World Languages

Draft Proposed
World Languages
Standards Revisions
December 2017

*Please note: These are screen shots of the October-December, 2017 online feedback system window for reference only. These are not the final proposed revisions.*
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About Prepared Graduate Statements (PGS)

All of Colorado's Academic Standards were designed "backwards" from Prepared Graduate Statements. These statements were formerly known as Prepared Graduate Competencies but have been changed to reduce confusion with competency-based learning systems of instruction and assessment practices. The PGS identify the concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting for each content area.

Each grade level expectation of the Colorado Academic Standards aligns to one or more of the PGS.

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

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

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).

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

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

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

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

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

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

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

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

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

Preschool 4. Explore the nature of language through comparisons of the target language and their own.
World Languages Preschool: Communication

Standard:
1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
2. Culture: 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.

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:
1. Supportive Teaching Practices/Adults May:
   a. Provide opportunities for children to hear simple greetings, words, or phrases in a language other than their own (including sign language) in appropriate contexts.
   b. 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.
   c. Provide conversation, stories, and songs in different languages using a variety of media (e.g., teachers, peers, visitors, songs, videos, and computers).
   d. Provide written labels on some items in the room using various languages.
   e. 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.
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Instructions
To leave feedback, click on the comment icon (ıld) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (ğ) so you can keep track of your progress.

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:

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

Examples of High Quality Teaching and Learning Experiences:

1. Supportive Teaching Practices/Adults May:
   - Use products of culture to explore perspectives of culture.
   - Use practices of culture to explore perspectives of culture.
   - Bring the languages of those represented by the families into the classroom environment (labeling materials, music, guest readers representing the languages).
   - Invite families and community members into the classroom to share traditions.
   - Establish an environment where children explore similarities and differences.
   - Bring the languages of those represented by the families into the classroom environment (labeling materials, music, guest readers representing the languages)

Examples of Learning/Children May:

1. Observe and identify simple cultural patterns of behavior or interaction in 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.
Colorado Academic Standards Review
WORLD LANGUAGES
Preschool: Connections

Instructions
To leave feedback, click on the comment icon (_increment) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox ( Crescent) so you can keep track of your progress.

1. 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:
1. Supportive Teaching Practices/Adults May:
   a. Provide rhymes and songs for children’s books in different languages.
   b. 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.
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

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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 59 months/5 years old) students may:

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

Examples of High Quality Teaching and Learning Experiences:

1. 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.
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.
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1. Prepared Graduates
   1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (interpersonal mode).

2. Grade Level Expectation: Novice-Low
   1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using practiced or memorized words (interpersonal mode).

3. Evidence Outcomes
   Students Can:
   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.

4. Academic Context and Connections

5. Colorado Essential Skills and Real-World Application:
   1. Greet others.
   2. Introduce self to someone.
   3. Answer a few simple questions.

6. Inquiry Questions:
   1. How can I share information and ideas in conversations?
   2. How can I meet my needs 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).

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**Grade Level Expectation: Novice-Low**

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 practiced or memorized words (interpretive mode).

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**Evidence Outcomes**

Students Can:

a. Identify memorized or familiar words when they are supported by visuals or gestures in informational texts.

b. Identify memorized or familiar words when they are supported by visuals in fictional texts.

c. Understand memorized or familiar words in conversations, especially when they are supported by visuals or gestures.

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**Academic Context and Connections**

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

1. Occasionally identify the sound of a character or word.

2. Occasionally understand isolated words that they have memorized particularly when accompanied by pictures of gestures.

3. Recognize a few letters or characters.

4. Connect some words, phrases, or characters to their meanings.

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**Inquiry Questions:**

1. How can I understand informational texts?

2. How can I understand fictional texts?

3. How can I understand conversations and discussions?
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: Novice-Low

1.3 Present information on very familiar and everyday topics using a variety of practiced and 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 visuals.

b. Express likes and dislikes, using practiced or memorized words and phrases with the help of visuals.

c. Name very familiar people, places, and objects, using practiced or memorized words and phrases with the help of visuals.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Recite and write words and phrases that they have learned.

