



WORLD LANGUAGES



OKLAHOMA STATE DEPARTMENT *of* EDUCATION

OKLAHOMA
ACADEMIC
STANDARDS

OKLAHOMA STANDARDS FOR WORLD LANGUAGES

(Modern, Classical, Native American, and/or American Sign Language)

Introduction

Oklahoma citizens are part of a growing and dynamic global society which increasingly requires communication of knowledge and ideas within and across geographical, cultural and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate. The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

The vision for world languages in Oklahoma is to equip students to:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the culturally diverse modern workplace.
- Exhibit an understanding of cultural differences which enhances cross-cultural communication.

Overview

The Oklahoma State Board of Education has identified the study of languages (modern, classical, Native American, American Sign Language) as core curriculum along with science, mathematics, social studies, language arts, and the arts (visual art and general music). All districts are required to implement a sequential program of study of at least one language other than English in the curriculum. The State School Laws of Oklahoma 2001 state "Students must learn about cultures and environments – their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science." (70 O.S.§11-103.6)

The content standards for language learning included in this document are based on an instructional program in world languages other than English (WLOE) for all students, beginning in kindergarten and continuing through 12th grade. Oklahoma's standards reflect the latest research in the field of second language instruction as presented in the profession's *World-Readiness Standards for Learning Languages*. The five overarching goals in Oklahoma's curriculum framework—communication, cultures, connections, comparisons, and communities—guide instruction.

