



# Nebraska World Language Standards

Draft #1

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## Content Area Standards

The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

## Using the 2019 Standards

The overall structure of Nebraska's World Language Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. Standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards are sorted by strands, which are essential components to world language learning. Indicators further describe what students must know and be able to do to at a specific level of language learning to meet the standard and provide guidance related to classroom instruction.

### Reading the World Language Standards



Strand: Students communicate effectively in a variety of situations and contexts.

Standard: Students exchange information in the target language

Indicator: Participate in basic exchanges about very familiar topics in structure contexts using very common vocabulary and phrasing.

### The "Five C's" of World Language Learning

There are five strands or "essential components" of world language learning:

- **Communication:** Students communicate effectively in a variety of situations and contexts.

- **Culture:** Students work within the language in a way that shows familiarity with and value for the cultures of the speakers of the language.
- **Connections:** Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.
- **Communities:** Students can apply their world language skills to personal, community, and or career experiences.
- **Cognition:** Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Each of these strands is interwoven, existing in correlation with and dependent on the others. While these essential components, or strands, are presented distinctly, it is important to remember that they cannot be used independently. All must be present in any world language classroom.

### World Language Standards

The standards, across all levels of language learning, reflect long-term goals. When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations.

### Language Proficiency Indicators

For each standard, there is an indicator that establishes the level of expectation appropriate for a given proficiency. Language proficiency is defined as the ability to use a language spontaneously for real-world purpose. Proficiency level indicators allow school districts the flexibility to assign proficiency expectations to the courses they offer. For example, a school may determine that Novice is an appropriate proficiency expectation at the completion of a Level One high school language course or at the completion of a second grade immersion program.

### Understanding Language Proficiency Indicators

The Nebraska World Language Standards use three proficiency levels: novice, intermediate, and advanced. Each level can be further divided into a low, mid, and high range. The definitions of novice, intermediate, and advanced are as follows:

#### Novice

Speakers can provide short messages on highly predictable topics. They use isolated words and phrasing and may be difficult to understand. Writers provide lists and notes with words and phrasing or formulaic answers. Listeners understand key words, true aural cognates, and formulaic expressions. Readers understand key words and cognates.

#### Intermediate

Speakers can create with the language regarding familiar topics and can manipulate learned material to express personal meaning. Writers can write to meet practical needs, ask and answer simple questions. Listeners can understand information in simple, sentence-length speech on familiar or

everyday topics relying heavily on redundancy, restatement, paraphrasing, and contextual clues. Readers can understand information in simple, predictable, loosely connected texts with contextual clues and familiar formats.

Advanced

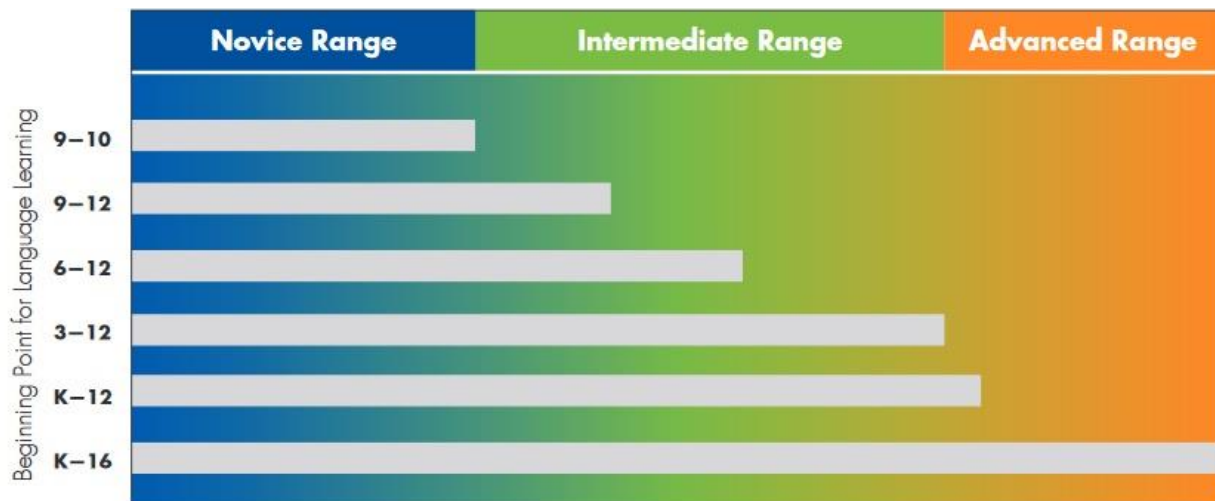
Speakers expand conversation from the personal to include topics related to the greater community and to include varying time elements. Writers can write routine informal and some formal correspondence using major time frames, paraphrasing, and elaboration. Listeners can understand the main ideas and most details on variety of general interest topics. Readers understand a wide variety of texts characterized by one or more of the following: high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure.

