

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 11, 2011

MEMORANDUM

To: Members of the Board of Education

From: Joshua P. Starr, Superintendent of Schools

Subject: Final Action of World Languages Curriculum Framework

The purpose of this memorandum is to request final approval of the Montgomery County Public Schools (MCPS) World Languages Curriculum Framework (Attachment A). Board of Education policy guides the development, implementation, and monitoring of curricula in the school system. Curriculum frameworks are presented to the Board as required by Board of Education Policy IFA, *Curriculum*, and its accompanying MCPS Regulation, IFA-RA, *Curriculum*.

A curriculum framework establishes the organization and sequence of what students should know and be able to do at the end of each instructional period—typically a grade level or course. The World Languages Curriculum Framework is organized by proficiency levels, rather than grade levels, which is consistent with national guidelines. While learning outcomes are not directly tied to a grade level or course, the MCPS World Languages Curriculum Framework may be considered a secondary document, because formal instruction in the content and skills of world languages currently is offered only at the secondary levels.

The World Languages Curriculum Framework outlines learning expectations for students participating in courses that provide direct instruction in a world language, rather than learning expectations for students participating in language immersion, which provides direct instruction in other MCPS curricular areas—such as reading or social studies—that are taught in a target language.

During the development of the World Languages Curriculum Framework, staff members in the Office of Curriculum and Instructional Programs (OCIP) sought input from a variety of stakeholder groups, including the Montgomery County Education Association's Councils on Teaching and Learning, the Curriculum Advisory Assembly, the Curriculum Advisory Committee, and World Languages resource teachers and department chairs.

The draft document that was tentatively approved by the Board at its meeting on July 7, 2011, reflected the input of business and higher education representatives, school administrators, teachers, parents, students, and central services staff members received by the publication date. Subsequent to the July 7, 2011, meeting of the Board of Education, the draft World Languages Curriculum Framework was posted on the MCPS website for further stakeholder review and feedback. Attachment B provides a summary of the feedback provided by 98 individuals and the response of OCIP staff members.

Background

The MCPS curriculum development process aligns with system Goal 2: Provide an Effective Instructional Program, as outlined in *Our Call to Action: Pursuit of Excellence*, the strategic plan for Montgomery County Public Schools, 2011–2016. The MCPS World Languages Curriculum Framework articulates clear and precise expectations for student learning that will enable principals, teachers, students, and parents to understand student outcomes for each level of world language study. The framework provides a coherent progression across levels and reflects the Maryland State Curriculum for World Languages and the National Standards for Foreign Language Learning.

Approval of the World Languages Curriculum Framework will allow staff members to address recommendations of the Foreign Language Work Group, which met in 2009 and 2010 to respond to stakeholder concerns about foreign language teaching and learning in MCPS. The work group report, forwarded to the Board of Education as an attachment to the November 15, 2010, memorandum from Dr. Jerry D. Weast, former superintendent of schools, *Foreign Language Work Group Report*, included recommendations regarding consistent curriculum, instruction, and assessment, as well as enhanced professional development and instructional materials aligned with curriculum and assessments. The framework serves as the starting point for aligning instruction, assessment, and professional development resources with curriculum.

Philosophy

The goal of the MCPS World Languages Curriculum Framework is to articulate how students will be prepared for linguistic and cultural competence in a global society after completing a full course of study. Twenty-first century challenges, both economic and strategic, have brought the need for world language competency to the forefront. The ability to communicate proficiently across cultures is essential both within the increasingly diverse American society and throughout the world.

Learning to communicate in another language is an integral part of a well-balanced education that prepares students for college and beyond and provides them with a vital tool for understanding global perspectives. For example, MCPS students learn to use world languages for purposeful communication. The World Languages Curriculum Framework outlines the developmental progression across levels of concepts and processes that emphasize language use in culturally authentic real-life situations. The design of the curriculum framework also guides

engaging and meaningful instruction that is accessible to all students and builds the critical thinking skills that are essential to language learning and meaningful communication.

Stakeholder Involvement

Stakeholder involvement is critical to the curriculum development process. Central services staff members, principals, teachers, parents, students, and representatives of higher education and/or businesses reviewed and provided feedback on the MCPS World Languages Curriculum Framework. In the most recent round of feedback, 98 individuals responded online to the invitation to provide feedback on the framework tentatively approved by the Board at the July 7, 2011, meeting. Of the 98 responses received, 90 parents suggested that Foreign Language in Elementary School (FLES) and language immersion programs should be addressed in the curriculum framework.

The FLES program is not addressed in the MCPS World Languages Curriculum Framework, because FLES is an out-of-school foreign language program managed by Montgomery County Council of Parent Teacher Associations (MCCPTA) Educational Programs, Inc. (EPI), a nonprofit corporation that carries out the MCCPTA responsibility in a cooperative venture with MCPS. Parents interested in starting a FLES program at their school work with the principal and PTA leaders to form a FLES committee. They may use materials available to them through MCCPTA-EPI. They also may use MCPS curriculum resources as references, but are not required to do so.

In MCPS, foreign language immersion programs are offered at seven elementary schools and five middle schools. At the elementary school level, some or all of the core subjects are taught in the target language and at the middle school level, one or two core subjects are taught in the target language. The MCPS World Languages Curriculum Framework does not apply to foreign language immersion programs because in those programs, students are immersed in a target language while they are learning to understand and use that language indirectly and at the same time, they are learning about other subjects. Immersion teachers use the curriculum frameworks of other content areas rather than providing direct instruction on the content and skills of the world languages curriculum.

The feedback statement submitted by 90 respondents indicated some confusion about how to interpret the American Council of Teachers of Foreign Language Performance Guidelines for K–12 Learners as they pertain to FLES and immersion students. FLES programs—which may offer after-school classes for 30–90 minutes a week—and immersion programs—which do not offer direct instruction in the target language—will result in varied levels of student proficiency over the years of participation in the programs and cannot be compared to daily, direct instruction in the content and skills of a target language.

Additionally, the feedback statement submitted by 90 respondents indicated an interest in ongoing assessments for immersion students. Staff members in OCIP currently support

implementation of foreign language immersion programs by developing checks for understanding, formative assessments, and final examinations, and by providing professional development to teachers on strategies for assessing learning. These tasks are not related to the MCPS World Languages Curriculum Framework and will continue regardless of Board action on the frameworks.

The remaining eight comments received by teachers, a community member, and parents provided specific feedback on the curriculum framework itself, relating to the use of verbs, implications for textbooks, the name of the framework, and vocabulary lists. Specific comments and staff responses are provided in Attachment B.

Next Steps

Final approval of the MCPS World Languages Curriculum Framework sets the stage for organizing the content and skills into units of study; identifying texts or other published instructional materials; and developing the curriculum, instruction, assessment, and professional development resources that will be posted online on the Instruction Center in *myMCPS* for all staff to use as they implement the framework in secondary world languages courses. Staff members in OCIP will continue to clarify the distinctions between direct instruction in world languages curriculum and the approach and design of foreign language immersion, and will continue to provide support to foreign language teachers by providing instructional materials, assessments, and professional development.

Future development of the online learning community will include a portal for parents to access resources. In the interim, parent resources for world languages are located on the MCPS website at <http://www.montgomeryschoolsmd.org/curriculum/languages/languagesoffered.aspx>.