2. State and label the names of familiar people, places, and objects in pictures and posters using words.

3. Introduce self to a group.

4. Recite short memorized phrases, parts of poems, and rhymes.

5. Copy some characters or letters and words that they see on a wall or board, in a book, or on the computer.

Inquiry Questions:

1. How can I present information 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 or explain?
**Grade Level & Standards**

- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.

2. Culture: 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.

**Evidence Outcomes**

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<tr>
<td>a. Identify some practices of cultures when using the target language in the three modes at the novice-low range.</td>
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<tr>
<td>b. Identify some basic cultural beliefs and values when using the target language in the three modes at the novice-low range.</td>
</tr>
<tr>
<td>c. Compare and contrast some common practices of other cultures and their own when using the target language in the three modes at the novice-low range.</td>
</tr>
<tr>
<td>d. Function at a survival level in an authentic cultural context when using the target language in the three modes at the novice-low range.</td>
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**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: Novice-Low**

2.1 Identify common practices of the target culture(s).

**Academic Context and Connections**

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

1. Use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom or social interactions (e.g., please, thank you, may I).

2. Learn 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: Novice-Low**

2.2 Identify common products of the target culture(s).

**Evidence Outcomes**

**Students Can:**

a. Identify some products of cultures when using the target language in the three modes at the novice-low range.

b. Identify some basic cultural beliefs and values when using the target language in the three modes at the novice-low range.

c. Compare and contrast some common products of other cultures and their own when using the target language in the three modes at the novice-low range.

d. Function at a survival level in an authentic cultural context 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 their own cultural experiences.

**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?
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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: Novice-Low**

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

**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 cultures when using the target language in the three modes at the novice-low range.

b. Reinforce and/or expand learning in other content areas while using authentic resources when using the target language in the three modes at the novice-low range.

**Colorado Context and Connections**

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

1. Read or listen to stories from the target culture(s) and compare them 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?
Prepared Graduates

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

Grade Level Expectation: Novice-Low

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?
World Languages

Novice-Low: Comparisons

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

Prepared Graduates

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

Grade Level Expectation: Novice-Low

4.1 Identify similarities and differences of the most basic vocabulary through comparisons of the student’s own language and the target language.

Evidence Outcomes

Students Can:

a. Use examples of words that are similar in the target language and their own language in the three modes at the novice-low range.

b. Recognize identified idiomatic expressions that cannot be directly translated into their 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 their own language in the three modes at the novice-low range.

d. Use basic grammatical structures in context and recognize similarities and differences in their 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 their 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. Report differences and similarities between the sound and writing systems of their own language and the target language.

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 their own.

Grade Level Expectation: Novice-Low

4.2 Identify and recognize the nature of culture through comparisons of the target culture(s) and their own.

Evidence Outcomes

Students Can:

a. Identify similarities and differences in verbal and nonverbal behavior between culture(s) in the three modes at the novice-low range.

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

c. Recognize cross-cultural similarities and differences in the products and 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. Appropriately use gestures used to greet friends, family, or new acquaintances.

2. Compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits).

3. Notice differences of tangible products (e.g., toys, sports, equipment, food) of the target culture(s) and their own.

4. Notice differences of intangible products (e.g., rhymes, songs, folktales) of the target culture(s) and their 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?
Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Instructions
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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: Novice-Mid
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 and phrases (interpersonal mode).

Evidence Outcomes
Students Can:
- a. Ask and answer a few simple, practiced questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases.
- 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 and phrases.

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 share information and ideas in conversations?
2. How can I meet my needs 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: Novice-Mid

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 practiced or memorized words and phrases (interpretive mode).

Evidence Outcomes

Students Can:

a. Identify some basic facts from memorized words and phrases, especially when supported by visuals or gestures in informational texts.

b. Identify some basic facts from memorized words and phrases, especially when supported by visuals in fictional texts.

c. Identify some basic facts from memorized words and phrases, especially when supported by gestures or visuals in conversations.