Applying Proficiency Level Expectations for World Language Programming

The most critical question to be considered in determining proficiency expectations for world language programming is: What is the ultimate expectation for language proficiency, use, and understanding at the completion of the world language programming?

Once an ultimate goal has been determined, the school can dedicate the time and resources necessary to meet the goal. The following model, provided by the American Council on the Teaching of Foreign Languages, shows how time is a critical component to developing language performance.

Source: "Figure 4: Time as a Critical Component for Developing Language Performance", ACTFL Performance Descriptors for Language Learners, 2012 Edition, Alexandria, VA: ACTFL, p. 6.



Districts that would like students to reach an advanced range of student performance will need to begin focused programming at Kindergarten and continue until grade 12.

Additional influencing factors in determining the duration and depth of language programming is the ultimate preparation of students for college or for careers.

Every college and university, and even individual departments within colleges and universities, have specific language entrance and graduation requirements. The average expectation is that incoming college freshmen will have had a minimum of two years of high school world language. These students usually place into a 200 level college course. A 200 level course is generally considered an Intermediate proficiency and is often required for a Bachelor of Arts degree.

In the graphic on the following page, The American Council on the Teaching of Foreign Languages shares a comparison of oral proficiency levels needed in the workplace in order to be career ready. Cashiers, sales clerks, and receptionists who wish to interact with clientele in a language other than English must be prepared to function at a level of Intermediate in the other language. A banking and investment customer service representative, medical interpreter, and human resource benefit specialist must be prepared to function at a level of Advanced.

Technical language, or language specific to a given profession or skill, is the ultimate preparation to apply language to careers or to community life. However, technical language classes require a strong foundation in the language and in the technical or career skill area.

In equipping students to be community volunteers, world travelers, entrepreneurs, and communicators, it is important to remember the correlation between time and ability. Essentially, a stronger the investment in the duration and depth of language program will result in higher and more useful levels of language proficiency.

# ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	<b>5</b>	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
	<b>4</b>			
<b>Superior</b>	<b>3</b>	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	<b>2+</b>	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	<b>1+</b>	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>				
<b>Novice High</b>	<b>0+</b>	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K–6</li> </ul>
<b>Novice Mid</b>	<b>0</b>			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>				

\*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



## Strand One: Communication

Students communicate effectively in a variety of situations and contexts.

Key points:

- Students should use language for a meaningful, contextual purpose.
- From Novice to Advanced, the presence of structure and guidance is reduced until students begin to control language for their own needs.

Communication is the most elemental purpose of language learning. As simple as a child's first word or as complicated as a discourse on impacts of science and technology, communication is invariably tied to need, situation, context, and format. These concepts are represented in later strands. Strand One focuses on the dexterity of manipulating the language and language structures in various modes of communication. The modes of communication are Interpersonal, Interpretive, and Presentational. The Interpersonal Mode represents negotiation of information among two or more parties. The Interpretive Mode requires an interpretation of meaning because there is no ability to negotiate meaning with the writer or speaker. The Presentational Mode refers to the creation of a message that others will have to interpret. All modes of communication might be conducted in written or oral format.



