



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

***World Languages* • Unpacked Content for Modern Language Programs – FLES/Early Start & Middle School**

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand what a student must know and be able to do, as expressed in the Essential Standards and their Clarifying Objectives.

What is in this document? What is “unpacked” content?

Descriptions of what each standard means a student will know and be able to do by the end of the program or course. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this mean that a student must know and be able to do?” An explanation of each Essential Standard is followed by its Clarifying Objectives, which are organized by year or course in a program. The goal is to provide a document that can be used in professional development, and create pacing guides, plan classroom curriculum, etc. Specific program and language notes are included in this document, but additional information, such as a detailed description of each program’s exit proficiency expectations and Assessment Prototypes for various programs and languages, will be shared in future documents.

How do I send feedback?

We intend the explanations and examples in this document to be helpful. However, we know that as this document is used, teachers and administrators will find ways in which the unpacking can be improved and made even more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Where are the standards alone and the other supporting documents? The *World Language Essential Standards* are posted online at <http://www.ncpublicschools.org/acre/standards/phase2/> and http://seclang.ncwiseowl.org/curriculum_instruction/essential_standards/. The standards were approved by the State Board of Education (SBE) in September 2010 and are scheduled to be implemented during the 2012-13 school year. Supporting documents and resources, such as the *World Language Essential Standards Crosswalk*, additional components of the Instructional Toolkit, professional development materials, etc., will be posted online as they become available.

There are five *World Languages* Unpacked Content documents, and they are arranged by program in this manner:

- Classical Language Programs (formerly Latin, but now expanded to include Ancient Greek and classical studies).
- Dual & Heritage Language Programs: Dual Language/Immersion, according to gradespans of K-2, 3-5, 6-8, and 9-12.
- Dual & Heritage Language Programs: Heritage Language (formerly Spanish for Native Speakers, but now expanded to include any language being taught this way, such as Chinese for Native Speakers, French for Native Speakers, etc.).
- Modern Language Programs: FLES/Early Start & Middle School.
- Modern Language Programs: High School Credit Courses Levels I-VIII, with details for alphabetic, logographic, and visual languages.

Modern Languages – FLES/Early Start & Middle School Programs • Unpacked Content

The intent of the *World Language Essential Standards* is to support the North Carolina State Board of Education (SBE) guiding mission: *Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.*

The SBE’s first [Future-Ready Students for the 21st Century](#) goal states that, “every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, **including a mastery of languages**, an appreciation of the arts, and competencies in the use of technology.” The SBE incorporated 17 future-ready skills necessary for every graduate in these goals, including multilingualism and being a knowledgeable global citizen. Thus, all students need to build proficiency in languages other than English and have wide-ranging knowledge of cultures from around the world.

The North Carolina *World Language Essential Standards* provide an articulated K-12 proficiency-based framework for each of the world language programs in the public schools: **Classical Language Programs, Dual & Heritage Language Programs, and Modern Language Programs.**

There are four Essential Standards (ES), with 2-5 Clarifying Objectives (CO) for each ES within a proficiency level, which are arranged by Strands.

Essential Standards (ES) are the “need to know” standards that provide curricular focus on big, conceptual ideas and enduring understandings. For World Languages, the ES are the three communication modes (Interpersonal, Interpretive, and Presentational) and culture, which parallel the national standards of Communication and Culture.

Clarifying Objectives (CO) are learning objectives, not activities, that elaborate further on the ES, provide details about the learning that will take place, and serve as the basis for assessment.

Strands organize the ES and encompass the other three national standards: Comparisons, Connections, and Communities. Our strands are:

Connections to Language & Literacy – CLL (Comparisons) - helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

Connections to Other Disciplines – COD (Connections) – involves students in making connections with other academic disciplines, formally and informally, particularly with the language arts (reading, writing, speaking, listening) but also with math, social studies, the arts, health, physical education, science, career and technical skills, and technology.

Communities – CMT (Communities) – prepares students to access knowledge and information from other communities and use that information to work and learn with people from diverse backgrounds.

The COs are identified using a uniform labeling system with four parts:

<i>abbreviation of the proficiency level</i>	<i>3-letter Strand code</i>	<i>ES number</i>	<i>CO number</i>
NL – Novice Low	CLL – Connections to Language & Literacy	3	1
NL.CLL.3.1			
NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.			

The label in the example above shows it is at the Novice Low (NL) proficiency level, in the Connections to Language & Literacy (CLL) Strand, from Essential Standard #3 (Presentational Communication Mode), and indicates that it is the first Clarifying Objective in that set.

