

Priority Academic Student Skills

OKLAHOMA STANDARDS FOR WORLD LANGUAGES

(Foreign, Native American, and/or American Sign Language)

Overview

The Oklahoma State Board of Education has identified the study of languages (foreign, 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 for all students, beginning in kindergarten and continuing through 12th grade. These standards reflect the latest research in the field of second language instruction as presented in the profession's national standards document, *Standards for Foreign Language Learning: Preparing for the 21st Century*. As in the national standards, there are five overarching goals in Oklahoma's curriculum framework: communication, cultures, connections, comparisons, and communities. **With communication and culture as the cornerstone for all language learning, the state's goal is for all Oklahoma students to learn "how, when, and why to say what to whom"** in a language other than English (National Standards in Foreign Language Education Project, 1996, p.11).

World Languages Requirement in Oklahoma

Grades K-3	Languages Awareness is a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own.
Grades 4-8	Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document.
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 a specific 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 foreign language are part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates.

Languages Awareness (Grades K-3) is to be a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own. Districts will implement an exploratory program that will expose the student to several languages and cultures. The goal of this program model is to learn about language(s) and culture(s), and is not intended to lead to any proficiency in the language(s) studied. The student may be exposed to several languages and cultures.

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In addition to the required language(s) awareness program, districts may choose to start a sequential, articulated language program beginning in kindergarten that focuses on communication. The goal of this K-12 program model is communication that will lead to proficiency as students progress through the sequential, articulated program in their elementary and secondary schools. Heining-Boynton maintains that for those schools and/or districts that desire their students to begin the early study of foreign languages in a meaningful context with a highly structured curriculum articulated in a long sequence, then this is the model of choice (Heining-Boynton, 1998, p. 2).

For those districts who have not chosen to implement a sequential, articulated language program in K-3, **Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. Language(s) selection is determined by each district. The students will continue the sequential and articulated program in the same language every year through Grade 8. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document.** To reach the Novice Level proficiency requirement for the Grade 4-8 program, it is recommended that students will need to meet a minimum total of 365 hours of instruction in a standards-based curriculum classroom.

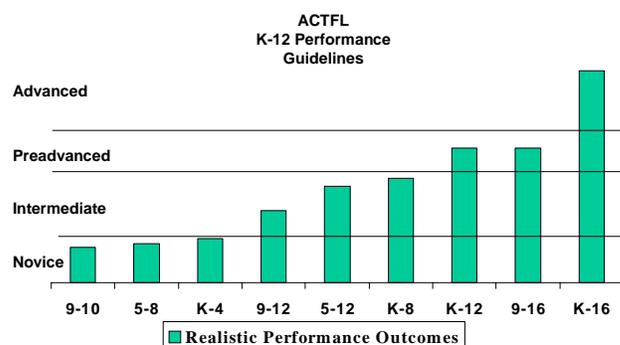
Districts should be aware of federal legislation which offers monetary awards to districts who have implemented elementary foreign language programs that lead to student proficiency in the language. The Foreign Language Incentive Program of the No Child Left Behind Act of 2002 awarded "incentive payments to public elementary schools that provide students with a foreign language program designed to lead to communicative competency. A program leading to communicative competency is comparable to a program that provides at least 45 minutes of instruction per day for not less than 4 days per week throughout an academic year." (Federal Register, 2002, Vol. 67).

Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific 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)

Time Framework

In Oklahoma's 4th grade through 8th grade sequential language program requirement, students should reach the Novice Level benchmark by the end of their language learning experience. If students choose to continue the study of the same language through high school, students should reach the Intermediate benchmark. Students should reach the Pre-advanced benchmark if they begin a sequential, articulated program in kindergarten and continue through 12th grade. This instructional sequence represents a vision for how well Oklahoma world language learners will perform in languages if they start early and continue language learning throughout their school experience.

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Information adapted from *ACTFL Performance Guidelines For K-12 Learners*, 1999, p. 7.