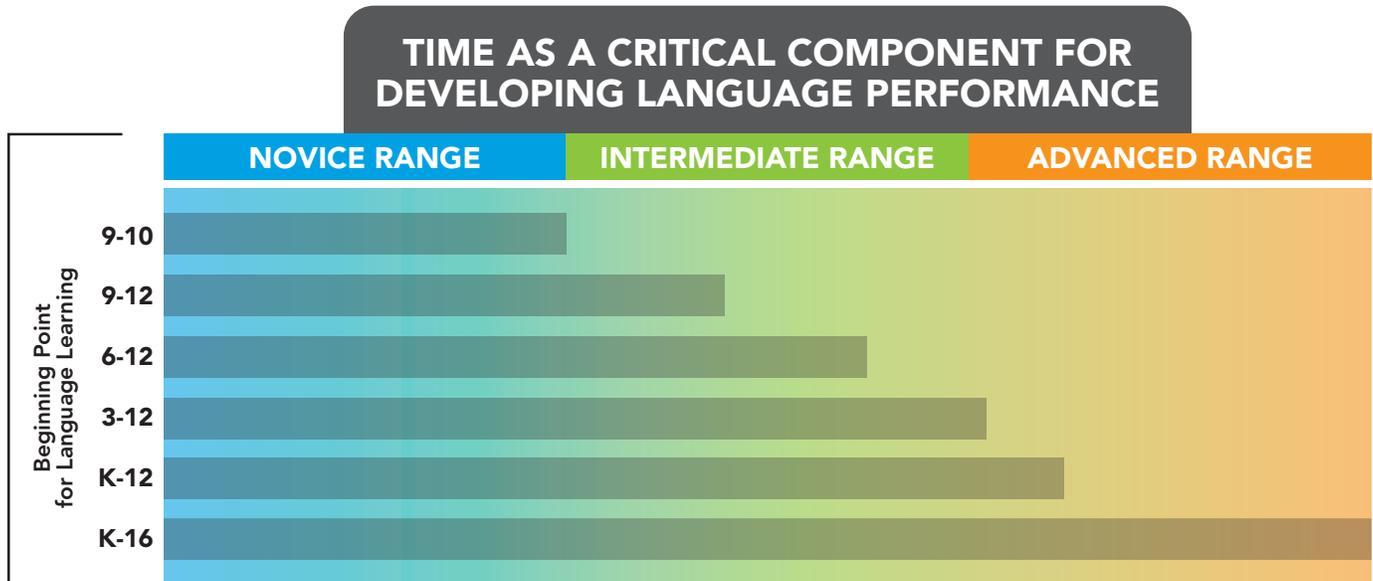


World Languages Program Models in Oklahoma

Grade Level	Program Description	Language Outcomes/Program and Personnel Essentials
Elementary (Grades PK-Grade 5/6)	Immersion programs: Method of language instruction where the regular school curriculum is taught through the medium of the second language.	Most appropriate model to attain higher proficiency levels. Recommended entry point is PK or Kindergarten. Elementary certification and advanced-level language proficiency required of instructors.
	FLES (Foreign Language in Elementary School): students learn the target language for a designated period of time in a sequential, articulated program.	A program that leads to proficiency, but at a lower level than immersion. A program leading to communicative competency is comparable to a program that provides a minimum of 75 minutes of instruction per week for not less than 3 days per week throughout an academic year. Entry point is no later than Grade 4. Often used to reinforce and enrich content in other disciplines. Recommended model to attain at least novice high proficiency level in the second language prior to high school if it is part of a sequential, articulated program through eighth grade. WLOE language certification required of instructors.
	FLEX (Foreign Language Experience): students are exposed to a “sample” of several languages and cultures prior to selecting a language for further study.	Provides awareness of other languages and cultures and promotes positive attitudes towards language learning and cultural diversity, but does not lead to second language proficiency. Option for school districts that delay sequential WLOE language study until middle school. Appropriate for PreK-Grade 3 in districts that have FLES programs beginning in Grade 4; however, may be more extensive if offered throughout elementary school. Instructors with some knowledge of languages and cultures are preferred. The regular classroom teacher may deliver instruction. WLOE certification not required of instructors.
Middle School/Junior High	Students coming from an elementary immersion or FLES model should continue in a sequential articulated program appropriate to their language abilities. Students coming from FLEX may begin a sequential articulated program of study. Students who take courses of the same content and rigor as comparable high school language courses may receive high school credit. This may involve proficiency-based promotion assessments to determine appropriate placement in high school second language courses.	Higher proficiency levels will correlate to the length of time students have studied language. For students coming from an elementary immersion program, language study in middle school/junior high may include instruction in other content areas taught through the medium of the second language. WLOE language certification required of instructors teaching language classes. Content area certification and advanced-level proficiency required of instructors for subjects taught through the medium of the second language.
High School (Grades 9-12)	Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of the same language in high school. Districts may offer long-term sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same world language is part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates. (70 O.S.§11-103.6c)	Higher proficiency levels correlate to the length of time students have studied language. WLOE language certification required.

Time Framework

Realistic performance targets for students enrolled in a sequential language learning experience at various points are outlined in the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Descriptors for Language Learner (2012)*. The chart below graphically illustrates the influence of time-on-task on language performance and shows what outcomes are reasonable to expect of students who begin language instruction at various points in the K-16 spectrum.



(Information adapted from ACTFL Performance Descriptors for Language Learners, pp. 12-13, 2012)

In a typical FLES program, beginning in grade 4 and continuing through grade 8, it is recommended that students meet a minimum total of at least 365 hours of instruction in a standards-based curriculum classroom in order to reach the novice high proficiency target. A K-12 language program sequence following these minimum guidelines would meet for no less than 1400 hours in order to reach the advanced low target.

These performance targets are typical results for commonly taught languages, i.e., Spanish and French. Some languages, such as Russian, Chinese and Native American languages, require longer sequences of study to reach comparable levels of proficiency. Proficiency in the interpretive mode is the focus of classical languages, such as Latin and ancient Greek. As a result, students may reach higher levels of proficiency in the interpretive mode than indicated in the chart above.

The vision for world languages in Oklahoma is to equip students to communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the culturally diverse modern workplace. The table on page 6, from ACTFL's *Oral Proficiency Levels in the Work World*, synthesizes data collected from employers who describe their language proficiency requirements for specific jobs and professions.