In future documents, Assessment Prototypes (AP), sample activities or prototypical performance assessments, will be shared and will include classroom strategies that address differentiation, needs of students with disabilities, etc. Publications like *Hand in Hand with the Second Language Standard Course of Study* from 2000 will be updated and aligned with the *World Language Essential Standards*. These documents will also provide APs that increase the specificity of the CO and provide evidence of the learning taking place. They can be thought of as example assignments or tasks that could be given to students to show mastery. Some APs could be used in any world language program, while others will be specific to a program or a language. APs can be formative, benchmark or summative in nature, and include evaluation criteria.

Proficiency Outcome Expectations in the World Language Essential Standards

Mastering a language requires developing competency or proficiency in communication skills. The proficiency level achieved is directly linked to the amount of time spent learning the language. There are a number of ways that students might advance their proficiency level in a language skill, including:

- practicing with native speakers,
- taking a language course measured in instructional hours,
- traveling, living, or studying abroad,
- interacting with others learning the language, in a virtual or traditional classroom,
- participating in intensive study programs,
- and many other possibilities.

Proficiency Outcome Expectations, or exit proficiency expectations as they are called in the *World Language Essential Standards* document, are included for each program and are sometimes differentiated based on the model being used or the language being learned. These expectations are a guide to focus classroom instruction on measurable student outcomes at the end of a course or gradespan and will also assist with placement of

students who have acquired language proficiency outside of the classroom environment. These expectations are based on research conducted around the globe. Expertise from the field and various organizations, such as the Title VI language resource centers, was used to set challenging, yet reasonable, expectations for proficiency-based language learning in North Carolina.

The proficiency outcome expectations on the next page were compiled based on the best information available in order to establish measurable student outcomes. Using multiple measures of proficiency within a comprehensive, balanced assessment system enables students, teachers, administrators, parents, and other stakeholders to show annual student progress in world language programs. However, as the *World Language Essential Standards* are implemented and program outcome data is collected, the proficiency expectations may need to be adjusted in future revisions.

The most efficient way to measure proficiency is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale which currently has 10 levels of proficiency:

- | | | | |
|---------------------|---------------------------|-----------------------|------------------|
| 1. Novice Low (NL) | 4. Intermediate Low (IL) | 7. Advanced Low (AL) | 10. Superior (S) |
| 2. Novice Mid (NM) | 5. Intermediate Mid (IM) | 8. Advanced Mid (AM) | * Distinguished |
| 3. Novice High (NH) | 6. Intermediate High (IH) | 9. Advanced High (AH) | * Native |

* Two higher levels may be added at the upper end of the ACTFL scale in the near future, so they are included here, but they do not currently have accompanying descriptions.

Modern Language Exit Proficiency Expectations for FLES/Early Start Programs of 90 minutes per week or more for Alphabetic and Logographic Languages

Proficiency Assessment →	End of 2 nd year of study	End of 3 rd year of study	End of 4 th year of study	End of 5 th year of study	End of 6 th year of study
↓MODE & Skill					
INTERPRETIVE Listening	Novice Mid	Novice High	Intermediate Low		Intermediate Mid
INTERPRETIVE Reading	Novice Low-Mid	Novice Mid–High	Novice High		Intermediate Low
INTERPERSONAL Person-to-Person	Novice Mid	Novice High	Novice High- Intermediate Low	Intermediate Low	Intermediate Mid
PRESENTATIONAL Speaking	Novice Low-Mid	Novice Mid–High	Novice High- Intermediate Low	Intermediate Low	Intermediate Low– Mid
PRESENTATIONAL Writing	Novice Low-Mid	Novice Mid–High		Novice High – Intermediate Low	

The writers and reviewers of the *World Language Essential Standards*, as well as the stakeholders who provided feedback on the drafts, agreed that K-12 World Language program proficiency expectations should extend through Advanced Mid (AM). There may be students who reach the Advanced High (AH) or Superior (S) proficiency levels, but the program proficiency expectations, or student outcomes, for the programs and courses are designed to be challenging, yet reasonable, goals for the K-12 group of language learners.

In the ACTFL *K-12 Performance and Proficiency Guidelines*, each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels, due to a number of factors, like student motivation, continuity and quality of instruction, informal exposure to the language through travel abroad, accessing online resources for individual practice, etc. World language programs across the state, and within districts and individual schools, take many forms and are offered at different points in the K-12 continuum, which sometimes allows students to study multiple world languages. Some programs start in elementary or middle school, while others begin at the high school, so there are multiple entry points. In order to account for these variations and embed multiple entry points, it was decided that the *World Language Essential Standards* would be organized by proficiency level, rather than by grade level.