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 sometimes understand basic information in memorized words and phrases.

5. Recognize and sometimes understand words and phrases learned for specific purposes.

Inquiry Questions:

1. How can I understand informational texts?

2. How can I understand fictional texts?

3. How can I understand conversations and discussions?
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: Novice-Mid

1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and some 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 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 and write 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. Talk and list 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 and explain?
Colorado Academic Standards Review
WORLD LANGUAGES
Novice-Mid: Culture

Instruction:
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

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: Novice-Mid
2.1 Reproduce common practices of the target culture(s).

Evidence Outcomes

Students Can:

a. Identify some practices of cultures when using the target language in the three modes at the novice-mid range.

b. Identify some basic cultural beliefs and values when using the target language in the three modes at the novice-mid range.

c. Compare and contrast some common practices of other cultures and their own when using the target language in the three modes at the novice-mid range.

d. Function at a survival level in an authentic cultural context 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 the contributions of other cultures.
2. Realize that the use of products varies 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?
5. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

2.2 Describe familiar products of the target culture(s).

Students Can:

a. Identify some products of cultures when using the target language in the three modes at the novice-mid range.

b. Identify some basic cultural beliefs and values when using the target language in the three modes at the novice-mid range.

c. Compare and contrast some common products of other cultures and their own when using the target language in the three modes at the novice-mid range.

d. Function at a survival level in an authentic cultural context when using the target language in the three modes at the novice-mid range.

Colorado Essential Skills and Real-World Application:

1. Interact and communicate with people from other cultures in order to explore new relationships, knowledge, and experiences.

2. Identify practices that are different from their own cultural experiences.

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?
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

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: Novice-Mid
3.1 Summarize information gathered from target language resources connected to other content areas.

Evidence Outcomes
Students Can:
- Identify and/or apply 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.
- Reinforce and/or expand 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?
**Prepared Graduates**

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

**Grade Level Expectation: Novice-Mid**

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?
Colorado Academic Standards Review
WORLD LANGUAGES
Novice-Mid: Comparisons

Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Instructions
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1. Prepared Graduates
   0. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the target language and their own.

2. Grade Level Expectation: Novice-Mid
   4.1 Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student’s own language and the target language.

3. Evidence Outcomes
   Students Can:
   a. Compare similarities and differences in the target language and their 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 my own language in the three modes at the novice-mid range.

4. Academic Context and Connections
   1. Colorado Essential Skills and Real-World Application:
      1. Compare word order in items such as the date and placement of descriptors.
      2. Try out expressions of politeness in other languages and their own.
   2. 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 their own.

Grade Level Expectation: Novice-Mid

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

Evidence Outcomes

Students Can:

a. Identify similarities and differences in verbal and nonverbal behavior between cultures in the three modes at the novice-mid range.

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

c. Recognize cross-cultural similarities and differences in the products and 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 games, stories, songs, and rhymes from their childhood to those in the target culture(s).

2. Compare daily routines in their culture and the target culture(s).

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?
SELECT GRADE LEVEL & STANDARD

Instructions
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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: Novice-High
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:
- Ask and answer practiced and some original questions on familiar and everyday topics using simple sentences most of the time.
- Interact with others to meet basic needs related to routine everyday activities using simple sentences most of the time.
- 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:
- Exchange some personal information.
- Exchange information using texts, graphs, or pictures.
- Ask for and give simple directions.
- Make plans with others.
- Interact with others in everyday situations.

Inquiry Questions:
1. How can I share information and ideas in conversations?
2. How can I meet my needs 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: Novice-High

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 practiced or memorized words, phrases, and simple sentences (interpretive mode).

Evidence Outcomes

Students Can:

a. Identify the main idea of familiar topics and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences.

b. Identify the topic and some isolated facts from simple sentences in informational texts.

c. Identify the topic and some isolated elements in short fictional texts.

d. Understand familiar questions and statements from simple sentences in conversations.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Sometimes understand simple questions or statements on familiar topics.