**WL 1.1: Students exchange information in the target language.**

WL1.1.a Novice Low

Participate in basic exchanges about very familiar topics in structured contexts using very common vocabulary and phrasing.

WL1.1.b Novice Mid

Participate in basic exchanges in structured contexts on a variety of familiar and predictable topics using very common vocabulary and phrasing.

WL 1.1.c Novice High

Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and grammatical structures.

WL 1.1.d Intermediate Low

Initiate, sustain, and conclude exchanges in structured settings and formats using simple sentences.

WL 1.1.e Intermediate Mid

Initiate, sustain, and conclude exchanges about familiar topics with focused structures.

WL 1.1.f Intermediate High

Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and grammatical structures.

WL 1.1.g Advanced Low

Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.

WL 1.1.h Advanced Mid

Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.

WL 1.1.i Advanced High

Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames.

**Specific Considerations for Classical and Ancient Languages:**

Interpersonal communication has not been typical in Classical and Ancient Languages in oral formats. However, educators may want to consider written communications or limited oral communication that is more formal and structured in nature.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Due to the natural acquisition of language, which may or may not have been accompanied by formal instruction in the language, a Novice course may need to use an Intermediate proficiency indicator. Spanish educators who are teaching a homogenous classroom within a grade level sequence may want to consider using a resource such as the WIDA Spanish Language Arts Standards instead of Standard 1.1.

**WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics and in various settings.**

WL1.2.a Novice Low

Identify isolated learned words and very common phrasing on very familiar topics in short, repeated messages or uncomplex media.

WL1.2.b Novice Mid

Identify the main topic of simple messages or uncomplex media by recognizing memorized words and phrasing and using contextual clues.

WL 1.2.c Novice High

Identify elements of setting, purpose, or supporting details of simulated texts, brief messages, or uncomplex media by recognizing high-frequency vocabulary, simple grammatical structures in context, and contextual clues.

WL 1.2.d Intermediate Low

Use comprehension strategies such as preparing to process the message, isolating the main idea, and identifying supporting details in focused, longer messages or semi-complex media

WL 1.2.e Intermediate Mid

Use comprehension strategies such as preparing to process the message, isolating the main idea, and prioritizing details in focused, longer messages or semi-complex media.

WL 1.2.f Intermediate High

Use comprehension strategies in a wide variety of genres or settings on familiar and non-familiar topics to distinguish the main idea, to identify supporting details, and to restate or summarize the message.

WL 1.2.g Advanced Low

Analyze a message or complex media for what is both stated and unstated, cultural understanding, and/or relevance to audience.

WL 1.2.h Advanced Mid

Analyze a longer message or complex media for what is both stated and unstated, cultural understanding, and/or relevance to audience.

WL 1.2.i Advanced High

Analyze a message or complex media with attention to cultural relevance, cross-cultural comparisons, and impact to audience.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Due to the natural acquisition of language, which may or may not have been accompanied by formal instruction in the language, a Novice course may need to use an Intermediate proficiency indicator. Spanish educators who are teaching a homogenous classroom within a

grade level sequence may want to consider using a resource such as the WIDA Spanish Language Arts Standards instead of Standard 1.2.

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**WL 1.3: Students present ideas and information according to a variety of purposes and audiences.**

WL1.3.a Novice Low

Present information on very familiar and everyday topics using very common words and phrasing in highly structured contexts.

WL1.3.b Novice Mid

Present information on very familiar topics using simple strings of phrasing and expressions in structured contexts.

WL 1.3.c Novice High

Present information on familiar and everyday topics using simple sentences in structured contexts.

WL 1.3.d Intermediate Low

Share information on a variety of familiar topics, using familiar vocabulary and grammatical structures in semi-structured contexts.

WL 1.3.e Intermediate Mid

Share information on familiar topics of personal interest using familiar and self-chosen vocabulary and structures in semi-structured contexts.

WL 1.3.f Intermediate High

Share information on familiar and unfamiliar topics of personal interest referencing various time frames.

WL 1.3.g Advanced Low

Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.

WL 1.3.h Advanced Mid

Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames.