Elementary grades K-5 have FLES (Foreign Language in the Elementary School) programs, which are also called Early Start Programs. FLES can be language-focused, where the curriculum is based on learning to listen, speak, read and write in the new or target language by studying different topics, or, FLES can be content-enriched in which subject content (ex. math or science) is being used as the vehicle of target language instruction.

These programs focus on developing oral proficiency and can involve reinforcing core content knowledge. Therefore, emphasis is placed on the Interpersonal skills (Essential Standard #1), along with Interpretive Listening (Essential Standard #2) and Presentational Speaking (Essential Standard #3), which are highlighted in the proficiency outcome expectation charts that are part of the unpacking for each standard.

FLES programs are designed to build proficiency. Research shows that, at a minimum, FLES students need to be learning a language for 90 minutes per week or having class sessions approximately 30 minutes long held 3-5 times per week. There are FLES programs that exceed 90 minutes per week, but proficiency outcome expectations would fall within the ranges given.

Scheduling variations that do not meet the 90 minutes per week minimum are actually foreign language exploratory or FLEX programs, which are not designed to build proficiency. K-8 FLEX programs, sometimes referred to as part of the “wheel” for short 6-9 week exposure to a world language, potentially lay the foundation for future interest in proficiency-based language study. FLEX programs are focused on goals such as introducing basic vocabulary for one or more languages and teaching students about different cultures.

Middle school (grades 6-8) Modern Language Programs have language-focused beginning and continuing programs. These programs are scheduled in various ways, but are designed as a sequence so that students develop all the skills necessary to articulate fully to a high school Classical or Modern Language Program.

For curriculum planning purposes, please read the notes for modern language elementary and middle school programs, followed by the unpacking of each standard and its Clarifying Objectives (CO) arranged by proficiency level and skill area. For **Modern Languages – FLES/Early Start & Middle School Programs**, the proficiency expectations correspond to different end points, such as “the end of the 3rd year of study,” which, for a K-2 program would be 2nd grade or for a 6-8 middle school program the 8th grade.

Notes for Elementary Grades K-2

The primary goal of K-2 FLES is the development of listening and speaking skills, along with cultural awareness through concrete experiences. Learners in Grades K-2 begin with content topics close to the self, the home, and the school, such as family, friends, home, house, etc. The topics are selected from the K-2 school curriculum and are introduced in a meaningful communicative context involving concrete activities aimed at developing language and reinforcing content from other disciplines. Age appropriate literature, arts, music, and games are also an integral part of the K-2 second language program.

Most of the practice in the early grades is in a social setting. Children are involved in interpersonal communication through simple face-to-face interactions with classmates, teachers, family, and visitors. They engage in interpretive communication by following directions and commands, and by demonstrating their understanding of simple questions, everyday words, and statements relating to their immediate environment. They learn songs, recite poems, and give oral commands as they participate in presentational communication targeted to other students, parents, community members, other classes, and other teachers.

Reading and Writing: At this level, reading and writing are not taught directly. Instead, emphasis is placed on the oral language development necessary for students to become good readers and writers later on. Students are introduced to storytelling and reading using big books and other predictable stories. In addition, they are surrounded by environmental print.

Grammar: Grammar is not ignored, but is learned indirectly. Because grammar represents concepts which are too abstract for young children, it is acquired more effectively when it is in context and when attention is given to function, rather than terminology.

Instructional Techniques: Successful language learning activities are geared to the children's interest level and motor skills. Because primary age children have a short attention span and tire quickly, instructional techniques are varied and age appropriate. They involve large muscle physical activities, such as Total Physical Response (TPR); concrete experiences and language experience approach; dramatic and role play; along with the use of visuals, manipulatives, realia, songs, games, and rhymes. When available, realia, songs, games, and rhymes of the target culture(s) are incorporated as a way to gain insight into other cultures.

Notes for Elementary Grades 3-5

The primary goal of the Grades 3-5 FLES program is the progressive development of proficiency to communicate purposefully. A child says, "I am cold" or "I want some water," or "Where is my coat?" with a purpose in mind. He/she writes a birthday card or a brief letter for a reason. Each of these tasks requires a certain amount of communicative ability involving the skills of listening, speaking, reading, and writing. However, one must not forget that language acquisition begins with listening. For this reason, listening comprehension takes precedence over speaking at the beginning stages.

Learners at grades 3-5 begin with content topics which represent the self and family and become acquainted with community and other parts of the world. Content is drawn from the 3-5 curriculum and is delivered through first-hand, concrete experiences which are deeply embedded in context.

