain how a variety of practices within familiar and social situations are related to perspectives when using the target language in the three modes at the advanced-low range.
- b. Converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences when using the target language in the three modes at the advanced-low range.
- c. Demonstrate awareness of subtle differences among cultural behaviors and adjust the student's behavior accordingly in familiar and some unfamiliar situations when using the target language in the three modes at the advanced-low range.
- d. Interact at a competent level in familiar and some unfamiliar cultural contexts when using the target language in the three modes at the advanced-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Investigate opportunities to explore the world in order to expand linguistic proficiency and cultural understanding (such as study abroad, gap year experiences, immersion camps, etc.).
2. Adjust language, behaviors, and messages to acknowledge audiences with different cultural backgrounds.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?



## Prepared Graduates:

5. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

## Grade Level Expectation:

2.2 Explain some diversity among products and how it relates to perspectives in the target cultures and the student's own.

### Evidence Outcomes

#### *Students Can:*

- a. Explain how a variety of products of public and personal interest are related to perspectives when using the target language in the three modes at the advanced-low range.
- b. Converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences when using the target language in the three modes at the advanced-low range.
- c. Demonstrate awareness of subtle differences among cultural behaviors and adjust the student's behavior accordingly in familiar and some unfamiliar situations when using the target language in the three modes at the advanced-low range.
- d. Interact at a competent level in familiar and some unfamiliar cultural contexts when using the target language in the three modes at the advanced-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explain how globalized products impact society and individual lifestyles.
2. Research in detail the role and importance of products from the target cultures.
3. Recognize the contributions of other cultures to the world and the possible solutions to common global challenges.

#### *Inquiry Questions:*

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

# WORLD LANGUAGES

Advanced-Low, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

6. Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

## Grade Level Expectation:

3.1 Evaluate information gathered from target language resources connected to other content areas.

### Evidence Outcomes

#### *Students Can:*

- a. Interpret information and apply skills from other content areas to experiences related to the target language and its cultures when using the three modes at the advanced-low range.
- b. Research target language resources in order to analyze and synthesize information acquired from authentic target language sources for use in other content areas when using the three modes at the advanced-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Explore, discuss, and debate topics from other content areas (e.g., political and historical concepts, worldwide health issues, and environmental concerns).
2. Identify and analyze characteristics of different text types and genres.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Proposed for SBE Adoption



# WORLD LANGUAGES

Advanced-Low, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



COLORADO  
Department of Education

## Prepared Graduates:

7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

## Grade Level Expectation:

3.2 Evaluate information and viewpoints present in authentic resources.

### Evidence Outcomes

#### *Students Can:*

- a. Research authentic target language resources, analyze the content, and acquire unique information available only through the target language and its cultures when using the three modes at the advanced-low range.
- b. Use authentic sources to analyze the distinctive perspectives of the target language and its cultures when using the three modes at the advanced-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Research an issue of global importance in order to provide insights from the perspective of the target cultures.
2. Read a piece of literature in the target language and analyze the universality of the message.

#### *Inquiry Questions:*

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

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## Prepared Graduates:

8. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the target language and the student's own language.

## Grade Level Expectation:

4.1 Reflect on the significance of the similarities and differences between the target language and the student's own language.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze similarities and differences in the target language and the student's own language in the three modes at the advanced-low range.
- b. Use appropriate idiomatic expressions in a variety of settings in the three modes at the advanced-low range.
- c. Compare differences in formal and informal requirements for language between the target language and their language in the three modes at the advanced-low range.
- d. Recognize how different time frames are expressed in the target language in the three modes at the advanced-low range.
- e. Use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the advanced-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Recognize that cognates have the same as well as different meanings among languages.
2. Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English.
3. Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.
4. Identify and analyze lexical and grammatical changes in the language they are learning and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?



## Prepared Graduates:

9. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture.

## Grade Level Expectation:

4.2 Reflect on the significance of the similarities and differences between the target culture(s) and the student's own culture.

### Evidence Outcomes

#### *Students Can:*

- a. Analyze cross-cultural similarities and differences in the practices to understand perspectives of the target culture in the three modes at the advanced-low range.
- b. Analyze cross-cultural similarities and differences in the products to understand perspectives of the target culture in the three modes at the advanced-low range.

### Academic Context and Connections

#### *Colorado Essential Skills and Real-World Application:*

1. Compare and contrast the values (e.g. work and leisure time) in the target culture(s) and the student's own.
2. Compare and contrast behaviors (e.g. health and wellness) in the target culture(s) and the student's own.
3. Compare and contrast attitudes (e.g. youth and aging) in the target culture(s) and the student's own.
4. Compare and contrast the importance placed on individual needs versus community/global needs in the target culture(s) and the student's own.
5. Identify and discuss social, economic, and political institutions and related perspectives in the target culture(s) and the student's own.

#### *Inquiry Questions:*

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?

Proposed for SBE Adoption