WL 1.3.i Advanced High

Create and deliver information on familiar and unfamiliar topics, producing detailed and organized ideas that use cultural knowledge appropriate to the context, and that reflect cultural practices and perspectives.

**Specific Considerations for Ancient and Classical Languages:**

Presentational formats in ACL courses do not typically reference everyday topics. While students do provide presentations, the presentational format in ACL may be more aligned with recitations and interpretations of written material.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Due to the natural acquisition of language, which may or may not have been accompanied by formal instruction in the language, a Novice course may need to use an Intermediate proficiency indicator. Spanish educators who are teaching a homogenous classroom within a grade level sequence may want to consider using a resource such as the WIDA Spanish Language Arts Standards instead of Standard 1.3.

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## Strand Two: Culture

Students work within the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

Key points:

- The culture of the target language is fundamental to all language instruction and can be taught through implicit instruction as well as explicit instruction.
- Elements of culture can, and should be, taught in the target language whenever appropriate and feasible.
- Learners must have insight into cultural perspectives, and the ability to behave appropriately in a variety of cultural contexts, in order to be effective communicators.

Interculturality is the ability to understand the underlying histories, values, attitudes, beliefs, practices, and views that affect communication and understanding among people. It is the essence of 'it's not what was said; but how it was said'. Strand Two illustrates that true language proficiency requires an awareness of and familiarity with the connotations, social cues, and perceptions associated with language in order to communicate the desired message. Intercultural competence often results in empathy, closer introspection, greater self-awareness, and active listening.

**WL 2.1: Learners use the language to observe, to objectively state, to explore different explanations, and to evaluate the relationship between the products, practices and perspectives of the cultures studied.**

WL2.1.a Novice Low

Identify common products, methods of greetings, celebrations, and songs in the cultures where the language is spoken.

WL2.1.b Novice Mid

Identify common products, practices, and perspectives such as greetings, holiday celebrations, games, foods, and dances.

WL 2.1.c Novice High

Identify common products, practices, and perspectives in order to compare one's own culture and the cultures studied.

WL 2.1.d Intermediate Low

Investigate and describe common products and practices such as holidays, activities, destinations, clothing, meals, and schedules.

WL 2.1.e Intermediate Mid

Investigate and describe common products, practices, and perspectives of the culture studied.

WL 2.1.f Intermediate High

Investigate, describe, and compare with one's own culture the common products, practices, and perspectives of the culture studied.

WL 2.1.g Advanced Low

Analyze the products, perspectives, and practices of diverse groups within the language of study.

WL 2.1.h Advanced Mid

Analyze and explain the products, perspectives, and practices of diverse groups within the language of study.

WL 2.1.i Advanced High

Analyze and explain relationship of the products, perspectives, and practices of diverse groups within the language of study.

**Specific Considerations for Ancient and Classical Languages:**

Although many common products have been lost to historical record, it may be possible to investigate historical artifacts. Possible products include: clothing, jewelry, dwellings, sports, literature, artwork, tools, pottery. Products may be discoverable through ancient artwork, ruins, or other artefacts.

**WL 2.2: Identify and apply culturally-appropriate language and behavior skills.**

WL2.2.a Novice Low

Identify expressions unique to the cultures studied.

WL2.2.b Novice Mid

Identify and react with simple expressions and idioms unique to the languages and cultures studied.

WL 2.2.c Novice High

Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.

WL 2.2.d Intermediate Low

Interact with language choices appropriate to the social context in everyday or common scenarios.

WL 2.2.e Intermediate Mid

Interact with more complex language choices appropriate to the social context of common scenarios.

WL 2.2.f Intermediate High

Interact with language that references the social context of the situation in complex scenarios.

WL 2.2.g Advanced Low

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using concrete language.

WL 2.2.h Advanced Mid

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both concrete and abstract language.

WL 2.2.i Advanced High

Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.

**Specific Considerations for Ancient and Classical Languages:**

Daily life, idioms, and regional variations in the language may not have been recorded or may not be available to allow students to interact with these elements today. ACL educators are encouraged to present and discuss what unique expressions, idioms, and cultural language points are available.