The following resolution is presented for your consideration to conclude this stage of the curriculum development process:

WHEREAS, On February 13, 2001, the Montgomery County Board of Education approved a curriculum policy that guides the development, implementation, and monitoring of curricula throughout the school system; and

WHEREAS, A draft curriculum framework was developed for world languages; and

WHEREAS, The draft curriculum framework was shared with stakeholder groups; and

WHEREAS, Feedback and input from stakeholders have been used to develop and refine the World Languages Curriculum Framework; now therefore be it

Resolved, That the Montgomery County Board of Education grants final approval of the Montgomery County Public Schools World Languages Curriculum Framework as the foundation

for developing and disseminating curriculum, instruction, assessment, and professional development resources in an online learning community.

At the table for today's discussion are Mr. Erick Lang, associate superintendent, Office of Curriculum and Instructional Programs; Ms. Elizabeth Brown, director, Department of Curriculum and Instruction; and Ms. Judith I. Klimpl, supervisor, Pre-K–12 World Languages.

JPS:EL:kam

Attachments

**Montgomery County Public Schools
World Languages Curriculum Framework
2011**

Goal

The goal of the world languages program in Montgomery County Public Schools (MCPS) is to prepare students to be linguistically and culturally competent in languages other than English. The ability to communicate in a culturally appropriate manner with speakers of other languages is the key to success in the increasingly diverse global community of the 21st century. As students develop proficiency in world languages and an understanding of the underlying values and beliefs of other cultures, they gain the skills that are essential to meaningful communication.

Enduring Understandings

- Effective communication requires both language proficiency and cultural competence.
- Through the study of a world language, people gain insight into the perspectives of a culture that shape its patterns of behavior, ways of life, world views, and contributions.
- Learning a world language expands educational experiences through connections with other disciplines and enables people to gain knowledge that is only accessible through that language.
- The study of a world language enables people to develop insights into the nature of language and culture.
- Proficiency in a world language allows people to participate as members of multilingual and multicultural communities.

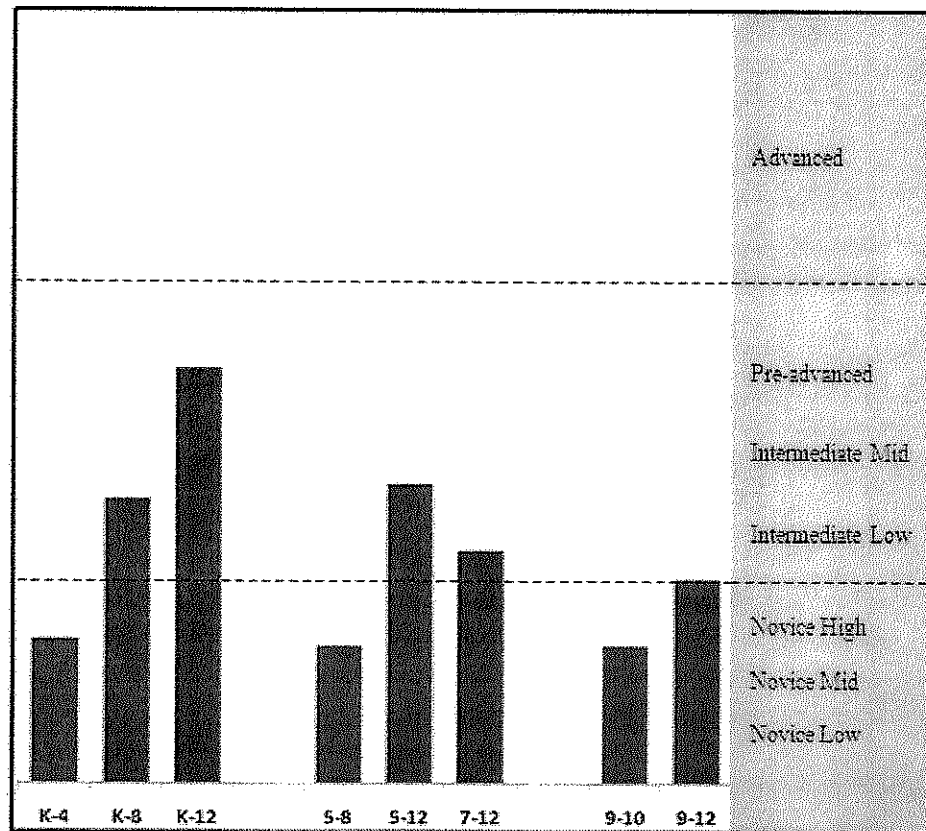
Content

The MCPS World Languages Curriculum Framework reflects the Maryland Content Standards for World Languages and the Standards for Foreign Language Learning in the 21st Century developed by the National Standards in Foreign Language Education Project. These standards are organized into five interdependent goal areas, known as *the five Cs* of world languages education: Communication, Cultures, Connections, Comparisons, and Communities.

The MCPS World Languages standards, which are the same as the Maryland standards, run across the six levels of language learning. For each level, there are descriptors of the stage(s) of language acquisition, as described by the American Council on the Teaching of Foreign Languages (ACTFL) in the *ACTFL Performance Guidelines for K–12 Learners*. These descriptors appear in the framework directly below the level designation.

The chart below is based on information collected by ACTFL from world languages teachers and professionals. It shows the levels of proficiency that can be expected of students who begin world languages study at different grade levels and continue for a given number of years. For example, students who begin a language in Grade 7 and continue through Grade 12 will fall in the Intermediate Low range. Students who begin a language in Grade 9 and continue a second year in Grade 10 will be in the Novice Mid to Novice High range.

ACTFL Performance Guidelines for K-12 Learners



Adapted from *ACTFL Performance Guidelines For K-12 Learners*, 2002, page 7, and used with permission from the American Council on the Teaching of Foreign Languages.

Students at the Novice level are able to speak and write about familiar topics using primarily memorized phrases, short sentences, and isolated words. They understand simple spoken and written language on familiar topics and do so more easily when the language is supported by visual cues such as gestures or pictures. Students at the Intermediate Low level are able to speak and write on a variety of familiar topics using learned and recombined phrases and words. They understand spoken and written language on familiar topics. Students at the Intermediate Mid level are able to create spoken and written language on a variety of topics using recombined phrases and sentences. They understand main ideas and details from authentic print and nonprint sources. Advanced Placement® courses are designed for students in the Intermediate Mid to Pre-advanced level. Students at the Pre-advanced level are able to create spoken and written language about a wide range of topics. They understand main ideas and details on a variety of topics in authentic print and nonprint sources.

Each unit of world languages instruction integrates the content and the goal areas with emphasis on the Communication and Cultures Goals. The Communication Goal is subdivided into three interrelated modes: interpersonal, interpretive, and presentational. The interpersonal mode consists of face-to-face conversations as well as written exchanges such as e-mails or notes and involves active negotiation of meaning. The interpretive mode is the understanding of oral or written language and focuses on listening and reading comprehension skills. The presentational mode focuses on oral and written presentations for specific audiences. Culture is embedded throughout instruction and relates directly to the topics studied. While learning a new language, students make connections with other disciplines and gain knowledge that may be available only in that language. Through comparisons, students develop an understanding of the nature of language and culture. The Communities Goal addresses opportunities for students to apply their language skills and cultural awareness outside of the classroom in multilingual communities.

In levels 1–3 of the world languages curriculum, the content is organized around thematic units on familiar topics such as family, school, pastimes, and travel. In levels 4 and above, the thematic units such as identity and creativity include a broad range of topics in literature, history, the arts, and modern society. In all levels, vocabulary and essential grammatical structures are taught within these contexts.