Oral Proficiency Levels in the Work World

Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who is Likely to Function at the Level
Distinguished	Ability to tailor language to specific audiences, persuade, & negotiate. Deal with nuance and subtlety.	Diplomat, Contract Negotiator, International Specialist, Translator/Interpreter, Intelligence Specialist	<ul style="list-style-type: none"> • Highly articulate, professionally specialized native speakers; • L2 learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	Discuss topics extensively, support opinions, & hypothesize. Deal with linguistically unfamiliar situations.	University FL Professor, Business Executive, Lawyer, Judge, Financial Advisor	<ul style="list-style-type: none"> • Well-educated native speakers • Educated L2 learners with extended professional and/or educational experience in the target language environment
Advanced High	Narrate and describe in past, present, and future and deal effectively with an unanticipated complication.	Physician, Military Linguist, Senior Consultant, Human Resources Personnel, Financial Broker, Translation Officer, Marketing Manager, Communications Consultant	<ul style="list-style-type: none"> • L2 learners with graduate degrees in language-related area and extended educational experience in the target environment
Advanced Mid		Fraud Specialist, Account Executive, Court Stenographer/Interpreter, Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator	<ul style="list-style-type: none"> • Heritage speakers, informal learners, non-academic learners who have significant contact with language
Advanced Low		Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist	<ul style="list-style-type: none"> • Undergraduate language majors with year-long study abroad experience
Intermediate High	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> • Undergraduate language majors without year-long study abroad experience
Intermediate Mid		Cashier, Sales Clerk (highly predictable contexts)	<ul style="list-style-type: none"> • L2 learners with 6-8 year sequences of study (AP, etc.) or 4-6 semester college sequence
Intermediate Low		Receptionist, Housekeeping Staff	<ul style="list-style-type: none"> • L2 learners with 4 year high school sequence or 2 semester college sequence
Novice High Novice Mid Novice Low	Communicate minimally with formulaic and rote utterances, lists, and phrases.	None	<ul style="list-style-type: none"> • L2 learners after 2 years of high school study

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From the paper *La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad* (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira Swender of the American Council on the Teaching of Foreign Languages (ACTFL)

Notes

1. The levels indicated are minimal proficiency levels for specific job descriptions and have been established by subject matter experts from a variety of agencies, organizations and companies for whom ACTFL provides oral proficiency testing following an analysis of the linguistic tasks and the responsibilities of the positions.

2. The references to how long it takes to reach certain levels of proficiency were written specifically for the study of Spanish, a Category I language. Other Category I languages include Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Swahili and Swedish. For Category II, III and IV languages, one can expect that it will take longer to reach the same levels of proficiency.

As indicated in the Oral Proficiency Levels in the Work World chart on the previous page, language preparation for career readiness necessitates higher levels of proficiency than established by current language requirements for high school graduation and college entrance.

In the Oklahoma World Languages Standards document there are five goals for each level of proficiency: communication, cultures, comparisons, connections and communities. For each of the five **goals** there are two or more student **standards** that describe what learners should know and be able to do in the target language. For each standard, there is a list of **learner targets**, worded in student-friendly language, to specifically illustrate what learners can do within a specified proficiency range.

The Oklahoma standards document defines skills within certain ranges: Novice Level Range, Intermediate Level Range, and Advanced Level Range. These proficiency ranges represent a continuum of student language development, reflecting the diversity of individual student learning, as opposed to levels of instruction which are typically defined by years or semesters of classroom instruction.

The standards written in this Oklahoma world languages curriculum framework are for **all** world languages taught in Oklahoma schools. Some languages, such as Native American languages (39 federally-recognized tribal languages are represented in Oklahoma), have oral traditions that date back centuries. Consequently, these languages emphasize the skills of presentational speaking and interpretive listening in order to pass on cultural traditions. Latin and ancient Greek, on the other hand, focus on interpretive reading so that students may have direct access to classical literature. American Sign Language emphasizes visual-gestural and interpretive communication.