**WL 2.3: Students use culturally authentic non-verbal communication such as gestures, proximity, and sounds.**

WL2.3.a Novice Low

Identify culturally authentic elements of non-verbal communication in focused, repeated situations.

WL2.3.b Novice Mid

Identify culturally authentic elements of non-verbal communication in select situations on familiar topics.

WL 2.3.c Novice High

Identify culturally authentic elements of non-verbal communication in situations based on familiar topics in general topics.

WL 2.3.d Intermediate Low

Use a culturally authentic non-verbal signal in a planned communication.

WL 2.3.e Intermediate Mid

Use culturally authentic non-verbal signals in planned communication to support the topic, idea, or opinion.

WL 2.3.f Intermediate High

Use culturally authentic non-verbal signals in communication to support the topic, to provide opinion, or to increase audience interest.

WL 2.3.g Advanced Low

Embed culturally authentic non-verbal communication in conversation.

WL 2.3.h Advanced Mid

Embed culturally authentic non-verbal communication that is culturally specific and meant to increase audience response.

WL 2.3.i Advanced High

Embed culturally authentic non-verbal communication that is intentional to purpose, audience, and topic.

**Specific Considerations for Ancient and Classical Languages:**

Nonverbal communication would not be applicable to Ancient and Classical Languages.

### Strand Three: Connections

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

Key Points:

- Scaffolding and structure support the use of appropriately chosen authentic materials.
- Using authentic materials contextualizes the language, expands lexicon through production, and validates the learning of the language and the learning of the content.

Languages bring the power to communicate a message to an exponentially larger audience. Languages are a mechanism that support access to resources, opportunities, and careers. In making connections to other content areas, students will expand vocabulary, contextualize the language, and begin to seek out a pathway to personalized language learning. Strand One and Strand Two are about the finesse and use of language. Strand Three and Strand Four are about the purpose of language study: to make connections, and to apply the skills students have learned.

**WL 3.1: Students use resources in the language studied to gain information across other content areas.**

WL3.1.a Novice Low

Identify the variety of resources available in the language of study.

WL3.1.b Novice Mid

Identify appropriate resources for a particular purpose or need.

WL 3.1.c Novice High

Identify elements of framework, structure, and or genre of resources in order to gather information.

WL 3.1.d Intermediate Low

Select needed, appropriate information from resources in familiar and everyday contexts.

WL 3.1.e Intermediate Mid

Select and compare information from a variety of similar resources in familiar contexts.

WL 3.1.f Intermediate High

Select and compare information from a variety of resources that use simple, content-specific language.

WL 3.1.g Advanced Low

Analyze information and viewpoints from resources that are of familiar and general interest from other content areas.

WL 3.1.h Advanced Mid

Analyze information and viewpoints from resources that are of unfamiliar and familiar topics specific to another content area.

WL 3.1.i Advanced High

Analyze information and supporting details from a variety of resources that use content-specific vocabulary.

**WL 3.2: Students apply the language of study to discuss other content areas of study.**

WL3.2.a Novice Low

Apply limited words and short phrasing to accomplish tasks or show understanding of concepts in other content areas.

WL3.2.b Novice Mid

Apply words and simple phrasing to accomplish tasks or show understanding of concepts in other content areas.

WL 3.2.c Novice High

Apply words, phrasing, and simple descriptions to accomplish tasks or show understanding of concepts in other content areas.

WL 3.2.d Intermediate Low

Describe in simple sentences familiar concepts and tasks from other content areas.

WL 3.2.e Intermediate Mid

Describe, in growing detail, familiar concepts and tasks from other content areas.

WL 3.2.f Intermediate High

Describe, using content-targeted vocabulary, familiar concepts and tasks from other content areas.

WL 3.2.g Advanced Low

Synthesize and explain concepts and tasks using content-enriched language.

WL 3.2.h Advanced Mid

Synthesize and explain concepts and tasks using a wide variety of grammatical structures to describe concrete concepts.