Instructional Approach

The world languages curriculum emphasizes effective communication, *“knowing how, when, and why to say what to whom.”* (“Standards” 11) Communication and cultural competence is stressed over grammatical accuracy. As students progress to more advanced levels, they refine their skills and use linguistic structures with greater control. The world languages curriculum promotes instruction that includes but is not limited to the following:

- Is student centered and challenging for all learners

- Creates an environment in which the target language is the primary language used by the teacher
- Provides ongoing opportunities for students to use the target language meaningfully, both orally and in writing
- Offers students opportunities to demonstrate and apply their learning in a variety of modes
- Includes a variety of authentic materials, both print and nonprint, representing the diverse cultures in which the target language is spoken
- Includes vocabulary and grammar study in context
- Develops cultural competence by embedding culture into the teaching of the target language
- Nurtures an appreciation and understanding of diverse individuals, groups, and cultures
- Encourages critical thinking
- Includes ongoing assessment for the purpose of modifying instruction to ensure student success
- Provides frequent, timely, and meaningful feedback to students
- Values all learners and is differentiated for their strengths, interests, and learning styles
- Incorporates and encourages the use of technology
- Uses flexible grouping practices and collaboration

How to Read the Framework

Items that appear in the World Languages Curriculum Framework are labeled according to the following sequence:

World Languages Standard → Indicator by Level → Objective

Example:

Maryland Content Standard for World Languages (2.2)

Indicator for MCPS World Languages Level (3)

Objective (b)

STANDARD 2.2: Cultures: Products and Perspectives: Students demonstrate knowledge and understanding of the relationship between products, symbols, beliefs, and values of the target culture.				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5 Intermediate High
2.2.1. Students identify and describe products and perspectives of the target culture as they relate to topics studied (e.g. food, school, pastimes, and community).	2.2.2. Students identify and describe products and perspectives of the target culture as they relate to topics studied (e.g. typical dishes, leisure activities, stores, travel destinations).	2.2.3. Students describe and discuss products and perspectives of the target culture as they relate to topics studied (e.g. environment, personal interests, the arts, and holidays).	2.2.4. Students analyze and discuss the relationship between products and perspectives of the target culture as they relate to topics studied (e.g. identity, creativity, and change).	2.2.5. Students explain the relationship between products and perspectives of the target culture as they relate to topics studied (e.g. identity, creativity, and change).
2.2.1.a. Identify and describe some products used in everyday life and how they are representative of the target culture.	2.2.2.a. Identify and describe products used in everyday life and how they are representative of the target culture.	2.2.3.a. Identify, describe, and discuss products used in everyday life and how they are representative of the target culture.	2.2.4.a. Analyze and discuss the ways in which products reflect past or present beliefs of the target culture.	2.2.5.a. Explain the ways in which products reflect past or present beliefs of the target culture.
2.2.1.b. Identify countries and regions where the target language is spoken.	2.2.2.b. Identify the impact of the geography of the target language.	2.2.3.b. Identify and discuss the impact of the geography of the target language.	2.2.4.b. Analyze and discuss the impact of the geography on specific products and perspectives.	2.2.5.b. Explain the impact of the geography on specific products and perspectives.

For Standards 1.1 and 1.3 the indicators are broken down further to indicate the content (A) and the language skills necessary to communicate at each level of language acquisition (B):

World Languages Standard → Indicator by Level → A or B → Objective

Glossary

Authentic materials	print and nonprint materials created by and for members of a given culture
Circumlocution	explaining the sense of a word without using the word because the speaker does not know or cannot recall the word
Cognate	a word related by descent from the same language or by adoptions from one source language into other languages
Paraphrase	restate in different words
Patterns of behavior	a composite of social interactions of a cultural group
Perspective	attitudes, values, and ideas that shape the world view of a cultural group
Practice	pattern of social interactions accepted by a cultural group
Product	objects, goods, or services created by a cultural group, tangible (e.g., a painting) or intangible (e.g., a system of education)
Register	variation in forms of address and choice of vocabulary as appropriate to the audience or social situation

Documents and Concepts Considered in this Framework

ACTFL Performance Guidelines for K–12 Learners. Alexandria: American Council on the Teaching of Foreign Languages, 2002. Print.

AP Vertical Teams® Guide for World Languages and Cultures. N.p.: College Board, 2009. Print.

Foreign Language Framework for California Public Schools. N.p., 15 June 2009. Web. 20 Sept. 2010. <<http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmwrk.pdf>>.

- Foreign Language Standards of Learning for Virginia Public Schools*. Virginia Dept. of Education, Feb. 2007. Web. 20 May 2010. <http://www.doe.virginia.gov/testing/sol/standards_docs/foreign_language/complete/stds_foreignlanguage.doc>.
- Jensen, Janis, Paul Sandrock, and John Franklin. *The Essentials of World Languages, Grades K-12*. Alexandria: Association for Supervision and Curriculum Development, 2007. Print.
- Kean, Jack, Susan Grady, and Paul Sandrock. "Wisconsin's Model Academic Standards for Modern Languages." *Wisconsin's Model Academic Standards for Modern Languages*. N.p., 2001. Web. 20 Sept. 2010. <<http://dpi.wi.gov/standards/pdf/fl.pdf>>.
- Krashen, Stephen. *Principles and Practice in Second Language Acquisition*. First internet edition July 2009 ed. 1982. N.p.: Pergamon Press Inc. , 1982. *Stephen D Krashen*. Web. 20 Sept. 2010. <http://www.sdkrashen.com/Principles_and_Practice/index.html>.
- Saphier, Jon, and Robert Gower. *The Skillful Teacher: Building Your Teaching Skills*. Acton: Research for Better Teaching, 1997. Print.
- Shrum, Judith L., and Eileen W. Glisan. *Teacher's Handbook Contextualized Language Instruction*. 3rd ed. Boston: Thomson Heinle, 2005. Print.
- Standards for Foreign Language Learning in the 21st Century*. Lawrence: Allen Press, Inc, 2006. Print.
- Wiggins, Grant, and Jay McTighe. *Understanding by Design*. Expanded 2nd ed. Upper Saddle River: Pearson Education, Inc., 2006. Print.
- World Languages Maryland State Curriculum*. Maryland State Dept. of Education, n.d. Web. 20 May 2010. <http://www.marylandpublicschools.org/MSDE/divisions/instruction/world_languages.htm>.
- Zaslow, Brandon. *CDE Standards—Background Information Project*. N.p., n.d. Web. 20 Sept. 2010. <<http://departments.oxy.edu/education/programs/ocflp/Resources/StandardsBasedLanguageInstruction.pdf>>.

