MARYLAND STATE CURRICULUM
WORLD LANGUAGES
Introduction

As a nation we are increasingly aware of our interdependence with diverse cultures and of our need to participate in the global community. Closer to home, the growing diversity of Maryland's population requires the preparation of a citizenry that is sensitive to other languages and cultures.

The *No Child Left Behind Act of 2001 (NCLB)* includes world languages as one of the core academic subject areas, requiring states to develop standards and implement challenging academic content. In addition, *Achievement Matters Most*, the final report of the Visionary Panel for Better Schools, recommended that the Maryland State Department of Education (MSDE) develop a state curriculum in all content areas that would be voluntary for local school systems. Thus, in response to the federal and state requirements and to the need to prepare internationally literate graduates, MSDE staff and representatives from local school systems and higher education drafted and revised the World Language State Curriculum (SC). The development team drew upon the latest research and expertise in the field by aligning Maryland's SC to the *Standards for Foreign Language Learning: Preparing for the 21st Century* developed by the National Standards in Foreign Language Education Project in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL).

The Maryland World Language SC assists Maryland teachers and administrators in planning, developing, and implementing world language curricula. This document provides a broad framework from which local systems may construct comprehensive world language programs for all students. The SC shares the same format as all content areas and comprises the following components: content **standards**, **indicator** statements, and **objective** statements.

Because Maryland schools provide a variety of language program models with various entry points across elementary, middle, and high school, the standards are not tied to specific grade levels. Rather, the four levels of language learning: **beginning, emerging, developing, and advancing**, characterize stages of language and culture acquisition and provide a common vision for determining student ability to make the transition from high school to postsecondary instruction. The four levels of language learning are aligned to the proficiency levels developed by the American Council of Teachers of Foreign Languages (*ACTFL Performance Guidelines for K-12 Learners*) as follows:

BEGINNING	EMERGING	DEVELOPING	ADVANCING
(Receptive-Imitative)	(Imitative-Interactive)	(Interactive-Reflective)	(Reflective-Refining)
Novice Low – Novice Mid	**Novice Mid – Novice High**	**Novice High – Intermediate Low**	**Intermediate Low-Mid-High**

The **standards** remain consistent across the four levels of language learning. The focus of the standards is student learning: They tell us what students should know and be able to do. This document describes the target performance for students, not what

the teacher does to create that performance. **Indicator** statements break the standard statements into teachable component parts and more specifically describe what students should know and be able to do at a particular level. **Objective** statements are written with a further level of specificity and describe individual student knowledge and skills. Objectives are intended to guide teachers in daily unit and lesson planning.
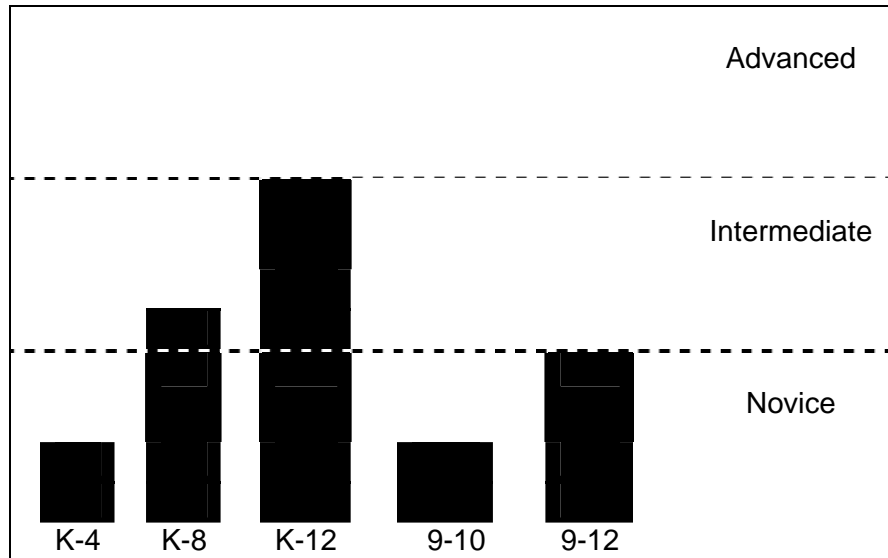
Maryland schools offer a variety of languages with unique vocabulary, sound and writing systems, structures, and cultures. For example, the focus of Latin and Ancient Greek study is reading comprehension rather than oral competence. American Sign Language (ASL) does not have an oral or written component. Chinese, Japanese, and Arabic offer a different set of challenges to English-speaking students than Western languages, such as French, German, and Spanish. Heritage language programs focus on enhancing the language skills that students already have. The standards included in the World Language SC were developed to accommodate all of Maryland's world language programs. They are not language-specific; therefore, modifications are necessary to make them applicable to a specific language.