WL 3.2.i Advanced High

Synthesize and explain concepts and tasks using a wide variety of grammatical structures to describe concrete and abstract concepts.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Due to the natural acquisition of language, which may or may not have been accompanied by formal instruction in the language, a Novice course may need to use an Intermediate proficiency indicator. Spanish educators who are teaching a homogenous classroom within a grade level sequence may want to consider using a resource such as the WIDA Spanish Language Arts Standards to guide the response level to other content areas of study. For example, students in a Level One Spanish for Spanish Speakers may be able to create short summaries and provide opinion about a variety of concepts and tasks from other content areas.

## Strand Four: Communities

Students can apply their world language skills to personal, community, and career experiences.

Key Points:

- Providing a connection to world languages outside of the school setting is critical to student motivation and engagement.
- Community involvement builds empathy, respect for diversity, and self-awareness.
- When there is an awareness of the world, it is far easier to find one's place within it.

Our global world and impact continue to expand. Language skills bring global connections closer to home, allowing students to connect across the world or at the market on the corner. Strand Four emphasizes participation in multilingual communities around us. With another language, students can be aware of the world and their role within it, have an understanding of community needs and concerns, and be able to take responsibility for their development as a member of their community.

**WL 4.1: Students create connections between their language classroom and the outside world.**

WL4.1.a Novice Low

Identify very common, routine words and phrasing in situations outside of the classroom.

WL4.1.b Novice Mid

Identify basic words and simple phrasing in situations outside of the classroom.

WL 4.1.c Novice High

Identify basic words, phrasing, and simple statements in situations outside of the classroom.

WL 4.1.d Intermediate Low

Respond to situations outside of the classroom with very common, routine words and phrasing.

WL 4.1.e Intermediate Mid

Respond to situations outside of the classroom with connected sentences and questions.

WL 4.1.f Intermediate High

Respond to situations outside of the classroom with a wide variety of longer connected sentences and questions.

WL 4.1.g Advanced Low

Initiate conversation on familiar and common topics outside of the language classroom.

WL 4.1.h Advanced Mid

Initiate conversation in familiar and unexpected situations using idiomatic expressions and supporting details.

WL 4.1.i Advanced High

Initiate conversation in planned and unexpected situations using concrete and abstract language supported and defended with detailed information.

**Specific Considerations for Ancient and Classical Languages:**

Educators are not limited to situations with oral use of language. They may also make connections between ancient concepts, events, and culture with our world.

**WL 4.2: Use knowledge and skills gained in the language to identify and create a personal education and/or career plan.**

WL4.2.a Novice Low

Explore vocabulary related to careers.

WL4.2.b Novice Mid

Explore and describe college and career options that incorporate the language studied.

WL 4.2.c Novice High

Explore and describe the levels of proficiency associated with careers and career clusters.

WL 4.2.d Intermediate Low

Use the language of study to relate educational and career interests through content-specific tools appropriate to emergent learners.

WL 4.2.e Intermediate Mid

Use the language of study to relate, evaluate and summarize personal interests, skills, and values.

WL 4.2.f Intermediate High

Use the language of study to relate and describe careers that align with personal skills and interests.

WL 4.2.g Advanced Low

Develop and list educational and career connections to a personal plan of language learning.

WL 4.2.h Advanced Mid

Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests.

WL 4.2.i Advanced High

Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests.

**Specific Considerations for Ancient and Classical Languages:**

Educators are not limited to situations with oral use of language. They may also make connections between ancient concepts, events, and culture with our world.

**WL 4.3: Use digital tools in the language of study to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.**

WL4.3.a Novice Low

Use digital tools to access information in or about the language of study.

WL4.3.b Novice Mid

Use digital tools to access, share, and learn about the language of study.

WL 4.3.c Novice High

Use digital tools from various local and global sources to access, share, and learn about the language of study.

WL 4.3.d Intermediate Low

Explore, locate, and select information to support basic understanding of culture, issues, and perspectives of the language studied.

WL 4.3.e Intermediate Mid

Explore, locate, select, and evaluate information from multiple sources to support understanding of culture, issues, and perspectives of the language studied.