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 1.0 COMMUNICATION

STANDARD 1.1: Interpersonal Communication (Speaking and Writing): Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>1.1.1.A. Students exchange basic information, orally and in writing, on familiar topics (e.g. self, family, school, pastimes, and community).</p> <p>1.1.1.A.a. Exchange greetings and use basic expressions of courtesy.</p> <p>1.1.1.A.b. Ask and answer simple questions.</p> <p>1.1.1.A.c. Exchange personal preferences, basic needs, and feelings.</p> <p>1.1.1.A.d. Exchange basic information from print and nonprint resources, including some authentic materials.</p> <p>1.1.1.A.e. Give simple descriptions.</p>	<p>1.1.2.A. Students exchange information, orally and in writing, on familiar topics (e.g. self, others, personal and family experiences, leisure activities, plans and events).</p> <p>1.1.2.A.a. Use expressions of courtesy.</p> <p>1.1.2.A.b. Ask and answer questions that elicit simple follow-up information.</p> <p>1.1.2.A.c. Exchange personal preferences, needs, and feelings, and provide basic explanations or solutions.</p> <p>1.1.2.A.d. Exchange information from print and nonprint resources, including authentic materials.</p> <p>1.1.2.A.e. Give descriptions, directions, and instructions.</p>	<p>1.1.3.A. Students exchange information and ideas, orally and in writing, on a variety of familiar topics (e.g. environment, occupations, wellness, interpersonal relationships, and personal interests).</p> <p>1.1.3.A.a. Ask and answer questions that elicit follow-up information.</p> <p>1.1.3.A.b. Exchange preferences, needs, and desires; share feelings; and provide explanations or solutions.</p> <p>1.1.3.A.c. Discuss information from print and nonprint resources, including authentic materials.</p> <p>1.1.3.A.d. Give detailed descriptions, instructions, and advice.</p>	<p>1.1.4.A. Students exchange information and ideas, orally and in writing, on academic topics (e.g. identity, creativity, perspectives, and change).</p> <p>1.1.4.A.a. Ask and answer a variety of questions that elicit and provide elaboration.</p> <p>1.1.4.A.b. Exchange and defend personal opinions, supported by concrete examples and rationale.</p> <p>1.1.4.A.c. Discuss information from authentic print and nonprint resources, including works of literature.</p> <p>1.1.4.A.d. Give detailed descriptions based on information from authentic print and nonprint resources, including works of literature.</p>	<p>1.1.5.A. Students exchange detailed information and ideas, orally and in writing, on academic topics (e.g. identity, creativity, perspectives, and change).</p> <p>1.1.5.A.a. Ask and answer a variety of questions that elicit and provide elaboration and substantiation of opinions.</p> <p>1.1.5.A.b. Exchange and defend opinions, supported by a variety of examples and substantial rationale.</p> <p>1.1.5.A.c. Discuss information from a variety of authentic print and nonprint resources, including works of literature and exposition.</p> <p>1.1.5.A.d. Give detailed descriptions based on information from a variety of authentic print and nonprint resources, including works of literature.</p>

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 1.1: Interpersonal Communication (Speaking and Writing): Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>1.1.1.B. Students sustain highly predictable, short interactions on familiar topics, relying mainly on memorized phrases, short sentences, and isolated words.</p> <p>1.1.1.B.a. Begin, maintain, and end brief conversations that reflect present time.</p> <p>1.1.1.B.b. Ask for repetition and repeat to ensure understanding.</p> <p>1.1.1.B.c. Use formal and informal registers (forms of address).</p> <p>Clarifying Example: Students role-play greeting each other, making introductions, and leave-taking. (1.1.1.A.a.)</p>	<p>1.1.2.B. Students sustain predictable, short interactions, on familiar topics, using both memorized and recombined phrases and short sentences.</p> <p>1.1.2.B.a. Begin, maintain, and end brief conversations that reflect present and past time.</p> <p>1.1.2.B.b. Ask for repetition and clarification to ensure understanding.</p> <p>1.1.2.B.c. Use formal and informal registers.</p> <p>1.1.2.B.d. Use simple circumlocution to convey messages and to demonstrate comprehension.</p> <p>1.1.2.B.e. Apply some learned simple linguistic skills to new situations.</p> <p>Clarifying Example: Students interview a partner about clothing styles they prefer for specific events. (1.1.2.A.c.)</p>	<p>1.1.3.B. Students sustain interactions on a variety of familiar topics, using learned and recombined phrases and sentences.</p> <p>1.1.3.B.a. Begin, maintain, and end conversations that reflect present, past, and future time.</p> <p>1.1.3.B.b. Ask for clarification to ensure understanding.</p> <p>1.1.3.B.c. Use formal and informal registers.</p> <p>1.1.3.B.d. Use circumlocution and some paraphrasing to convey messages and to demonstrate comprehension.</p> <p>1.1.3.B.e. Apply some learned linguistic skills to new situations.</p> <p>Clarifying Example: Students create nutritional plans and discuss its validity with partners. (1.1.3.A.d.)</p>	<p>1.1.4.B. Students sustain interactions on academic topics, using recombined phrases and sentences.</p> <p>1.1.4.B.a. Begin, maintain, and end conversations using complex linguistic structures.</p> <p>1.1.4.B.b. Ask follow-up questions to ensure understanding.</p> <p>1.1.4.B.c. Use formal and informal registers.</p> <p>1.1.4.B.d. Use circumlocution, paraphrasing, and self-correction to express ideas and to demonstrate comprehension.</p> <p>1.1.4.B.e. Apply learned linguistic skills to new situations.</p> <p>Clarifying Example: Students impersonate famous figures and are interviewed by other students acting as journalists. (1.1.4.A.a.)</p>	<p>1.1.5.B. Students sustain spontaneous interactions on academic topics, using recombined phrases and strings of sentences.</p> <p>1.1.5.B.a. Begin, maintain, and end extended conversations using a variety of complex linguistic structures.</p> <p>1.1.5.B.b. Ask detailed follow-up questions to ensure understanding.</p> <p>1.1.5.B.c. Use formal and informal registers.</p> <p>1.1.5.B.d. Use circumlocution, paraphrasing, and self-correction to express ideas and to demonstrate comprehension.</p> <p>1.1.5.B.e. Apply complex learned linguistic skills to new situations.</p> <p>Clarifying Example: Students analyze an environmental issue and debate its global impact. (1.1.5.A.b.)</p>

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 1.2: Interpretive Communication (Listening and Reading): Students understand and interpret the target language in its spoken and written form on a variety of topics.				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>1.2.1. Students understand simple spoken and written language with strong contextual support on familiar topics (e.g. self, family, school, pastimes, and community).</p> <p>1.2.1.a. Interpret basic information when listening and reading.</p> <p>1.2.1.b. Identify the main idea and some supporting details from print and nonprint resources, including some authentic materials.</p> <p>1.2.1.c. Follow simple directions.</p> <p>Clarifying Example: Students listen to the descriptions of seasons and match them to pictures. (1.2.1.a.)</p>	<p>1.2.2. Students understand spoken and written language with contextual support on familiar topics (e.g. self, others, personal and family experiences, leisure activities, plans and events).</p> <p>1.2.2.a. Interpret information when listening and reading.</p> <p>1.2.2.b. Identify the main idea and supporting details from print and nonprint resources, including authentic materials.</p> <p>1.2.2.c. Follow directions.</p> <p>Clarifying Example: Students follow written directions on a map and identify place of destination. (1.2.2.c.)</p>	<p>1.2.3. Students understand spoken and written language on a variety of familiar topics (e.g. environment, occupations, wellness, interpersonal relationships, and personal interests).</p> <p>1.2.3.a. Interpret detailed information when listening and reading.</p> <p>1.2.3.b. Identify and summarize the main idea and supporting details from print and nonprint resources, including authentic materials.</p> <p>1.2.3.c. Follow multi-step directions.</p> <p>Clarifying Example: Students read and analyze a fitness plan in order to determine its effectiveness. (1.2.3.b.)</p>	<p>1.2.4. Students understand and interpret spoken and written language on academic topics (e.g. identity, creativity, perspectives, and change).</p> <p>1.2.4.a. Interpret detailed and extended information when listening and reading.</p> <p>1.2.4.b. Identify and analyze the main idea and supporting details from authentic print and nonprint resources, including works of literature.</p> <p>Clarifying Example: Students read a literary passage and compare/contrast the behavior of two characters. (1.2.4.b.)</p>	<p>1.2.5. Students understand and interpret spoken and written language on academic topics (e.g. identity, creativity, perspectives, and change).</p> <p>1.2.5.a. Interpret complex information when listening and reading.</p> <p>1.2.5.b. Identify and analyze the main idea and supporting details from a variety of authentic print and nonprint resources, including works of literature and exposition.</p> <p>Clarifying Example: Students watch a news report on an environmental issue in the target-language country and propose potential solutions. (1.2.5.b.)</p>