2. Understand simple information and/or simple descriptions when presented with pictures and graphs.

3. Sometimes understand the main topic of conversations that are heard and/or read in published materials.

4. Usually understand short simple messages on familiar topics.

5. Understand simple everyday notices in public places on familiar topics.

Inquiry Questions:

1. How can I understand informational texts?

2. How can I understand fictional texts?

3. How can I understand conversations and discussions?
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: Novice-High

1.3 Present information on 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 personal information about their lives and activities using simple sentences most of the time.

b. Express their 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 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.

6. Ask for information in writing.

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 and explain?
**World Languages**

**Novice-High: Culture**

**Grade Level:**
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

**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: Novice-High**
2.1 Examine common practices and perspectives of the target culture(s).

**Evidence Outcomes**

**Students Can:**

a. Identify some practices of cultures when using the target language in the three modes at the novice-high range.

b. Identify some basic cultural beliefs and values when using the target language in the three modes at the novice-high range.

c. Compare and contrast some common practices of other cultures and their own when using the target language in the three modes at the novice-high range.

d. Function at a survival level in an authentic cultural context 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 products enhances and facilitates knowledge of other disciplines (such as the arts, business, math, and history).
2. Recognize and understand their own and other ways of thinking.

**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: Novice-High

2.2 Examine familiar products of the target culture(s).

Evidence Outcomes

Students Can:

a. Identify some products of cultures when using the target language in the three modes at the novice-high range.

b. Identify some basic cultural beliefs and values when using the target language in the three modes at the novice-high range.

c. Compare and contrast some common products of other cultures and their own when using the target language in the three modes at the novice-high range.

d. Function at a survival level in an authentic cultural context 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. Learn that people with intercultural and linguistic skills have an advantage for future success.

2. Can use their language skills and cultural understanding to interact effectively in a cultural context other than their 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?
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Instructions
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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: Novice-High
3.1 Examine information gathered from target language resources connected to other content areas.

Evidence Outcomes
Students Can:
- 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-high range.
- 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. Draw and mark maps of places they 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?
Prepared Graduates
7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

Grade Level Expectation: Novice-High
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?
Prepared Graduates

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

Grade Level Expectation: Novice-High

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?
Prepared Graduates

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

Grade Level Expectation: Novice-High

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

Evidence Outcomes

Students Can:

a. Identify similarities and differences in verbal and nonverbal behavior between cultures in the three modes at the novice-high range.

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

c. Recognize cross-cultural similarities and differences in the products and 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. Identify, describe, and compare/contrast products (e.g., tools, toys, clothing, homes, foods) and their use in the target culture(s) and their own.

2. Observe, identify, and compare/contrast simple patterns of behavior or interaction in various settings in the target culture(s) and their own.

3. Demonstrate and compare/contrast appropriate gestures and oral expressions for greetings, leave-takings, and other common social interactions in the target culture(s) and their own.

4. Identify and discuss similarities and differences in themes in written works from the target culture(s) and their 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?
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- Intermediate-Hi

Standard:
1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
2. Culture: 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.

Change content area

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

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

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

colorado Essential Skills and Real-World Application:
1. Have a simple conversation on a number of everyday topics.
2. Ask and answer questions on factual information that is familiar to them.
3. Use the language to meet their basic needs in familiar situations.

Inquiry Questions:
1. How can I share information and ideas in conversations?
2. How can I meet my needs in conversations?
3. How can I express, react to, and support preferences and opinions in conversations?
Colorado Academic Standards Review
WORLD LANGUAGES
Intermediate-Low: Communication

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

Grade Level Expectation: Intermediate-Low
1.2 Understand the main idea and some pieces of information from 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.

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. How can I understand informational texts?
2. How can I understand fictional texts?
3. How can I understand conversations and discussions?
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: Intermediate-Low

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

Evidence Outcomes

Students Can:

a. Present personal information about my life, activities and events, using simple sentences.

b. Express my preferences on familiar and everyday topics of interest and explain why I feel 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. Talk and write about people, activities, events, and experiences.