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GOAL 1

Communication

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

STANDARDS

1. Interpretive Communication

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

2. Interpersonal Communication

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

3. Presentational Communication

Learners 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.

OKLAHOMA LEARNER TARGETS

	Interpretive Listening	Interpretive Reading	Interpersonal Communication	Presentational Speaking	Presentational Writing
NOVICE LOW	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can reproduce some familiar words, characters, or phrases.
NOVICE MID	I can recognize some familiar words and phrases when I hear them spoken.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can write lists and memorized phrases on familiar topics.
NOVICE HIGH	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can write short messages and notes on familiar topics related to everyday life.

	Interpretive Listening	Interpretive Reading	Interpersonal Communication	Presentational Speaking	Presentational Writing
INTERMEDIATE LOW	<p>I can understand the main idea in short, simple messages and presentations on familiar topics.</p> <p>I can understand the main idea of simple conversations that I overhear.</p>	<p>I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>I can present information on most familiar topics using a series of simple sentences.</p>	<p>I can write briefly about most familiar topics and present information using a series of simple sentences.</p>
INTERMEDIATE MID	<p>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can understand the main idea in conversations that I overhear.</p>	<p>I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>I can usually say what I want to say about myself and my everyday life.</p>	<p>I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p>I can write on a wide variety of familiar topics using connected sentences.</p>
INTERMEDIATE HIGH	<p>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.</p> <p>I can sometimes follow what I hear about events and experiences in various time frames.</p>	<p>I can easily understand the main idea of texts related to everyday life, personal interests, and studies.</p> <p>I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>I can participate with ease and confidence in conversations on familiar topics.</p> <p>I can usually talk about events and experiences in various time frames.</p> <p>I can usually describe people, places, and things.</p> <p>I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<p>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</p> <p>I can make presentations on some events and experiences in various time frames.</p>	<p>I can write on topics related to school, work, and community in a generally organized way.</p> <p>I can write some simple paragraphs about events and experiences in various time frames.</p>

	Interpretive Listening	Interpretive Reading	Interpersonal Communication	Presentational Speaking	Presentational Writing
ADVANCED LOW	<p>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<p>I can understand the main idea and some supporting details on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames and genres.</p>	<p>I can participate in conversations about familiar topics that go beyond my everyday life.</p> <p>I can talk in an organized way and with some detail about events and experiences in various time frames.</p> <p>I can describe people, places, and things in an organized way and with some detail.</p> <p>I can handle a familiar situation with an unexpected complication.</p>	<p>I can deliver organized presentations appropriate to my audience on a variety of topics.</p> <p>I can present information about events and experiences in various time frames.</p>	<p>I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.</p>
ADVANCED MID	<p>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in most genres, even when not familiar with the topic.</p>	<p>I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics.</p> <p>I can follow stories and descriptions of considerable length and in various time frames.</p> <p>I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</p>	<p>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.</p> <p>I can talk in detail and in an organized way about events and experiences in various time frames.</p> <p>I can confidently handle routine situations with an unexpected complication.</p> <p>I can share my point of view in discussions on some complex issues.</p>	<p>I can deliver well-organized presentations on concrete social, academic, and professional topics.</p> <p>I can present detailed information about events and experiences in various time frames.</p>	<p>I can write on a wide variety of general interest, professional, and academic topics.</p> <p>I can write well-organized, detailed paragraphs in various time frames.</p>

Communication Goal for Classical Languages

Classical languages (Latin and ancient Greek) focus most strongly on interpretive reading. In this skill, students may attain a reading proficiency level in the novice to intermediate range during the first year of instruction at the secondary level. Interpretive listening, presentational writing, and presentational speaking—which support reading—generally remain in the novice level range through the first few years of instruction. Because the vocabulary for Latin and Greek courses is based on historical texts, teachers will need to adapt the “Can-Do Benchmarks” of this goal area, particularly for the three supportive skills. The interpersonal mode of communication is optional for these languages.