Realistic performance levels 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 Guidelines for K-12 Learners*. The graphic above and the table below describe realistic performance levels depending upon entry and exit into a sequential and articulated language program. It reflects the influence of time on language performance ability and shows what ability is reasonable to expect of students who begin foreign language study at various points in the K-12 spectrum. This information is based on the assumption that "elementary programs (K-5) meet from 3-5 days per week for no less than 30-40 minutes per class; middle school programs meet daily for no less than 40-50 minutes; and high school programs meet the required time that equals four Carnegie units of credit (480 hours of seat-time)" (*ACTFL Performance Guidelines for K-12 Learners*, 1999, p. 6). A K-12 language program sequence following these minimum guidelines would meet for no less than 1400 hours in order to reach Pre-advanced Learner Range performance.

Students enter:	Students exit:	Performance Level:
Kindergarten	12th grade	Pre-advanced Learner Range
4th grade	8th grade	Novice Learner Range
4th grade	12th grade	Intermediate Learner Range
7th grade	12th grade	Intermediate Learner Range
9th grade	10th grade	Novice Learner Range
9th grade	12th grade	Intermediate Learner Range

Varying learning rates, different learning styles, and the general language learning ability of students all affect how well second language acquisition will happen. The amount of time spent in language instruction greatly influences performance ability. It is important to note that language proficiency is best developed when students start early and stay late in a sequential, articulated program. Haas (1998) states that learning a foreign language is not much different from learning other core curriculum subjects. In any area, students benefit from starting early and continuing through a long sequence of learning that grows and deepens as they mature (p. 43).

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Teacher Certification Recommendations and Requirements

For elementary sites, language certification for teachers is not required. However, teachers with language certification or teachers with language proficiency are preferred. In K-8 elementary sites, language certification for teachers of Grade 7 and/or 8 is required if students will receive high school credit for foreign language on their high school transcript.

For middle school and junior high sites, language certification for teachers is required. For middle school and junior high sites giving high school credit for world languages, teachers must have secondary certification, and curriculum standards at the middle school or junior high level must equal requirements at the high school level.

Oklahoma World Languages Curriculum Goals and Standards

Oklahoma's world languages educators envision a future in which "ALL students will develop and maintain proficiency in English and at least one other language, modern or classical." (National Standards in Foreign Language Education Project, 1996, p. 7). As stated in the profession's national goals, **communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or through reading. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language. Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways (National Standards in Foreign Language Education Project, 1996, p. 27). Students learn a language best when they are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competency. Active use of language is central to the learning process; therefore, learners must be involved in generating utterances for themselves. They learn by doing, by trying out language, and by modifying it to serve communicative needs (National Standards in Foreign Language Education Project, 1996, p 37). The following graphic is a visual summary of Oklahoma Standards for World Languages. The communication goal is central to the attainment of all other goals. The other four goals (cultures, connections, comparisons, and communities) serve as a context for the development of interpretive, interpersonal, and presentational communication.



Foreign Language National Assessment of Educational Progress Consensus Building Project, 1999.

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 students

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should know and be able to do in the target language. For each standard, there are a list of **progress indicators** that specifically describe what students need to know and do within a specified proficiency range. After the progress indicators for each standard, there is a list of **performance guidelines** based on the *ACTFL Performance Guidelines for K-12 Learners* (1998). The performance guidelines describe how well a student will be able to perform the standard within the specified proficiency range. Following the performance guidelines there is a set of **classroom examples** that describe what types of sample activities appropriately reflect the standard addressed.

The Oklahoma standards document defines skills within certain ranges: Novice Level Range, Intermediate Level Range, and Pre-advanced Level Range. These proficiency ranges represent a continuum of student 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.