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 1.3: Presentational Communication (Speaking and Writing): Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>1.3.1.A. Students make short presentations, orally and in writing, on familiar topics (e.g. self, family, school, pastimes, and community).</p> <p>1.3.1.A.a. Present simple descriptions.</p> <p>1.3.1.A.b. Present information about personal preferences, needs, and basic feelings.</p> <p>1.3.1.A.c. Present basic information from print and nonprint resources, including some authentic materials.</p>	<p>1.3.2.A. Students make presentations, orally and in writing, on familiar topics (e.g. self, others, personal and family experiences, leisure activities, plans and events).</p> <p>1.3.2.A.a. Present descriptions.</p> <p>1.3.2.A.b. Present information about personal preferences, needs, and feelings.</p> <p>1.3.2.A.c. Present information from print and nonprint resources, including some authentic materials.</p> <p>1.3.2.A.d. Provide directions and instructions.</p>	<p>1.3.3.A. Students make presentations, orally and in writing, on a variety of familiar topics (e.g. environment, occupations, wellness, interpersonal relationships, and personal interests).</p> <p>1.3.3.A.a. Present detailed descriptions.</p> <p>1.3.3.A.b. Explain preferences, needs, desires, and feelings.</p> <p>1.3.3.A.c. Present summaries of the main idea and supporting details from print and nonprint resources, including authentic materials.</p> <p>1.3.3.A.d. Provide detailed instructions and advice.</p>	<p>1.3.4.A. Students make presentations, orally and in writing, on academic topics (e.g. identity, creativity, perspectives, and change).</p> <p>1.3.4.A.a. Present detailed and extended information.</p> <p>1.3.4.A.b. Present and support personal opinions, providing concrete examples and rationale.</p> <p>1.3.4.A.c. Present summaries and analyses of the main idea and supporting details from authentic print and nonprint resources, including works of literature.</p>	<p>1.3.5.A. Students make presentations, orally and in writing, on academic topics (e.g. identity, creativity, perspectives, and change).</p> <p>1.3.5.A.a. Present complex information.</p> <p>1.3.5.A.b. Present and support personal opinions, providing a variety of examples and substantial rationale.</p> <p>1.3.5.A.c. Present summaries and detailed analyses of the main idea and supporting details from a variety of authentic print and nonprint resources, including works of literature and exposition.</p>

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 1.3: Presentational Communication (Speaking and Writing): Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>1.3.1.B. Students speak and write about familiar topics, relying mainly on memorized phrases and short sentences, limited to the context in which the language has been learned.</p> <p>1.3.1.B.a. Convey information that reflects present time.</p> <p>1.3.1.B.b. Communicate using formal and informal registers.</p> <p>Clarifying Example: Students create a poster and present information about themselves. (1.3.1.A.a.)</p>	<p>1.3.2.B. Students speak and write about familiar topics, using both memorized and recombined phrases and short sentences, limited to the context in which the language has been learned.</p> <p>1.3.2.B.a. Convey information that reflects present and past time.</p> <p>1.3.2.B.b. Communicate using formal and informal registers.</p> <p>1.3.2.B.c. Apply some simple learned linguistic skills to familiar situations.</p> <p>Clarifying Example: Students compose and present an oral description about a past vacation experience. (1.3.2.A.a.)</p>	<p>1.3.3.B. Students speak and write about a variety of familiar topics, using learned and recombined phrases and sentences.</p> <p>1.3.3.B.a. Convey information that reflects present, past, and future time.</p> <p>1.3.3.B.b. Communicate using formal and informal registers.</p> <p>1.3.3.B.c. Apply some learned linguistic skills to new situations.</p> <p>Clarifying Example: Students read and write a summary of an article about efforts to improve the environment. (1.3.3.A.a.)</p>	<p>1.3.4.B. Students speak and write about academic topics, using learned and recombined phrases and sentences.</p> <p>1.3.4.B.a. Convey information using complex linguistic structures.</p> <p>1.3.4.B.b. Communicate using formal and informal registers.</p> <p>1.3.4.B.c. Apply learned linguistic skills to new situations.</p> <p>Clarifying Example: Students read about a person’s life, and create a presentation to chronicle his/her life. (1.3.4.A.a.)</p>	<p>1.3.5.B. Students speak and write about academic topics, using learned and recombined phrases and sentences.</p> <p>1.3.5.B.a. Convey information using a variety of complex linguistic structures.</p> <p>1.3.5.B.b. Communicate using formal and informal registers.</p> <p>1.3.5.B.c. Apply complex learned linguistic skills to new situations.</p> <p>Clarifying Example: Students summarize a literary text and propose a different ending to the story. (1.3.5.A.c.)</p>

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 2.0 CULTURES

STANDARD 2.1: Cultures: Practices and Perspectives: Students demonstrate knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior and the underlying beliefs and values that guide and shape their lives.				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>2.1.1. Students identify and describe basic practices and perspectives of the target culture as they relate to topics studied (e.g. family, school, pastimes, and community).</p> <p>2.1.1.a. Identify and replicate greetings, expressions of courtesy, and formal and informal registers (forms of address).</p> <p>2.1.1.b. Identify and describe basic patterns of behavior in everyday situations.</p> <p>2.1.1.c. Identify some common beliefs or attitudes of the target culture as they relate to daily practices.</p> <p>Clarifying Example: Students role-play using culturally appropriate salutations and gestures. (2.1.1.a.)</p>	<p>2.1.2. Students identify and describe practices and perspectives of the target culture as they relate to topics studied (e.g. family experiences, dining, and leisure activities).</p> <p>2.1.2.a. Use appropriate verbal and non-verbal expressions when interacting with others in everyday situations.</p> <p>2.1.2.b. Identify and describe patterns of behavior in everyday situations.</p> <p>2.1.2.c. Identify and describe some common beliefs or attitudes of the target culture as they relate to daily practices.</p> <p>Clarifying Example: Students research and present information about schools in target language countries. (2.1.2.b.)</p>	<p>2.1.3. Students describe and discuss the relationship between practices and perspectives of the target culture as they relate to topics studied (e.g. environment, occupations, wellness, and personal interests).</p> <p>2.1.3.a. Use appropriate verbal and non-verbal expressions when interacting with others in everyday situations.</p> <p>2.1.3.b. Identify, describe, and discuss patterns of behavior in everyday situations.</p> <p>2.1.3.c. Identify, describe, and discuss some common beliefs or attitudes of the target culture as they relate to daily practices.</p> <p>Clarifying Example: Students report on health-care coverage in target language countries and indicate advantages and disadvantages. (2.1.3.b.)</p>	<p>2.1.4. Students analyze and discuss the relationship between practices and perspectives of the target culture as they relate to topics studied (e.g. identity, creativity, and change).</p> <p>2.1.4.a. Interact according to the social and cultural patterns of behavior in formal or informal contexts.</p> <p>2.1.4.b. Analyze and discuss patterns of behavior found in historical and literary contexts and in contemporary life.</p> <p>2.1.4.c. Analyze and discuss common beliefs or attitudes of the target culture found in historical and literary contexts and in contemporary life.</p> <p>Clarifying Example: Students analyze and discuss how a character's behavior reflects the customs of the target culture. (2.1.4.b.)</p>	<p>2.1.5. Students analyze and explain the relationship between practices and perspectives of the target culture as they relate to topics studied (e.g. identity, creativity, and change).</p> <p>2.1.5.a. Interact according to the social and cultural patterns of behavior in a variety of formal or informal contexts.</p> <p>2.1.5.b. Analyze and explain patterns of behavior found in historical and literary contexts and in contemporary life.</p> <p>2.1.5.c. Analyze and explain common beliefs or attitudes of the target culture found in historical and literary contexts and in contemporary life.</p> <p>Clarifying Example: Students analyze how voting rights in target language countries have changed over time. (2.1.5.c.)</p>