Communication Goal for Native American Languages

Native American Languages place a very strong emphasis on the interpersonal mode, as well as on presentational speaking and interpretive listening. For interpretive reading and presentational writing, most Native American languages use a phonetic system (a notable exception is the Cherokee syllabary). Most Native American Languages tend to add new meanings to existing words and may utilize descriptive language or incorporate ‘English’ for contemporary spoken and written discourse. Students at the secondary level are expected to achieve a novice level of proficiency in each of the four language skills after two years of study”. Students that have engaged in a sequential program of instruction prior to high school are expected to achieve an intermediate level of proficiency in listening and speaking by the end of two additional years in high school.

GOAL 2

Culture

Interact with Cultural Competence and Understanding.

STANDARDS

1. Relating Cultural Practices to Perspectives

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

2. Relating Cultural Products to Perspectives

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

OKLAHOMA LEARNER TARGETS

NOVICE	I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.	I can identify and explore artifacts and symbols commonly used in the target cultures.
	I can identify and participate in customs, traditions, cultural activities, celebrations and holiday practices of the target cultures.	I can identify and explore some major contributions and influential figures, past and current, from the target cultures.
	I can identify some beliefs and outlooks of the target cultures.	I can identify and explore the impact of historical and contemporary influences from the target cultures that are significant in my own culture.
	I can understand diversity and recognize the impact of stereotyping other cultures.	I can identify and investigate products and geographic features from civilizations, countries, regions and tribes associated with the target language studied.
	I can recognize differences and similarities between the target cultures and my own.	I can extract samples of the cultures' perspectives from the arts and media in the target cultures.
INTERMEDIATE	I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.	I can explain the significance of objects, images, symbols, and products of the target cultures.
	I can explain different traditions and customs of the target cultures in simple terms.	I can describe major contributions of influential figures, past and current, from the target cultures.
	I can reflect on cultural experiences and social activities common to a student of similar age in the target cultures.	I can identify and explain the influence of the target cultures on the products of my own culture.
	I can identify and discuss some perspectives typically associated with the target cultures' belief systems and social, economic, political, and professional practices.	I can explain how geography impacts the products of the target cultures.
	I can discuss and evaluate some commonly held generalizations about the target culture.	I can identify the target cultures' basic perspectives through art, literature, music, and dance.

OKLAHOMA LEARNER TARGETS

ADVANCED

I can interact according to the social and cultural norms of most informal and some formal contexts.

I can discuss colloquially used verbal and nonverbal expressions and analyze the cultural implications.

I can participate in and analyze cultural events.

I can exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.

I can examine and discuss global issues and challenges affecting the target cultures.

I can more accurately analyze some commonly held generalizations about the target culture.

I can analyze and explain the cultural significance of objects, images, and symbols of the target cultures.

I can describe and evaluate contributions of influential figures, past and current, from the target cultures.

I can investigate and discuss the role and significance of the contributions of the target cultures in today's world.

I can examine the target cultures through their visual arts, architecture, literature, and music and explain the cultural perspectives found in these works.

Culture Goal for Classical Languages

Classical languages participate fully in this goal area. Classroom discussion of Culture may be in English, with consistent reference to the target language. Students examine ancient Greek and Roman perspectives through their practices (family and community, historical persons and events, political and religious beliefs) and products (items of daily life, myth and literature, art and architecture—both public and private).

Culture Goal for Native American Languages

Native American Languages participate fully in this goal area. Classroom discussion of Culture may be in English, with consistent reference to the target language. Students may examine Native American perspectives through their practices relating to everyday life, (belief systems, ceremonies, celebrations, recreation, family organization, and governmental structures) and products, (traditional arts, regalia, shelter, authentic language resources, such as land documents, marriage and divorce documents, treaties, and published works in the form of Bibles, newspapers, traditional hymns and dictionaries).

GOAL 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.