Regardless of these differences, communication (oral/written/signed) and culture are the organizing principles of language learning. The national *Standards for Foreign Language Learning* summarize the "key to successful communication: knowing *how*, *when,* and *why* to say *what* to *whom*." The ability to communicate in another language enables one to access a world not previously known: new people, new ideas, new cultures, and new experiences. We use language to describe the surrounding environment, to share thoughts and feelings with others, and to understand another culture and the roots of civilization.

As Maryland and the United States become more culturally diverse and their participation in the world community grows, effective cross-cultural communication is an essential component of good citizenship. The skills developed in the world language classroom are of great value in interpersonal relationships, education, business, world trade, travel, scientific research, national security, and diplomacy. World language study is one means of developing cultural sensitivity and an understanding of the changing cultural dynamics of local, state, national, and international communities.

Beginning as early as possible, all Maryland students should have the opportunity to learn languages in extended, uninterrupted sequences. Many experts agree that the ideal time to begin studying a foreign language is in elementary school; children in that age group who study a language have been shown to have greater mental flexibility, creativity, divergent thinking skills, and higher-order thinking skills, as well as improved listening skills and memories. Longer sequences of instruction result in higher proficiency levels; the table below illustrates the influence of time on language performance ability.

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ACTFL Performance Guidelines for K-12 Learners, "Anticipated Performance Outcomes" based on information gathered from foreign language professionals representing a variety of program models and articulation sequences.

The notion that instruction in world languages should be reserved for advanced or college-bound students is not supported by research. In fact, the research shows that virtually all students – students with different learning needs and styles – can learn a second or third language in today's interactive world language classroom. The research also shows that world language programs benefit all students: Across student subgroups, language learning correlates with higher standardized test scores.

The Maryland World Language SC guides the development of curriculum at the local school system level. It identifies, for a variety of audiences, what to learn, what progress to make, what skill levels to achieve, and what to measure. The SC establishes:

- For students**:** a real-world context for learning a new language
- For classroom teachers**:** guidelines for vertical teaming and lesson planning that focus on broad goals which allow teachers to make choices to meet student needs and interests
- For administrators**:** criteria for classroom observations
- For teachers, administrators, parents and the community**:** a basis for accountability.

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The fundamental purpose of world language instruction is to enable students to communicate in a world language in a culturally appropriate way. The SC integrates the five C's of the national standards at all levels: **Communication**, **Culture**, **Connections**, **Comparisons**, and **Communities**.

COMMUNICATION: The Communication standard is the heart of the world language classroom. Central to world language learning is *using* the second language to communicate, to learn, and to become part of another culture, rather than talking *about* the second language or another culture in English. Communication comprises three modes that represent different purposes of language:
- to engage in conversation, exchange ideas, or negotiate meaning with another person (interpersonal mode).
- to understand information received through reading, listening, or viewing (interpretive mode), and
- to express ideas or deliver information through speaking, writing, or showing (presentational mode).

CULTURES: The Cultures standard stresses the awareness of differing perspectives behind the products and practices of the target cultures. The goal is to consider why the similarities or differences exist and how they help students understand another culture's perspective or view of the world.