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 2.2: Cultures: Products and Perspectives: Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>2.2.1. Students identify and describe products and perspectives of the target culture as they relate to topics studied (e.g. food, school, pastimes, and community).</p> <p>2.2.1.a. Identify and describe some products used in everyday life and how they are representative of the target culture.</p> <p>2.2.1.b. Identify countries and regions where the target language is spoken.</p> <p>2.2.1.c. Identify well-known people from the target culture and describe their contributions.</p> <p>Clarifying Example: Students explain eating habits and composition of meals. (2.2.1.a.)</p>	<p>2.2.2. Students identify and describe products and perspectives of the target culture as they relate to topics studied (e.g. typical dishes, leisure activities, stores, travel destinations).</p> <p>2.2.2.a. Identify and describe products used in everyday life and how they are representative of the target culture.</p> <p>2.2.2.b. Identify the impact of the geography of the target-language countries on the products in everyday life.</p> <p>2.2.2.c. Identify well-known people from the target culture and describe their contributions.</p> <p>Clarifying Example: Students identify attractions and travel destinations in target-language countries. (2.2.2.b.)</p>	<p>2.2.3. Students describe and discuss products and perspectives of the target culture as they relate to topics studied (e.g. environment, personal interests, the arts, and holidays).</p> <p>2.2.3.a. Identify, describe, and discuss products used in everyday life and how they are representative of the target culture.</p> <p>2.2.3.b. Identify and discuss the impact of the geography of the target-language countries on the products in everyday life.</p> <p>2.2.3.c. Identify well-known people from the target culture and describe their contributions.</p> <p>Clarifying Example: Students explain the relationship between regional cuisine and the geography of target-language countries. (2.2.3.b.)</p>	<p>2.2.4. Students analyze and discuss the relationship between products and perspectives of the target culture as they relate to topics studied (e.g. identity, creativity, and change).</p> <p>2.2.4.a. Analyze and discuss the ways in which products reflect past or present beliefs of the target culture.</p> <p>2.2.4.b. Analyze and discuss the impact of geography on specific aspects of the target culture such as politics, economics, history, and beliefs.</p> <p>2.2.4.c. Identify and discuss the impact of past and present well-known people and events from the target culture on today's world.</p> <p>Clarifying Example: Students analyze a work of art and explain the values it reflects. (2.2.4.a.)</p>	<p>2.2.5. Students analyze and explain the relationship between products and perspectives of the target culture as they relate to topics studied (e.g. identity, creativity, and change).</p> <p>2.2.5.a. Analyze and explain the ways in which products reflect past or present beliefs of the target culture.</p> <p>2.2.5.b. Analyze and explain the impact of geography on specific aspects of the target culture such as politics, economics, history, and beliefs.</p> <p>2.2.5.c. Identify and discuss the impact of past and present well-known people and events from the target culture on today's world.</p> <p>Clarifying Example: Students research a societal issue; explain its history, and how the issue affects people today. (2.2.5.a.)</p>

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 3.0 CONNECTIONS

STANDARD 3.1: Connections: Across Disciplines: Students reinforce and further knowledge of other content areas through a language other than English.*				
Level 1 Novice Low/ Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>3.1.1. Students acquire new information and reinforce existing knowledge about other content areas through the target language.</p> <p>3.1.1.a. Identify target-language vocabulary and expressions found in other content areas.</p> <p>3.1.1.b. Connect topics studied in the target language to other content areas.</p> <p>Clarifying Example: Students use Celsius temperature scales to describe weather conditions. (3.1.1.b.)</p>	<p>3.1.2. Students acquire new information and reinforce existing knowledge about other content areas through the target language.</p> <p>3.1.2.a. Identify target-language vocabulary and expressions found in other content areas.</p> <p>3.1.2.b. Connect topics studied in the target language to other content areas.</p> <p>Clarifying Example: Students use map reading skills to follow and give directions. (3.1.2.b.)</p>	<p>3.1.3. Students acquire new information and reinforce existing knowledge about other content areas through the target language.</p> <p>3.1.3.a. Identify target -language vocabulary and expressions found in other content areas.</p> <p>3.1.3.b. Connect topics studied in the target language to other content areas.</p> <p>Clarifying Example: Students develop a sample fitness and nutrition plan using the food pyramid. (3.1.3.b.)</p>	<p>3.1.4. Students acquire new information and reinforce existing knowledge about other content areas through the target language.</p> <p>3.1.4.a. Apply knowledge gained through the target language to other content areas.</p> <p>3.1.4.b. Apply knowledge gained in other content areas to topics studied in the target language.</p> <p>Clarifying Example: Students write an analysis of the theme of a poem or short story. (3.1.4.b.)</p>	<p>3.1.5. Students acquire new information and reinforce existing knowledge about other content areas through the target language.</p> <p>3.1.5.a. Transfer knowledge gained through the target language to other content areas.</p> <p>3.1.5.b. Apply knowledge gained in other content areas to topics studied in the target language.</p> <p>Clarifying Example: Students debate a historical question in the target-language country. (3.1.5.b.)</p>

* Although this standard is an integral part of the full instructional program, it is not assessed separately. Rather, it is integrated into the assessment of other standards.

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 3.2: Connections: Added Perspectives: Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.*				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>3.2.1. Students examine familiar topics from the perspectives of cultures where the language is spoken.</p> <p>3.2.1.a. Describe cultural perspectives gained from print and nonprint resources, including some authentic materials.</p> <p>Clarifying Example: Students use culturally appropriate symbols to describe time, weight, and height. (3.2.1.a.)</p>	<p>3.2.2. Students examine familiar topics from the perspectives of cultures where the language is spoken.</p> <p>3.2.2.a. Describe cultural perspectives gained from print and nonprint resources, including a variety of authentic materials.</p> <p>Clarifying Example: Students use a city map to identify names of streets to determine how streets are named. (3.2.2.a.)</p>	<p>3.2.3. Students examine a variety of familiar topics from the perspectives of cultures where the language is spoken.</p> <p>3.2.3.a. Describe cultural perspectives gained from print and nonprint resources, including a variety of authentic materials.</p> <p>Clarifying Example: Students read and discuss critiques of popular movies in the United States from target-language teen magazines. (3.2.3.a.)</p>	<p>3.2.4. Students examine various topics from the perspectives of cultures where the language is spoken.</p> <p>3.2.4.a. Analyze and discuss cultural perspectives gained from authentic print and nonprint resources, including works of literature.</p> <p>Clarifying Example: Students watch an evening newscast from the target-language culture and from the United States and compare the coverage and general presentation. (3.2.4.a.)</p>	<p>3.2.5. Students examine various topics from the perspectives of cultures where the language is spoken.</p> <p>3.2.5.a. Analyze and explain cultural perspectives gained from a variety of authentic print and nonprint resources, including works of literature and exposition.</p> <p>Clarifying Example: Students participate in a Socratic seminar on current issues in the target culture. (3.2.5.a.)</p>

* Although this standard is an integral part of the full instructional program, it is not assessed separately. Rather, it is integrated into the assessment of other standards.