STANDARDS

1. Making Connections

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

2. Acquiring Information and Diverse Perspectives

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

OKLAHOMA LEARNER TARGETS

	NOVICE	INTERMEDIATE	ADVANCED
	<p>I can identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures.</p> <p>I can reinforce and/or expand learning in other content areas using authentic target language resources.</p>	<p>I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.</p> <p>I can apply information gathered through target language resources to other content areas in order to supplement learning.</p>	<p>I can interpret information and apply skills from other content areas to experiences related to the target language and cultures.</p> <p>I can locate target language resources in order to analyze and synthesize information for use in other content areas.</p>
	<p>I can extract information about the target cultures from selected authentic sources.</p> <p>I can use authentic target language sources to gain insight about the distinctive perspectives of the target culture.</p>	<p>I can seek out authentic target language sources, analyze the content, and acquire unique information available only through the target language and its cultures.</p> <p>I can use authentic sources to explore the distinctive perspectives of the target cultures.</p>	<p>I can synthesize information acquired from authentic target language sources.</p> <p>I can use authentic sources to analyze the distinctive perspectives of the target culture.</p>

Connections Goal for the Classical Languages

Classical languages participate fully in this goal area. Classroom discussion of Connections may be in English, with consistent reference to the target language. Through Latin and Greek, students expand their understanding of words, phrases, and concepts used by modern science, medicine, law, and theology. They gain additional knowledge through target-language readings. These texts usually begin with narratives about daily life and families in the ancient world. Students then progress to adaptations of classical literature, myth, and history. Advanced readers encounter authentic target-language writings, such as those by Caesar and Virgil.

Connections Goal for the Native American Languages

Native American Languages participate fully in this goal area. Classroom discussion of Connections may be in English, with consistent reference to the target language. Each tribal language embodies oral traditions of origin stories, migration stories, "why" stories that teach cultural values, and historical accounts of removal from other regions of the country to present-day Oklahoma. Students may expand their understanding of contributions of foods, gathering and usage of native plants for medicinal purposes, concepts of astronomy, agricultural practices, food preservation, numerical systems, relevance of proper use and care of environment and wildlife, and models of democracy.

GOAL 4

Comparisons

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

STANDARDS

1. Language Comparisons

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

2. Cultural Comparisons

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

OKLAHOMA LEARNER TARGETS

	1. Language Comparisons	2. Cultural Comparisons
NOVICE	<p>I can recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.</p> <p>I can identify and compare the sound and writing systems of the target language with my own, including stress, intonation, and punctuation.</p> <p>I can identify basic grammatical structures of the target language and compare these structures to my own language such as tense, gender, word order, and agreement.</p> <p>I can recognize identified idiomatic expressions that cannot be directly translated into my own language.</p>	<p>I can identify similarities and differences in verbal and nonverbal behavior between cultures.</p> <p>I can recognize cross-cultural similarities and differences in the practices of the target culture.</p> <p>I can identify cross-cultural similarities and differences in the products of the target culture.</p> <p>I can recognize cross-cultural similarities and differences in the perspectives within the target culture.</p>
INTERMEDIATE	<p>I can explore the historical and cultural reasons for cognates and borrowed words when applicable.</p> <p>I can use knowledge of sound and writing systems in the target language to better understand my own.</p> <p>I can compare and contrast identified structural patterns of the target language to structural patterns in my own language.</p> <p>I can use appropriate idiomatic expressions in limited settings.</p>	<p>I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.</p> <p>I can give basic descriptions of cross-cultural similarities and differences in the practices of the target culture.</p> <p>I can give basic descriptions of cross-cultural similarities and differences in the products of the target culture.</p> <p>I can give simple descriptions of cross-cultural similarities and differences in the perspectives of the target culture.</p>
ADVANCED	<p>I can provide some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future.</p> <p>I can apply knowledge of sound and writing systems in spontaneous communicative situations.</p> <p>I can use knowledge of structural patterns of my own language and the target language for effective communication.</p> <p>I can apply idiomatic expression in a variety of social contexts.</p>	<p>I can apply appropriate verbal and nonverbal behavior between cultures.</p> <p>I can analyze cross-cultural similarities and differences in the practices of the target culture.</p> <p>I can analyze cross-cultural similarities and differences in the products of the target culture.</p> <p>I can analyze and infer cross-cultural similarities and differences in the perspectives of the target culture.</p>