Typically, the levels of language instruction are based on the time involved in the instruction. Because the implementation of world language programs in Oklahoma varies greatly from one context to another and entry into a foreign language program can occur at various grades, the levels of instruction are described as follows:

Level I instruction may be achieved in three ways: (1) in the elementary grades, kindergarten through Grade 5 (depending on the type of program offered); or (2) varying programs of instruction in middle school (comparable in content and contact hours to the course equivalent offered in high school); or (3) one Carnegie Unit (120 hours) of instruction in Grades 9-12.

Level II is described as (1) instruction in middle school (depending on the type of program offered) after the successful completion of Level I in elementary school; or (2) one Carnegie Unit (120 hours) of instruction in high school after the successful completion of Level I in middle school or high school.

Subsequent levels (Level III-VI) are described each as one Carnegie unit (120 hours) of instruction in high school after the successful completion of the previous level.

Each proficiency range (Novice, Intermediate, Pre-advanced) may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, scheduling logistics, and other variables affecting student learning. The Novice Level Range starts in Level I and generally carries over into Level II. The Intermediate Level Range may be initiated in Level II with some students, and generally includes Level III, extending into Level IV. The Pre-advanced Level Range will usually incorporate instruction initiated in Level IV and possibly continuing through Level VI.

The standards written in this Oklahoma world languages curriculum framework are for all languages taught in Oklahoma schools. Some languages, such as American Sign Language, Native American languages, and classical languages have unique characteristics that may require some modifications in the standards to reflect their special traits. For example, Latin places a stronger emphasis on reading, while oral skills receive less emphasis. Native American languages emphasize oral skills, while written skills receive less emphasis. American Sign Language emphasize visual-gestural and interpretive communication.

NOTE: Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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INTERMEDIATE LEVEL RANGE

<p style="text-align: center;">Goal 1 : Communication Communicate in Languages Other Than English</p>

*Communication occurring in the Intermediate Level Range **expands on the combination** of the following topics:*

- *the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals*
- *beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, time and calendar, food and customs, transportation, travel, professions, and work*
- *community: environment, business, government, service, religion, and social issues*

Intermediate Level learners are typically in Levels II-IV (see descriptions of levels in the Overview).

Standard 1.1: Interpretive Communication - Listening/Reading/Viewing

Students will understand and interpret written and spoken language on a variety of topics.

Progress Indicators: *What will Intermediate Level learners be able to do in the target language?*

By the end of the Intermediate Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When listening, reading, and viewing, learners in the Intermediate Level Range will:

1. Understand spoken language that incorporates familiar vocabulary and structures including high frequency idioms.
2. Understand more detailed information in written advertisements, schedules, and menus.
3. Comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos, and Internet resources.
4. Comprehend the main idea and some supporting ideas of selected authentic written materials such as short stories, narratives, advertisements, and brochures on topics of personal interest.
5. Respond to a series of commands.

Performance Guidelines: *What characterizes Intermediate Level learners' performance in listening, viewing and reading?*

NOTE: Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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Learners in the Intermediate Level Range will:

- A. Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts.
- B. Identify main ideas and some specific information on a limited number of predictable topics.
- C. Use background knowledge to comprehend simple stories and personal correspondence.
- D. Depend on the use of paraphrase and restatement in order to understand the message.
- E. Infer meaning of some unfamiliar words in order to understand the gist of an oral or written text.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

Interpretive Tasks

- Read and understand the directions for assembling a child's toy.
- Read and understand the general meaning of a movie review.
- Listen and understand a native speaker describing a significant life event (e.g., obtaining his/her driving license, attending an important sporting event, passing an exam, getting a job).

Listen to and understand a sequence of directions about what to do during a tornado.

Standard 1.2: Interpersonal Communication - Speaking/Writing

Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

Progress Indicators: *What will Intermediate Level learners be able to do in the target language?*

By the end of the Intermediate Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When speaking and writing in person-to-person communication, learners in the Intermediate Level Range will:

1. Sustain a conversation on selected topics about themselves and others, using details and descriptions.
2. Ask and answer a variety of questions, giving reasons for their answers.
3. Express personal preferences and feelings with some explanation.
4. Initiate a series of commands.