2. Express their needs and wants.

3. Present and write information on plans, instructions, directions.

4. Present songs, short skits, or dramatic readings.

5. Prepare materials for a presentation.

6. Talk and write about topics of interest.

7. Write questions to obtain information.

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 and explain?
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Change content area

Instructions

To leave feedback, click on the comment icon (-feedback) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (feedback) so you can keep track of your progress.

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: Intermediate-Low

2.1 Draw conclusions using a personal understanding of the perspectives and practices of the target culture(s).

Evidence Outcomes

Students Can:

a. Identify common patterns in the practices of a culture when using the target language in the three modes at the intermediate-low range.

b. Compare familiar cultural beliefs and values when using the target language in the three modes at the intermediate-low range.

c. Compare and contrast some common practices of other cultures and their own when using the target language in the three modes at the intermediate-low range.

d. Interact at a functional level in familiar cultural 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 out opportunities to interact with people who speak other languages and who have different cultural practices and perspectives.

2. 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.).

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: Intermediate-Low

2.2 Examine how the perspectives of people who speak the target language are reflected in their product.

Evidence Outcomes

Students Can:

a. Identify common patterns in the products of a culture when using the target language in the three modes at the intermediate-low range.

b. Compare familiar cultural beliefs and values when using the target language in the three modes at the intermediate-low range.

c. Compare and contrast some common products of other cultures and their own when using the target language in the three modes at the intermediate-low range.

d. Interact at a functional level in familiar cultural 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 out opportunities to interact with people who speak other languages and who have different cultural products and perspectives.

2. Comprehend that understanding cultural perspectives encourages people to interact with awareness, sensitivity, empathy, and knowledge of the perspectives of 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?
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Change content area

Instructions
To leave feedback, click on the comment icon (▫️) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (☑️) so you can keep track of your progress.

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: Intermediate-Low
3.1 Assess the usefulness of 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?
Prepared Graduates

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

Grade Level Expectation: Intermediate-Low

3.2 Examine information and viewpoints present in authentic resources.

Evidence Outcomes

Students Can:

a. Seek out 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 cultures 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. Access survey results about preferences related to daily life of people in countries where the target language is spoken and compare preferences of people in their community.

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?
**Grade Level:** 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.

2. **Culture:** 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.

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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 their own.

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**Grade Level Expectation: Intermediate-Low**

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 structures of their own language.

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**Evidence Outcomes**

**Students Can:**

a. Compare similarities and differences in the target language and their 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. Notice 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 my own language in the three modes at the intermediate-low range.

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**Academic Context and Connections**

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

1. Compare word order in the target language to English.

2. Notice how different time frames 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 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 their own.

Grade Level Expectation: Intermediate-Low

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

Evidence Outcomes

Students Can:

a. Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures in the three modes at the intermediate-low range.

b. Give basic descriptions of cross-cultural similarities and differences in the practices and perspectives of the target culture in the three modes at the intermediate-low range.

c. Give basic descriptions of cross-cultural similarities and differences in the products and 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 their own.

2. Identify, investigate, and compare/contrast the function of everyday objects (e.g., household items, tools, foods, clothing) produced in the target culture(s) and their own.

3. Compare and contrast the role of technology in the target culture(s) and their 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?
Colorado Academic Standards Review
WORLD LANGUAGES
Intermediate-Mid: Communication

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Evidence Outcomes
Students Can:
- Participate in conversations on familiar topics and some researched topics using a variety of original questions, sentences, and series of sentences.
- Interact with others to meet personal needs in a variety of familiar situations using sentences and series of sentences.
- Exchange opinions and provide basic advice on a variety of familiar topics using sentences and series of sentence and asking follow-up questions to maintain the conversation.

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: Intermediate-Mid
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).

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 share information and ideas in conversations?
2. How can I meet my needs 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: Intermediate-Mid

1.2 Understand the main idea and some pieces of 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.

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 or read for personal enjoyment.