Comparisons Goal for Classical Languages

Classical languages participate fully in this goal area. Classroom discussion of Comparisons may be in English, with consistent reference to the target language. Students investigate the influence Greek and Latin have had on English vocabulary and reflect on the structural differences between those ancient languages and their own. By studying Greek and Roman government, visual art, architecture, and literature, students gain insight into parallel elements within their own culture.

Comparisons Goal for Native American Languages

Native American Languages participate fully in this goal area. Classroom discussion of Comparisons may be in English, with consistent reference to the target language. Oklahoma place names, mountains, rivers, and towns reflect the settlement of Native American Tribes in Indian Territory before statehood. Students may reflect on the differences in structure and comparable flexibilities of Native American Languages.

GOAL 5

Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

STANDARDS

1. Schools and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

2. Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

OKLAHOMA LEARNER TARGETS

	1. Schools and Global Communities	2. Lifelong Learning
NOVICE	<p>I can identify career paths that are enhanced by proficiency in another language.</p> <p>I can practice oral or written use of the target language with others outside the classroom.</p> <p>I can communicate on a personal level with speakers of the target language.</p> <p>I can produce short presentations for a variety of audiences.</p>	<p>I can demonstrate a willingness to interact with native speakers.</p> <p>I can discover and explore a variety of entertainment sources representative of the target culture.</p> <p>I can identify current issues of interest within the target culture.</p> <p>I can discover and explore samples of art, literature, music, representative of the target culture.</p>
INTERMEDIATE	<p>I can investigate and/or participate in activities where the ability to communicate in a second language is beneficial.</p> <p>I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.</p> <p>I can communicate on a personal level with a native speaker.</p> <p>I can take part in language-related activities to benefit my school and/or community.</p>	<p>I can exchange information with native speakers about topics of personal interest.</p> <p>I can explore various target language resources to expand my knowledge of individual hobbies or interests.</p> <p>I can research current issues of interest using various target language or culture sources.</p> <p>I can demonstrate extracurricular use of target language media as a source of entertainment.</p>
ADVANCED	<p>I can articulate the benefits of being able to communicate in more than one language.</p> <p>I can interact appropriately in the target language in real-life situations.</p> <p>I can contribute equally in personal communications with a native speaker.</p> <p>I can provide services within and beyond the school community using the target language.</p>	<p>I can initiate and sustain long-term associations with others proficient in the language.</p> <p>I can use a variety of sources for entertainment or personal growth.</p> <p>I can critically discuss current issues within the target culture.</p> <p>I can pursue personal interests in various aspects of the target culture.</p>

Communities Goal for Classical Languages

Classical languages participate in this goal area, although the community of speakers of ancient Greek and Latin is limited. Classroom discussion of Communities may be in English, with consistent reference to the target language. Through the Internet, students have access to 21st-century materials written in ancient Greek and Latin. They make educated guesses about words and structures in other languages, such as Spanish and French. Latin and Greek students build a foundation for future exploration of Western language and culture.

Communities Goal for Native American Languages

Native American Languages participate in this goal area. Individuals, families and communities are reconnecting with their tribal language through the use of social media (languages apps, Facebook and Twitter pages) and online community forums. Students may participate in active learning environments, (tribal gatherings, gospel singings, pow-wows, ceremonies, church and sports) and tribal events. Students acquire and engage in a “tribal” language that allows them to participate in the preservation and revitalization of a “living language” for personal enjoyment, enrichment, and perpetuation for future generations.



OKLAHOMA STATE DEPARTMENT *of* EDUCATION