CONNECTIONS: The Connections standard links world language study with other disciplines to create interesting, meaningful and authentic contexts for communication in the classroom. As a result, the pool of potential content in a language classroom is virtually limitless, allowing students to use language as a tool for learning in a more natural context.

COMPARISONS: The Comparisons standard helps students recognize that language and culture interrelate and evolve to meet the dynamic needs of people and society. As a result, students encounter not only cultural and linguistic differences, but also similarities between the language and culture studied and their own.

COMMUNITIES: The Communities standard reminds teachers to look beyond the four walls of the classroom to ensure that students learn how to apply the skills and knowledge gained in the classroom. This may take the form of actual or virtual field trips locally and abroad, student or teacher exchanges, authentic materials used for specific purposes, or written or verbal communication with people from another culture. The teacher designs lessons that help students use their new language in purposeful and meaningful ways to provide personal enrichment and lifelong learning.

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STANDARD 1.0:   COMMUNICATION

1.1. INTERPERSONAL: 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.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students engage in brief exchanges about personal interests in the target language.	Students engage in exchanges about familiar and personal topics in the present, past and future in the target language.	Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.	Students discuss or debate a wide variety of topics in the target language from the personal to the abstract level, hypothesizing, persuading, and negotiating to reach a conclusion.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
In the target language:	In the target language:	In the target language:	In the target language:
a. Ask and answer simple questions related to family and self.	a. Ask a variety of simple questions, answer, and give reasons for answers.	a. Ask and answer a variety of questions that elicit follow-up questions and requests for more information with elaboration.	a. Ask and answer a variety of questions that elicit elaboration and substantiation of opinions.
b. Exchange personal preferences, emotions, and opinions	b. Talk about personal preferences and feelings and provide limited explanation.	b. Talk about and explain personal preferences, feelings, and opinions.	b. Express, defend, and provide complete explanation with substantive detail about personal preferences, feelings, and opinions.
c. Express personal needs.	c. Make suggestions in response to personal needs or circumstances.	c. Suggest options for solving problems related to personal needs and needs of others.	c. Discuss options and negotiate solutions to problems.
d. Ask for repetition and repeat to ensure understanding.	d. Ask for clarification to ensure understanding.	d. Ask for clarification and suggest alternative words to ensure understanding.	d. Ask for clarification and paraphrase to ensure understanding.
e. Exchange brief messages, emails, postcards, and letters.	e. Write short messages, letters, lists, and simple rhymes.	e. Write in a variety of formats, for multiple purposes, and for a variety of audiences.	e. Write in a variety of formats, for multiple purposes, and for a variety of audiences, incorporating sophisticated linguistic structures.

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STANDARD 1.0: COMMUNICATION

1.1. INTERPERSONAL: 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.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students engage in brief exchanges about personal interests in the target language.	Students engage in exchanges about familiar and personal topics in the present, past and future in the target language.	Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.	Students discuss or debate a wide variety of topics in the target language from the personal to the abstract level, hypothesizing, persuading, and negotiating to reach a conclusion.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
f. Give and follow simple directions.	f. Give and follow directions in order to complete a multi-step task.	f. Give and follow a series of directions with coaching in order to complete the task.	f. Give and follow a series of detailed instructions with suggestions on how to complete the task.