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Performance Guidelines: *What characterizes Intermediate Level learners' performance in speaking and writing?*

Learners in the Intermediate Level Range:

- A. Use strings of sentences when communicating on familiar topics.
- B. Recombine learned vocabulary and structures to express their own thoughts within familiar contexts.
- C. Use some paraphrasing and can find another way to express an idea/term to avoid a breakdown in communication, and can ask for clarification.
- D. May mispronounce words in new context or words being read for the first time.
- E. Continue to communicate with false starts and pause frequently to search for words when interacting with others.
- F. Are understood by those accustomed to interacting with language learners.
- G. Demonstrate control of present time and show evidence of some control of other time frames.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

Interpersonal Tasks

- Write an apology (e.g., for missing a birthday, date, hurting someone's feelings)
- Tell what you or others will be doing five years from now and ask someone else about his/her future plans.

Give instructions to someone to do something (how to study for a test, what to do in case of an emergency).

Standard 1.3: Presentational Communication – Speaking and Writing

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Progress Indicators: *What will Intermediate Level learners be able to do in the target language?*

By the end of the Intermediate Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When presenting information by speaking or writing learners in the Intermediate Level Range will:

1. Describe in written or spoken format a short presentation on familiar topics (e.g., school, community, or personal experiences).
2. Give directions to someone in order to complete a multistep task.

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3. Recount an event incorporating some description and detail.
4. Write one-page compositions and letters.
5. Present student-created and/or authentic short plays, stories, skits, poems and songs.

Performance Guidelines: *What characterizes the Intermediate Level learners' performance in spoken and written presentations?*

Learners in the Intermediate Level Range:

- A. Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about familiar topics.
- B. Communicate oral and written information with sufficient accuracy that listeners and readers understand most of what is presented.
- C. Make occasional use of paraphrasing and can find another way to express an idea/term to avoid a breakdown in communication, and make efforts at self-correction.
- D. Supplement their basic vocabulary for both oral and written presentations with expressions acquired from other sources such as dictionaries.
- E. Continue to pause to search for words and show some interference from the native language when attempting to present less familiar material.
- F. Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners.
- G. Formulate oral and written presentations primarily in present time but also, with preparation, in past and future time.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

Presentational Tasks

- Give excuses or explanations for why you were late for class or why you did not do your work.
- Retell a familiar fairy tale or short story.
- Write a diary entry about an event that happened in the past, including background information and circumstances.

<p style="text-align: center;">Goal 2: Cultures Gain Knowledge and Understanding of Other Cultures</p>
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Standard 2.1: Practices of Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

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Progress Indicators: *What are Intermediate Level learners able to do in the target language?*

Learners in the Intermediate Level Range will:

1. Interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations.
2. Explain in simple terms the reasons for different traditions and customs of the target culture. 📖
3. Experience cultural and social activities common to a student of similar age in the target culture such as school life, sports, music and other entertainment. 📖
4. Identify and discuss perspectives typically associated with the target culture's business practices. 📖
5. Discuss some commonly held generalizations about the target culture. 📖

Performance Guidelines: *What characterizes the Intermediate Level learners' performance in communicating about cultural practices in the target language?*

Learners in the Intermediate Level Range:

- A. Begin to use culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors outside the memorized context.
- B. Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about cultural practices.
- C. Demonstrate some cultural knowledge in oral and written presentations.
- D. Recognize the reflections of practices, products, and perspectives of the target culture in oral and written texts.
- E. Use knowledge of their own culture and that of the target culture to communicate more accurately about cultural practices.
- F. Supplement their basic vocabulary about cultural practices from other sources such as dictionaries.
- G. Use the student's native language when the investigation of cultural perspectives extends beyond the Intermediate Level Range.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

- Prepare messages on video or audio tape to be sent to peers in the target culture on topics of shared personal interest in their daily lives at home or at school.
- Teach the class how to play a game/sport of the target country.
- Prepare a presentation (written report, poem, dramatization) which describes ways in which the learner's views about the target culture have changed over time.