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 4.0 COMPARISONS

STANDARD 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.*

Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>4.1.1. Students gain insight into the nature of language through comparisons with the target language.</p> <p>4.1.1.a. Compare cognates, word parts, and grammatical structures of the target language and English.</p> <p>4.1.1.b. Compare syntax of the target language and English.</p> <p>4.1.1.c. Compare idiomatic expressions of the target language and English.</p> <p>4.1.1.d. Recognize that there are words, phrases, and idioms that cannot be translated directly from one language into another.</p> <p>4.1.1.e. Compare sound-symbol association between the target language and English.</p>	<p>4.1.2. Students gain insight into the nature of language through comparisons with the target language.</p> <p>4.1.2.a. Compare cognates, word parts, and grammatical structures of the target language and English.</p> <p>4.1.2.b. Compare syntax of the target language and English.</p> <p>4.1.2.c. Compare idiomatic expressions of the target language and English.</p> <p>4.1.2.d. Recognize that there are words, phrases, and idioms that cannot be translated directly from one language into another.</p> <p>4.1.2.e. Compare sound-symbol association between the target language and English.</p>	<p>4.1.3. Students gain insight into the nature of language through comparisons with the target language.</p> <p>4.1.3.a. Compare cognates, word parts, and grammatical structures of the target language and English.</p> <p>4.1.3.b. Compare syntax of the target language and English.</p> <p>4.1.3.c. Compare idiomatic expressions of the target language and English.</p> <p>4.1.3.d. Recognize that there are words, phrases, and idioms that cannot be translated directly from one language into another.</p>	<p>4.1.4. Students gain insight into the nature of language through comparisons with the target language.</p> <p>4.1.4.a. Compare cognates, word parts, and grammatical structures of the target language and English.</p> <p>4.1.4.b. Compare syntax of the target language and English.</p> <p>4.1.4.c. Compare idiomatic expressions of the target language and English.</p> <p>4.1.4.d. Recognize that there are words, phrases, and idioms that cannot be translated directly from one language into another.</p>	<p>4.1.5. Students gain insight into the nature of language through comparisons with the target language.</p> <p>4.1.5.a. Compare cognates, word parts, and grammatical structures of the target language and English.</p> <p>4.1.5.b. Compare syntax of the target language and English.</p> <p>4.1.5.c. Compare idiomatic expressions of the target language and English.</p> <p>4.1.5.d. Recognize that there are words, phrases, and idioms that cannot be translated directly from one language into another.</p>

*Although this standard is an integral part of the full instructional program, it is not assessed separately. Rather, it is integrated into the assessment of other standards.

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 4.2: Cultural Comparisons: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>4.2.1. Students compare practices, products, and perspectives of the target culture with their own.</p> <p>In the context of topics studied—</p> <p>4.2.1.a. Compare basic patterns of behavior, both verbal and non-verbal, in everyday situations.</p> <p>4.2.1.b. Compare common beliefs or attitudes.</p> <p>4.2.1.c. Compare products used in everyday life.</p> <p>Clarifying Example: Students complete a T-chart comparing greeting practices. (4.2.1.a.)</p>	<p>4.2.2. Students compare practices, products, and perspectives of the target culture with their own.</p> <p>In the context of topics studied—</p> <p>4.2.2.a. Compare basic patterns of behavior, both verbal and non-verbal, in everyday situations.</p> <p>4.2.2.b. Compare common beliefs or attitudes.</p> <p>4.2.2.c. Compare products used in everyday life.</p> <p>Clarifying Example: Students compare sizing systems of target cultures to those of the United States to order clothes online. (4.2.2.c.)</p>	<p>4.2.3. Students compare practices, products, and perspectives of the target culture with their own.</p> <p>In the context of topics studied—</p> <p>4.2.3.a. Compare basic patterns of behavior, both verbal and non-verbal, in everyday situations.</p> <p>4.2.3.b. Compare common beliefs or attitudes.</p> <p>4.2.3.c. Compare products used in everyday life.</p> <p>Clarifying Example: Students complete a Venn diagram comparing medical services available in target cultures and the United States. (4.2.3.c.)</p>	<p>4.2.4. Students compare practices, products, and perspectives of the target culture with their own.</p> <p>In the context of topics studied—</p> <p>4.2.4.a. Compare patterns of behavior found in historical and literary contexts and in contemporary life.</p> <p>4.2.4.b. Compare common beliefs or attitudes found in historical and literary contexts, in the arts, and in contemporary life.</p> <p>4.2.4.c. Compare the impact of geography on politics, economics, history, or beliefs.</p> <p>Clarifying Example: Students investigate the relationship between location and local gastronomy. (4.2.4.c.)</p>	<p>4.2.5. Students compare practices, products, and perspectives of the target culture with their own.</p> <p>In the context of topics studied—</p> <p>4.2.5.a. Compare patterns of behavior found in historical and literary contexts and in contemporary life.</p> <p>4.2.5.b. Compare common beliefs or attitudes found in historical and literary contexts, in the arts, and in contemporary life.</p> <p>4.2.5.c. Compare the impact of geography on politics, economics, history, or beliefs.</p> <p>Clarifying Example: Students compare and contrast voting practices of the target culture to their own. (4.2.5.a.)</p>

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 5.0 COMMUNITIES

STANDARD 5.1: Communities: Practical Applications: Students use the language both within and beyond the school setting.*				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>5.1.1. Students apply their language proficiency and cultural competence within and beyond the school setting.</p> <p>5.1.1.a. Communicate with speakers of the target language through face-to-face encounters or the use of technology.</p> <p>5.1.1.b. Participate in community service activities where the use of the target language facilitates communication.</p> <p>5.1.1.c. Identify professions that require language proficiency and cultural competence.</p>	<p>5.1.2. Students apply their language proficiency and cultural competence within and beyond the school setting.</p> <p>5.1.2.a. Communicate with speakers of the target language through face-to-face encounters or the use of technology.</p> <p>5.1.2.b. Participate in community service activities where the use of the target language facilitates communication.</p> <p>5.1.2.c. Identify professions that require language proficiency and cultural competence.</p>	<p>5.1.3. Students apply their language proficiency and cultural competence within and beyond the school setting.</p> <p>5.1.3.a. Communicate with speakers of the target language through face-to-face encounters or the use of technology.</p> <p>5.1.3.b. Participate in community service activities where the use of the target language facilitates communication.</p> <p>5.1.3.c. Explore professions that require language proficiency and cultural competence.</p>	<p>5.1.4. Students apply their language proficiency and cultural competence within and beyond the school setting.</p> <p>5.1.4.a. Communicate with speakers of the target language through face-to-face encounters or the use of technology.</p> <p>5.1.4.b. Participate in community service activities where the use of the target language facilitates communication.</p> <p>5.1.4.c. Explore field experiences that require language proficiency and cultural competence.</p>	<p>5.1.5. Students apply their language proficiency and cultural competence within and beyond the school setting.</p> <p>5.1.5.a. Communicate with speakers of the target language through face-to-face encounters or the use of technology.</p> <p>5.1.5.b. Participate in community service activities where the use of the target language facilitates communication.</p> <p>5.1.5.c. Participate in work-based study that requires language proficiency and cultural competence.</p>

*Although the goal of the instructional program is to foster life-long learning of world languages and cultures, this standard is not assessed.