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STANDARD 1.0: COMMUNICATION

1.2. INTERPRETIVE: Students understand and interpret the target language in its spoken and written form on a variety of topics.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures	Students understand spoken and written language on familiar topics that incorporates descriptive vocabulary and linguistic structures in the target language.	Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.	Students understand spoken and written language that incorporates abstract ideas and complex linguistic structures across a wide variety of topics in the target language.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
In the target language: a. Interpret the basic message from spoken and written texts that are on very familiar topics.	In the target language: a. Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning.	In the target language: a. Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning.	In the target language: a. Use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently.
b. Identify the main idea and some supporting details from authentic spoken and written texts that have visual support.	b. Identify the main idea and some supporting details from selected authentic materials from various media.	b. Identify and summarize the main ideas and key supporting ideas of oral and written presentations from various media products and works of literature.	b. Comprehend, analyze, and make inferences about the main idea and supporting ideas of oral presentations and authentic spoken and written materials.
c. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.	c. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.	c. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.	c. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

STANDARD 1.0: COMMUNICATION 1.3. PRESENTATIONAL: Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.			
A. BEGINNING INDICATOR (Receptive-Imitative) Students make short presentations and write simple communications on very familiar topics in the target language.	**B. EMERGING INDICATOR (Imitative-Interactive)** Students make presentations and write simple paragraphs on familiar topics in the target language.	**C. DEVELOPING INDICATOR (Interactive-Reflective)** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.	**D. ADVANCING INDICATOR (Reflective-Refining)** Students compose oral, written, and multi-media presentations in a variety of formats, for a variety of audiences and purposes in the target language.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
In the target language: a. Write and deliver short descriptions about very familiar topics of personal interest. b. Tell or write a brief story, journal entry, or blog. c. Present songs, short poems, impromptu skits, or dialogues.	In the target language: a. Write and deliver short presentations about familiar topics of personal interest. b. Tell or write a story, journal entry, or blog incorporating some description and detail. c. Present songs, poems, skits, extended dialogues, and stories	In the target language: a. Write and deliver presentations on selected topics. b. Present and write with description and detail in a variety of formats for multiple purposes and audiences. c. Present excerpts from authentic music, media, or literature.	In the target language: a. Research and deliver presentations on a variety of topics for multiple purposes. b. Present and write with description and detail in a variety of formats for multiple purposes and audiences incorporating sophisticated linguistic structures. c. Present authentic music, media, or literature.

STANDARD 2.0: CULTURE

2.1. 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.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students identify and describe practices and perspectives of the cultures studied.	Students describe the relationship between practices and perspectives of the cultures studied in the target language.	Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.	Students discuss and analyze cultural practices within the political, economic, social, educational, religious, and artistic realms in the target language in order to determine their global significance.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
	In the target language:	In the target language:	In the target language:
a. Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations.	a. Continue the process of identifying and replicating appropriate patterns of behavior and expand upon those patterns by interacting appropriately with others in everyday situations.	a. Interact according to the social and cultural patterns of behavior in real-life situations.	a. Interact according to the social and cultural patterns of behavior in a variety of formal or informal contexts.
b. Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.	b. Describe and participate in a wider variety of cultural and social activities or experiences common to the cultures studied.	b. Expand knowledge of, and participate in, a wider variety of cultural activities or experiences in the school and community.	b. Examine the role and importance of various events and activities or experiences within the cultures studied.
c. Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.	c. Expand knowledge of beliefs and attitudes within the cultures studied and compare them to their own.	c. Refine their understanding of how beliefs and attitudes within the cultures studied are affected by national and international issues.	c. Analyze, and evaluate how beliefs and attitudes influence the position of the countries studied on global issues.

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STANDARD 2.0: CULTURE

2.1. 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.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students identify and describe practices and perspectives of the cultures studied.	Students describe the relationship between practices and perspectives of the cultures studied in the target language.	Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.	Students discuss and analyze cultural practices within the political, economic, social, educational, religious, and artistic realms in the target language in order to determine their global significance.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
d. Identify the historic and/or contemporary influences that underlie selected cultural practices.	d. Expand understanding of the historic and/or contemporary influences that underlie different patterns of behavior.	d. Explain historic and contemporary influences on cultural patterns of behavior and use of language.	d. Discuss the historical, contemporary, and/or philosophical basis underlying cultural and linguistic patterns of interaction and in selected literary works and the media.