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- View a video depicting a cultural celebration and write a short letter in the language describing it and explaining its origin.
- Using the Internet, research information about several common businesses in the target country and document such things as store hours, requirements for employment, and acceptable methods of payments.

Standard 2.2: Products of Culture

Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Progress Indicators: *What are Intermediate Level learners able to do in the target language?*

Learners in the Intermediate Level Range will:

1. Explain the significance of objects, images, and symbols, and products of the target culture.
2. Describe major contributions and historical figures from the target culture including contributions in science, mathematics, government, and fine arts. 📖
3. Identify the influence of the target culture on the products of the U.S. 📖
4. Explain the impact of the target country's geography on daily life in the target culture. 📖
5. Identify the target culture's basic perspectives in its art, literature, music, dance. 📖

Performance Guidelines: *What characterizes the Intermediate Level learners' performance in communicating about cultural products in the target language?*

Learners in the Intermediate Level Range:

- A. Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about cultural products.
- B. Recognize the reflections of practices, products, and perspectives of the target culture in oral and written texts.
- C. Demonstrate some cultural knowledge about cultural products in oral and written presentations.
- D. Use the student's native language when the investigation of cultural perspectives extends beyond the intermediate proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

- After reading about the lives of famous people of the target culture, the learner will summarize in writing and present orally information about one of the famous people.
- Create and explain a visual display which illustrates the influence of the target culture on the student's home culture.

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- Develop a timeline which illustrates major contributions of the culture to the world community.
- Write a letter describing how to get to a specific place in the target culture, including means of transportation, directions, landmarks, and distance.
- Paint an animal of your choice in the style of an artist from the target country.
- Research and report on the symbolism found in the colors and symbols on the national flag of the target culture.

<p style="text-align: center;">Goal 3: Connections Connect with Other Disciplines and Acquire Information</p>

Standard 3.1: Interdisciplinary Studies

Students will reinforce and further their knowledge of other content areas through the foreign language.

Progress Indicators: *What will Intermediate Level learners be able to do in the target language?*

Learners in the Intermediate Level Range will:

1. Transfer and apply information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, English) to the target language classroom.
2. Apply the information gathered through target language resources in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English) in order to supplement learning.

Performance Guidelines: *What characterizes the performance of Intermediate Level Range learners?*

Learners in the Intermediate Level Range:

- A. Use strings of sentences when communicating in oral or written contexts on familiar topics in selected content areas.
- B. Recombine learned vocabulary and structures to express their own thoughts within familiar contexts.
- C. Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts about selected content areas.
- D. Identify main ideas and some specific information on a limited number of predictable topics in selected content areas.

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Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

- Explore the measuring system used in the target culture.
- Present a dramatization of an historical event.
- Prepare, conduct, and record results of a science experiment in the target language.
- Use weather reports in newspapers to compare temperatures in Fahrenheit and Celsius.
- Explain the historical reason for the origin or the geographical names found in the United States that are derived from the target language.

Standard 3.2: Distinctive Viewpoints

Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Progress Indicators: *What will Intermediate Level learners be able to do in the target language?*

Learners in the Intermediate Level Range will:

1. Using authentic target language sources, (such as the Internet, books and magazines) acquire and apply information about the target culture.
2. Use authentic sources to explore the distinctive perspectives of the foreign culture.

Performance Guidelines: *What characterizes the performance of Intermediate Level Range learners?*

Learners in the Intermediate Level Range:

- A. Understand longer, more complex oral and written information in familiar contexts.
- B. Identify main ideas and some specific information on a limited number of topics found in the target culture.
- C. Determine meaning by using contextual clues.
- D. Are helped by the use of redundancy, paraphrase, and restatement in order to understand the message.
- E. Use strings of sentences to describe distinctive viewpoints of the target culture.
- F. Use the student's native language only when the discussion of distinctive viewpoints extends beyond the Intermediate Level Range.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

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- Using a Web site for a department store in the target culture, identify the popular product lines you might not find in the U.S.
- Apply the grammatical knowledge acquired in the foreign language to achieve a better understanding of English grammatical structures.
- Show how the works of artists in the target culture have influenced the arts in the home culture.