3. Understand messages related to everyday life.

4. Understand simple personal questions.

5. Read simple written exchanges between other people.

Inquiry Questions:

1. How can I understand informational texts?

2. How can I understand fictional texts?

3. How can I understand conversations and discussions?
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: Intermediate-Mid

1.3 Communicate information, make presentations, and express my 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 it, using sentences and series of connected sentences.

c. Give straightforward presentations on a variety of familiar topics and some concrete topics researched, using sentences and series of connected sentences.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Make a presentation about personal and social experiences.

2. Write short reports and present on something learned or researched.

3. Make a presentation 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 and explain?
Instructions

To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

1. Prepared Graduates

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

2. Grade Level Expectation: Intermediate-Mid

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

Evidence Outcomes

Students Can:

a. Identify common patterns in the practices of a culture when using the target language in the three modes at the intermediate-mid range.

b. Compare familiar cultural beliefs and values when using the target language in the three modes at the intermediate-mid range.

c. Compare and contrast some common practices of other cultures and their own when using the target language in the three modes at the intermediate-mid range.

d. Interact at a functional level in familiar cultural contexts when using the target language in the three modes at the intermediate-mid range.

Colorado Essential Skills and Real-World Application:

1. Understand that developing diverse cultural perspectives, which exist both within the United States and other countries, are needed in order to function appropriately in varied cultural and linguistic contexts that they may encounter in their future.

2. Recognize that learning about cultural perspectives contributes 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: Intermediate-Mid

2.2 Analyze how products reflect practices and perspectives of the target culture(s).

Evidence Outcomes

Students Can:

a. Identify common patterns in the products of a culture when using the target language in the three modes at the intermediate-mid range.

b. Compare familiar cultural beliefs and values when using the target language in the three modes at the intermediate-mid range.

c. Compare and contrast some common practices of other cultures and their own when using the target language in the three modes at the intermediate-mid range.

d. Interact at a functional level in familiar cultural 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. Use their 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.

2. Know that understanding multiple cultural perspectives is essential to authentic communication.

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?
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Change content area

Instructions
To leave feedback, click on the comment icon (ırken) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (✓) so you can keep track of your progress.

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: Intermediate-Mid
3.1 Analyze information gathered from target language resources connected to other content areas.

Evidence Outcomes
Students Can:
- 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.
- 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?
1. Prepared Graduates

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

2. Grade Level Expectation: Intermediate-Mid

3.2 Evaluate information and viewpoints present in authentic resources.

3. Evidence Outcomes

Students Can:

a. Seek out 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 cultures when using the target language in the three modes at the intermediate-low range.

4. Academic Context and Connections

5. Colorado Essential Skills and Real-World Application:

1. Compare and contrast news articles from newspapers from countries where the target language is spoken.

2. Compare and contrast publicity for products in countries where the target language is spoken and the United States.

6. 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?
Select Grade Level & Standard

Grade Level:
- Preschool
- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- 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.
2. Culture: 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.

Instructions
To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

Prepared Graduates
8. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the target language and their own.

Grade Level Expectation: Intermediate-Mid
4.1 Analyze 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 their 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.
- Notice 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 their own language in the three modes at the intermediate-mid range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1. Hypothesize about the similarities of languages based on their awareness of cognates and similar idioms.
2. Compare how different time frames are expressed in the target language and their native language.
3. Identify and use borrowed words and cognates in the language they are learning and their 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 their own.

**Grade Level Expectation: Intermediate-Mid**

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

**Evidence Outcomes**

**Students Can:**

a. Give simple descriptions of the similarities and differences on verbal and nonverbal behavior between cultures in the three modes at the intermediate-mid range.

b. Give basic descriptions of cross-cultural similarities and differences in the practices and perspectives of the target culture in the three modes at the intermediate-mid range.

c. Give basic descriptions of cross-cultural similarities and differences in the products and 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 their 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 their 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?