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STANDARD 2.0: CULTURE

2.2. PRODUCTS AND PERSPECTIVES: Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students identify and describe the products within the cultures studied.	Students compare the products within the cultures studied and how they reflect the perspectives of those cultures.	Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.	Students discuss and analyze in the target language the products from the political, economic, social, educational, religious, and fine arts arenas in order to determine their global significance.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
		In the target language:	In the target language:
a. Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied.	a. Compare objects and symbols from the cultures studied to those found in their own.	a. Explain the historic background of objects and symbols and how they came to represent aspects of the cultures studied.	a. Discuss and analyze the relationship between objects and symbols of the cultures studied to the underlying beliefs and values of its people.
b. Identify selected contributions, notable figures, and historic events from the cultures studied.	b. Compare contributions and historic events from the cultures studied to those of their own.	b. Explain the role of contributions, notable figures, and historic events of the cultures studied in today's world.	b. Analyze, discuss, and evaluate the impact of the target cultures' historic and contemporary events on their own culture.
c. Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	c. Expand knowledge of some historic and contemporary influences from the target culture that impact today's society.	c. Discuss how historic and contemporary influences from the cultures studied shape people's views of the world and their own attitudes toward issues facing the world.	c. Explain the impact of the target cultures' views on what is happening and could happen in the world today.
d. Identify countries, regions, and geographic features where the target language is spoken.	d. Describe the impact of the geography of the countries studied on daily life.	d. Discuss the geography of the countries studied with respect to the impact on politics, economics, and history.	d. Evaluate the impact of the geography of the countries studied on the people's beliefs, perspectives, and attitudes.

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STANDARD 3.0: CONNNECTIONS

3.1. ACROSS DISCIPLINES: Students reinforce and further knowledge of other content areas through a language other than English.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students access new information and reinforce existing knowledge of other content areas through the target language.	Students access new information and reinforce existing knowledge of other content areas through the target language.	Students access new information and reinforce existing knowledge of other content areas through the target language.	Students access new information and reinforce existing knowledge of other content areas through the target language.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Use limited vocabulary and structures in the target language to increase knowledge of other content areas.	a. Use expanded vocabulary and structures in the target language to increase knowledge of other content areas.	a. Use increasingly advanced vocabulary and structures in the target language to increase knowledge of other content areas.	a. Use specialized language and structures in the target language to increase knowledge of other content areas.
b. Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.	b. Apply knowledge and skills gained in the target language to make connections to other content areas and familiar situations.	b. Apply knowledge and skills gained in the target language to make connections to other content areas and real world situations.	b. Apply knowledge and skills gained in the target language to make connections to other content areas and complex real world situations.

STANDARD 3.0: CONNECTIONS

3.2. ADDED PERSPECTIVES: Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students examine various topics from the perspectives of cultures where the language is spoken.	Students demonstrate a basic understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.	Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.	Students demonstrate an in-depth understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
	In the target language:	In the target language:	In the target language:
a. Describe perspectives gained from teacher-prepared print and non-print materials written in the target language.	a. Demonstrate a basic understanding of perspectives gained from selected or edited authentic print and non-print materials to extend knowledge and skills.	a. Describe and analyze the perspectives gained from appropriate print and non-print materials about familiar topics from the cultures studied.	a. Describe and analyze the perspectives gained from a wide variety of authentic sources from the cultures studied.
b. Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.	b. Apply knowledge of the perspectives of the cultures studied to other content areas or to familiar situations.	b. Apply knowledge of the perspectives of the cultures studied to other content areas or to real world situations.	b. Apply knowledge of the perspectives of the cultures studied to other content areas or to complex real world situations.