<p style="text-align: center;">Goal 4: Comparisons Develop Insight into the Nature of Language and Culture</p>
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Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Progress Indicators: *What will Intermediate Level learners be able to do in the target language?*

Learners in the Intermediate Level Range will:

1. Explore the historical and cultural reasons for cognates and borrowed words. 
2. Use knowledge of sound and writing systems (including stress, intonation, punctuation) to communicate on topics of personal interest.
3. Contrast identified structural patterns of the language studied (such as tense, gender, word order, agreement) to structural patterns in their own language.
4. Use appropriate idiomatic expressions in limited settings.

Performance Guidelines: *What characterizes the performance of Intermediate Level learners?*

Learners in the Intermediate Level Range:

- A. Understand general concepts about language comparisons.
- B. Express their own thoughts using sentences/strings of sentences when describing language structure comparisons.
- C. Rely on paraphrase and restatement in order to understand or communicate about language structure comparisons between cultures.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

- Compare the target language and English titles for movies originating in the U.S. to determine whether the title in the target language is a literal translation of the English title, or if the title in the target language is meant to be a representation of the movie content.

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- Identify terms of respect and terms of affection used in the target language and compare them to terms used in English.
- Discuss the various command forms of the target language compared with only one command form of English.
- Discuss the idea of past tense in English and compare it to the past tense(s) of the target language.

Standard 4.2: Culture Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Progress Indicators: *What will Intermediate Level learners be able to do in the target language?*

Learners in the Intermediate Level Range will:

1. Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
2. Give basic descriptions of crosscultural similarities and differences in the practices of the target culture.
3. Give basic descriptions of crosscultural similarities and differences in the products of the target culture.
4. Give simple descriptions of crosscultural similarities and differences in the perspectives of the target culture.

Performance Guidelines: *What characterizes Intermediate Level learners' performance?*

Learners in the Intermediate Level Range:

- A. Express their own thoughts using sentences/strings of sentences when describing cultural comparisons between the culture studied and their own.
- B. Understand general concepts about cultural similarities and differences.
- C. Rely on paraphrase and restatement in order to understand or communicate about cross-cultural comparisons.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

- Listen to a song always associated with a particular celebration in the target culture and compare it to the song sung in the U.S. for the same celebration.
- Use Web sites, magazines, movies, and television programs to collect information about the favorite stars in the target culture. Compare them with the favorites in the U.S.
- Compare the symbols/landmarks of the American culture to those found in the target culture.

Goal 5: Communities
Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students will use the language both within and beyond the school setting.

Progress Indicators: *What will Intermediate Level learners be able to do in the target language?*

Learners in the Intermediate Level Range will:

1. Investigate and/or participate in activities where the ability to communicate in a second language is beneficial, such as local business visitations, exchange programs, and sister-city projects.
2. Communicate with others who speak or have a working knowledge of the language about a variety of topics, such as sports, hobbies, or current events.
3. Establish contact with a native speaker through Internet, e-mail, personal travel.
4. Take part in language-related activities to benefit their school and/or community such as tutoring, interpreting, or public performance.

Performance Guidelines: *What characterizes Intermediate Level learners' performance?*

Learners in the Intermediate Level Range:

- A. Express their own thoughts using sentences/strings of sentences on familiar topics.
- B. Demonstrate control of present time and some control of other time frames.
- C. Describe and narrate in oral and written presentations on familiar topics.
- D. Understand main ideas and some specific information on a limited number of topics.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

- Use the target language to communicate with speakers of the target culture while on community service projects/trips.
- Listen to personal accounts from people who speak more than one language.
- Keep a log of personal encounters with the target language in the school and community.
- Research topics of interest in magazines, newspapers or on the Web.