WL 4.3.f Intermediate High

Explore, locate, select, and use collaborative technologies to work with others to investigate the culture, issues, and perspectives of the language studied.

WL 4.3.g Advanced Low

Use collaborative technologies to contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

WL 4.3.h Advanced Mid

Use collaborative technologies to work with others to examine issues and/or information about the culture, issues, and perspectives of the language studied in response to a common question or goal.

WL 4.3.i Advanced High

Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints in ways that broaden mutual understanding.



## Strand Five: Cognition

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Key Points:

- Learning is a partnership between the student and the teacher
- Learning to learn establishes processes and connections that more efficiently route information to its destination.
- Using the language of study to define expectations, discuss language acquisition, and to set learning goals increases the ability to place language in context.
- Taking an active role in planning for language study propels students to higher levels of proficiency.

First language learning and acquisition is a process that begins in infancy and lasts a lifetime. Second language learning and acquisition is both similar and more dynamic than first language learning. Language learning is the natural absorption of language that is firmly rooted in situational and contextual surroundings. Infants come to associate “mama”, “papa”, and “bottle” with things that they need. Language acquisition is a formalized study of language and its functions. It will be years before those same children understand “nouns” and can manipulate them in sentences. Strand Five serves to help educators and students remember that language learning and acquisition is a process. By learning the cognition of language study, students will be better able to engage in and take responsibility for their own learning.

**WL 5.1: Self-assess growth in language learning, practice, and understanding.**

WL5.1.a Novice Low

Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned.

WL5.1.b Novice Mid

Use simple words or phrasing to identify what concepts, skills, or information have been learned.

WL 5.1.c Novice High

Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.

WL 5.1.d Intermediate Low

Reflect on how personal learning, practice, and understanding are evident.

WL 5.1.e Intermediate Mid

Reflect on how personal learning, practice, and understanding are evident and how learning might be improved.

WL 5.1.f Intermediate High

Reflect on personal learning, practice, and understanding in response to pre-determined goals, outcomes, or expectations.

WL 5.1.g Advanced Low

Analyze how personal learning, practice, and understanding have developed over time.

WL 5.1.h Advanced Mid

Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth.

WL 5.1.i Advanced High

Analyze how personal learning, practice, and understanding can be sustained for future growth.

**WL 5.2: Set language learning goals and organize priorities.**

WL5.2.a Novice Low

Identify what concepts, skills, or information are desired using isolated words, phrasing, or images.

WL5.2.b Novice Mid

Identify what concepts, skills, or information are desired using simple words or phrasing.

WL 5.2.c Novice High

Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.

WL 5.2.d Intermediate Low

Create simple, short-term goal statements in response to units of study or other focused needs.

WL 5.2.e Intermediate Mid

Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs.

WL 5.2.f Intermediate High

Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.

WL 5.2.g Advanced Low

Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

WL 5.2.h Advanced Mid

Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals.

WL 5.2.i Advanced High

Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

## Summary of World Language Strands and Standards

The World Language Standards represent all languages, for all learners, at all levels. Although each language group has distinct linguistic components, these standards are meant to provide direction in the kinds of skills that students should accomplish at a particular level. When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations.

Students communicate effectively in a variety of situations and contexts.

- 1.1 Students exchange information in the target language.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics and in various settings.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

Students work within the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

- 2.1 Learners use the language to observe, state objectively, explore different explanations, and evaluate the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Identify and apply culturally-appropriate language and behavior skills.
- 2.3 Students use culturally authentic non-verbal communication such as gestures, proximity, sounds, and emotive responses.

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

- 3.1 Students use resources in the language studied to gain information across other content areas.
- 3.2: Students apply the language of study to discuss other content areas of study.

Students can apply their world language skills to personal, community, and or career experiences.

- 4.1 Students create connections between their language classroom and the outside world.
- 4.2 Use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.3 Use digital tools in the language of study to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

- 5.1 Self-assess growth in language learning, practice, and understanding.
- 5.2 Set language learning goals and organize priorities.