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STANDARD 4:0: COMPARISONS

4.1. LANGUAGE: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.	Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.	Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.	Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
Between the two languages: a. Compare basic grammatical structures between the target language and English. b. Compare and use the sound-symbol association between the target language and English. c. Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English. d. Compare and identify the use of idiomatic expressions between the target language and English.	Between the two languages: a. Compare expanded grammatical structures between the target language and English. b. Refine the use of the sound-symbol association and compare it to the target language and English. c. Compare, identify, and use cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English. d. Compare and identify more complex idiomatic expressions between the target language and English.	Between the two languages: a. Compare more advanced grammatical structures between the target language and English. b. Refine the use of the sound-symbol association and compare it between the target language and English. c. Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English. d. Compare, identify, and use abstract idiomatic expressions between the target language and English.	Between the two languages: a. Compare complex grammatical structures between the target language and English. b. Refine the use of the sound-symbol association and compare it between the target language and English. c. Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English. d. Compare and identify the use of abstract idiomatic expressions that have no equivalent between the target language and English.

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STANDARD 4:0: COMPARISONS

4.1. LANGUAGE: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.	Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.	Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.	Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
e. Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.	e. Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in simulated situations.	e. Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in authentic situations.	e. Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in authentic situations.

STANDARD 4.0: COMPARISONS
4.2. CULTURE: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students identify and compare the products, practices, and perspectives from the target cultures to their own.	Students identify and compare the products, practices, and perspectives from the target cultures to their own.	Students identify and compare the products, practices, and perspectives from the target cultures to their own.	Students identify and compare the products, practices, and perspectives from the target cultures to their own.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
a. Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own. b. Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.	a. Identify and discuss the meaning of a broader range of perspectives, practices, and products in different cultures as compared to their own. b. Explain the form, meaning, and importance, of certain perspectives, practices and products of the target culture and compare it to their own.	a. Identify and analyze the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own. b. Analyze the form, meaning, and importance, of perspectives, practices and products of the target culture and compare it to their own.	a. Interpret the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own. b. Interpret the form, meaning, and importance, of perspectives, practices and products of the target culture and compare it to their own.

STANDARD 5.0: COMMUNITIES

5.1. PRACTICAL APPLICATIONS: Students use the language both within and beyond the school setting.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.	Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.	Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.	Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.	a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with increased use of the target language.	a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with exclusive use of the target language.	a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with more proficient use of the target language.
b. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.	b. Identify and describe available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented mostly in the target language.	b. Identify and describe available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented exclusively in the target language.	b. Research, describe, and present with target language proficiency available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local and world community.
c. Participate in activities where the ability to communicate with the target language is beneficial (i.e., dining in a restaurant, target language-related field trips).	c. Participate in activities where communication in the target language is expected (i.e., dining in a restaurant or participating in an online discussion community).	c. Create and present activities in the target language (i.e., drama, poetry, art, music) where communication is extended the classroom (i.e., podcast).	c. Create and present activities in the target language (i.e., drama, poetry, art, music) where communication is extended beyond the classroom (i.e., podcast).

STANDARD 5.0: COMMUNITIES

5.2. PERSONAL ENRICHMENT: Students use the language for personal enjoyment and enrichment.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.	Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.	Students explore opportunities to use the target language both at home and abroad while accessing an extensive variety of resources where students can pursue topics of personal interest.	Students explore opportunities to use the target language both at home and abroad while accessing an extensive variety of resources where students can pursue topics of personal interest.
OBJECTIVES:	**OBJECTIVES:**	**OBJECTIVES:**	**OBJECTIVES:**
a. Participate in activities to learn more about languages and cultures through various media.	a. Utilize various media to learn more about languages and cultures.	a. Create activities that utilize various media to ensure that students learn more about languages and cultures.	a. Research and create a multi-media presentation which facilitates an in-depth understanding of languages and cultures.
b. Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.	b. Investigate careers where skills in another language and/or cross-cultural understanding are needed.	b. Explore and create an exhibit of a chosen career cluster for which skills in another language and/or cross-cultural understanding are necessary.	b. Research a self-selected career and develop a presentation encompassing both oral and written components for which skills in another language and/or cross-cultural understanding are needed.
c. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.	c. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.	c. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced in the target language.	c. Research activities sponsored by local, national, and/or international groups and communities (real/virtual) through which the target culture will be experienced in the target language.