Standard 5.2: Personal Enrichment

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

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Progress Indicators: *What will Intermediate Level learners be able to do in the target language?*

Learners in the Intermediate Level Range will:

1. Exchange information with native speakers about topics of personal interest.
2. Explore various target language resources to expand their knowledge of individual hobbies or interests.
3. Research current issues of interest using various foreign language/culture sources. 📖
4. Demonstrate extracurricular use of target language media as a source of entertainment.

Performance Guidelines: *What characterizes the performance of Intermediate Level learners?*

Learners in the Intermediate Level Range:

- A. Are understood by those very accustomed to interacting with language learners.
- B. Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven.
- C. Rely on the use of paraphrase and restatement in order to enhance comprehensibility in both oral and written presentations.
- D. Express their own thoughts, describe and narrate, using sentences and strings of sentences, in oral and written presentations on familiar topics.

Classroom Examples: *What types of tasks are appropriate for the Intermediate Level Range classroom?*

- Students will identify their "ideal home" and then use a Web site of homes for sale in the target culture to find a good match.
- View videos, television programs, and/or movies of interest in the target language.
- Invite/interact with classmates who are native speakers of the target language to school functions and interact with them in the target language.
- Attend a service or meeting conducted in the target language.

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GLOSSARY

articulation - refers to a foreign language program which provides for a gradual, sequential progression of knowledge and skills from level to level of language development.

authentic assessment - assessments that evoke demonstrations of knowledge and skills in ways that are applied in the real world.

authentic materials - resources including books, magazines, newspapers, brochures, menus, videos, recordings which are used by people in the target culture.

benchmark - an interpretation of a performance standard according to age, grade, or developmental level.

circumlocution - using alternate (roundabout) words and phrases to convey meaning or express an idea.

classical languages - the forms of Latin and Greek used in ancient Greek and Latin literature.

cognate - a word in the target language that looks like, or sounds like a word with the same meaning in English.

culture - the term “culture” is generally understood to include the philosophical perspectives, the behavioral practices, and the products - both tangible and intangible - of a society.

curriculum framework - a comprehensive document developed for a content area consisting of overarching goals, content standards, and performance standards. The curriculum framework serves as a guide to local school districts as they create a curriculum unique to their needs.

developmentally appropriate materials - materials that correlate to age, grade, or proficiency level of the student.

false start - the natural tendency of a speaker to restate what has just been uttered in order to correct, clarify, or improve upon it.

idiomatic expressions - expressions in one language that cannot be directly translated into another language.

intangible - examples of intangible products: a dance, an oral tale, a sacred ritual, a system of education.

interpersonal mode of communication - is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

interpretive mode of communication - is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

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overarching goals - relatively brief, very general statements that describe what students should know and be able to do. They should reflect the best and most recent theory and research in that area. They are more general than content standards, but provide a framework into which content standards can be organized.

performance standards - specify how well students perform the content standards. Performance standards gauge the degree to which content standards have been attained by individuals or groups, indicating the nature of the evidence and the quality of student performance on agreed-upon tasks or measurement instruments.

perspectives - the attitudes, ideas, beliefs, viewpoints, or values of a cultural group.

presentational mode of communication - refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

proficiency - ability to communicate effectively in everyday real-life situations in both oral and written forms in the cultures where the language is spoken.

recombination - the ability to use previously learned vocabulary and structures to create new and unique expressions.

sequential language learning - language learned in a continuous related order. In an articulated, sequential program, courses are scheduled every year and teachers follow a curriculum that spirals learning objectives from year to year for the purpose of the students attaining communicative proficiency in the language learned.

tangible - examples of tangible products: a toy, a painting, an article of clothing, a cathedral, a piece of literature, a pair of chopsticks.

target culture - the culture of the people who speak the target language.

target language - the language that is being taught or learned.