MONTGOMERY COUNTY PUBLIC SCHOOLS—WORLD LANGUAGES FRAMEWORK

STANDARD 5.2: Communities: Personal Enrichment: Students use the language for personal enjoyment and enrichment.*				
Level 1 Novice Low/Novice Mid	Level 2 Novice Mid/Novice High	Level 3 Novice High/ Intermediate Low	Level 4 Intermediate Low/ Intermediate Mid	Level 5/6 Intermediate Mid
<p>5.2.1. Students use their target language skills to access authentic sources of information and entertainment for personal enrichment beyond the school setting.</p> <p>5.2.1.a. Read or use various media to gain information for enjoyment and personal growth.</p> <p>5.2.1.b. Participate in a variety of cultural events and social activities where the target language is spoken.</p>	<p>5.2.2. Students use their target language skills to access authentic sources of information and entertainment for personal enrichment beyond the school setting.</p> <p>5.2.2.a. Read or use various media to gain information for enjoyment and personal growth.</p> <p>5.2.2.b. Participate in a variety of cultural events and social activities where the target language is spoken.</p>	<p>5.2.3. Students use their target language skills to access authentic sources of information and entertainment for personal enrichment beyond the school setting.</p> <p>5.2.3.a. Read or use various media to gain information for enjoyment and personal growth.</p> <p>5.2.3.b. Participate in a variety of cultural events and social activities where the target language is spoken.</p>	<p>5.2.4. Students use their target language skills to access authentic sources of information and entertainment for personal enrichment beyond the school setting.</p> <p>5.2.4.a. Read or use various media to gain information for enjoyment and personal growth.</p> <p>5.2.4.b. Participate in a variety of cultural events and social activities where the target language is spoken.</p>	<p>5.2.5. Students use their target language skills to access authentic sources of information and entertainment for personal enrichment beyond the school setting.</p> <p>5.2.5.a. Read or use various media to gain information for enjoyment and personal growth.</p> <p>5.2.5.b. Participate in a variety of cultural events and social activities where the target language is spoken.</p>

*Although the goal of the instructional program is to foster life-long learning of world languages and cultures, this standard is not assessed.

**Montgomery County Public Schools
Response to Feedback on World Languages Framework**

Feedback	Response
1. World languages? Are there other kinds I haven't heard of? This nomenclature for your program is uninformative. My suggestion is that you use foreign, or international, instead of world. Or even better, come right out and call it non-English.	1. The Maryland State Department of Education has labeled this curricular area world languages.
2. Consider specifying objectives more in terms of which verbs will be used by students.	2. The framework, developed for multiple languages, does not include detail such as verbs to be taught or used by students. Such detail is included in instructional guides and resources for specific languages.
3. Consider using the textbook more, so that year one would be chapters 1–5, for example.	3. We are in the process of realigning French and Spanish levels 1–3 so that instruction is more closely aligned with the textbooks. This is a multiyear project.
4. Your vocabulary lists for all levels should be reviewed by experts, by a panel of speakers who are native (Spanish).	4. Vocabulary lists are not part of the framework. This comment appears to refer to vocabulary lists on the world languages website for specific languages. These lists were reviewed by Montgomery County Public Schools (MCPS) resource teachers, a group that includes native speakers.
5. like that organized language does not start as offering until middle school, please do not change and add more to elementary school curriculum framework- already out of balance with math and everything else they are squeezing in and don't feel like younger kids need more. if parents want to get their kids into languages early (b/c research suggests, etc), they can/should enroll in private school and/or go to facility that teaches them, etc. in fact, wish our elementary school did not have "italian" which is not really teaching them the language and is taking away from other areas of curriculum they could be doing more of in elem school ie: art, pe, music. also, makes no sense to me that the school is even offering this italian "language block" in that there is no advancement when they get into middle school. when foreign language is introduced, there should be a clear path that is offered	5. MCPS will consider this feedback as we develop new and refine existing products and services related to these concerns.

<p>across ALL the schools in the county. think you get into trouble (budget and numbers wise) when you offer some language offerings to some and not others... remember we are public school and you cannot offer everything to everyone so think you should focus on basic foreign languages that make sense from academic and budget perspective. should offer latin as part of world language curriculum. can't believe this is not even offered eventhough this language is foundation/base for so many languages and would even help teaching english/language arts curriculum. as final side note, think it is ridiculous that MCPS does not have really have an elementary school ENGLISH curriculum. don't know how you can teach a foreign language when lots of kids don't/can't even write in their own language. thanks for asking and good luck.</p>	
<p>6. My daughter is learning “Chinese as a foreign language.” For the past several years, she has been in classes where the majority of students are native Chinese speakers. Our experience is that the curriculum, the grading curve, and the teaching approach is directed at these native speakers. The most important thing you can do is find a solution to this problem. Montgomery County deserves a program that is designed and taught for “Chinese as a foreign language” students. I am happy to speak to you more about this and have submitted a brief plan to the school for better understanding the significance of the problem and moving toward solutions.</p>	<p>6. MCPS will consider this feedback as we develop new and refine existing products and services related to these concerns.</p> <p>MCPS staff advises stakeholders to continue to work with local schools on specific concerns.</p>
<p>7. Foreign language learning should start earlier than middle school. The FLES offerings are not enough. Foreign languages need to be studied more than 45-60 minutes per week. I think courses should be offered beginning in 3rd or 4th grade.</p>	<p>7. MCPS will consider this feedback as we develop new and refine existing products and services related to these concerns.</p>
<p>8. The language curriculum should reflect the appreciation and awareness of the changes presently taking place in world society. At one time the only language available in most classrooms was French. This represented the</p>	<p>8. MCPS will consider this feedback as we develop new and refine existing products and services related to these concerns.</p>

<p>obvious agreed upon value of both France and Canada as allies and economic partners. It also represented how Mexico and the other Spanish Countries were under most estimated as too their future economic and cultural relevance to the United States. The Olympics are some times a very good indicators of change that is taking place. The educators of this country have the ability to teach our children to perform as robots or to teach them to perform and adjust as great learners. I say this to mean that we must teach and prepare our society to be able to adapt to change. If they learn only the languages that we have for generations been accustomed to we will leave them helpless when those languages lose their economic and strategic importance in the world. Our educators must embrace the recent changes in the world which have made us all much more aware of the Middle East and Asia (namely China). Arabic, Japanese and most of all Chinese should be offered at all public High Schools. A continued form of laissez faire regarding languages will eventually leave our future leaders out of some of the most important conversions of their lifetimes. Is that what we want for them?</p>	
<p><i>9. Ninety responses suggested that immersion programs be included in the framework. They submitted this feedback:</i></p> <p>Based on the MCPS website, world languages include two things: Foreign Language Elementary School (FLES) and Immersion. These guidelines should address both programs, and actually mention the word "immersion" within them. Guidelines developed by other U.S. counties with immersion address both. The chart (page 2) of American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K–12 Learners addresses FLES learning only (30–90 minutes per week) and not immersion learning. Please note that limitation</p>	<p>5. The MCPS world languages framework applies to secondary courses. That was not clearly stated in the document or its introduction when it was posted for feedback.</p> <p>The framework for the elementary immersion program is the MCPS elementary framework for the Elementary Integrated Curriculum.</p> <p>Next steps for concerns about immersion programs will be addressed separately from the world languages framework.</p> <p>FLES programs are independent of the MCPS instructional program, and are offered through the Parent Teacher Associations at individual schools.</p>

next to the chart. MCPS needs to include performance guidelines for immersion students as well. Specific to the guidelines: ACTFL staff indicate that immersion learners would meet different benchmarks than FLES learners. Those benchmarks should be included in these guidelines as well. The guidelines mention ongoing assessments: Will immersion students be assessed in their target language? If yes, that would give us the data that are missing and would be so valuable to the sustainability of these vibrant programs.

ACTFL guidelines focus on second language use by students who participated in elementary, middle, and high school foreign language programs. The guidelines are for secondary language programs, and are not intended to include performance levels related to immersion programs. The chart was included to show the lengthy sequence of study needed to achieve even an intermediate level of proficiency.