Reading and Writing: Reading and writing are introduced as natural extensions of oral language. Much time is devoted to pre-writing and pre-reading activities in order to elicit prior knowledge. These activities help students generate ideas, vocabulary, and structures needed to accomplish a task. In addition, they show students that listening, speaking, reading, and writing are interrelated and are mutually supportive. Materials selected are age-appropriate and have a high interest level. They may include big books, class books, individual books, use of the Internet, CDs, DVDs, folktales, legends, songs, rhymes, and games of the target culture(s). The amount of time devoted to reading and writing will vary depending on the students' level of language and on the amount of time available for the language class.

Grammar: Grammar provides the essential framework for supporting meaning. The language functions which are selected dictate the kind of grammatical structures to be introduced. At this level, grammar is learned indirectly and is situated within the larger context of language learning.

Instructional Techniques: Most of the communication is through face-to-face interactions with teachers. However, in the upper elementary grades, students begin to work in pairs or groups on concrete tasks. Some students in the upper elementary grades may resist pair work with a member of the opposite sex.

Through the elementary years, children learn best when they are involved in concrete situations accompanied by manipulatives and realia and when they have the opportunity to move. Technology is integrated with the program and is focused on developing communicative skills and cultural awareness.

Notes for Middle School Grades 6-8

Beginning Sequence: At the beginning level, students start their study of the world language with a focus on the development of proficiency. To be effective, the program provides sequential instruction to ensure the development of the necessary language skills. Focus is first placed on the development of the listening and speaking skills with reading and writing integrated later. Students use basic language to interact with their peers about familiar topics. They are able to understand contextualized directions, commands, key words and phrases, and they can make inferences from materials they hear or read. They rely heavily on visual cues and/or props and are involved in short presentations, including poems, songs, and other internalized materials, which help them gain insight into other cultures, as well as their own. They apply learning strategies and processes from other disciplines and develop their own strategies to learn better. Students' experience with the language is not limited to the classroom. They are encouraged to take their language outside of the classroom by accessing the Internet, participating in e-mail or regular correspondence, and interacting with their community.

Continuing Sequence: At the continuing level, students expand on the language skills previously acquired through study at the elementary and/or middle school level. Reading and writing continue to be natural extensions of listening and speaking skills. Study includes broader areas of knowledge and interest to reflect students' age group and language level. Students communicate orally and in writing with their peers and others using more complex language. They understand main ideas and some supporting details without relying as heavily on visual cues or props. Students tell or retell stories and present skits, songs, poetry, and personalized statements to a variety of audiences. They continue to familiarize themselves with other cultures by participating in activities characteristic of young adolescents in the target cultures. Students explore viewpoints and attitudes behind traditions, celebrations, and people's attitudes, and by doing so, they reflect on their own culture and language. They continue to look for connections between the target language and other disciplines and they apply strategies learned in various content areas. To make language relevant, students access technology and other media and they apply their language outside of the classroom.

Grammar: Because of its abstract nature, grammar is selected according to the communicative functions to be mastered and is taught contextually.

Instructional Strategies: Young adolescents must be exposed to relevant experiences which allow them to adapt to the physical, social, emotional, and intellectual changes they are experiencing. They need to be involved in positive and meaningful interactions with their peers, and, at the same time, they need opportunities to develop a positive self-concept. Group and pair work are especially successful with middle school adolescents, as long as the group and pair work are centered on well-defined tasks which are broken down into manageable parts, since students this age often feel overwhelmed by long-range assignments. In the classroom, young adolescents need assistance with organization and responsibility to help them move toward independence. At this level, students can work well from patterns and facts, but they have difficulty making applications. They have little tolerance for ambiguity. For this reason, they need explicit practice with a model. Since they have little patience for anything which is different, teachers will want to stress similarities, rather than differences, especially when dealing with culture.

There are many instructional resources available at the middle school level. A textbook is one of the possible resources; however, the use of a textbook should be in conjunction with other materials, such as magazines (paper and online), videos, CDs, DVDs, realia, and the Internet.

Unpacking the Interpersonal Communication Essential Standard

Essential Standard #1: Use the language to engage in interpersonal communication.

Interpersonal skills are used in informal, one-on-one, or small group conversations. Students can ask for clarification when needed and negotiate for meaning during the conversation.

Interpersonal Skills within the Connections to Language & Literacy (CLL) Strand

Interpersonal communication involves everyday topics, such as greetings, current events, news about family and friends, social events, personal viewpoints, and so on. Students develop greater understanding and insight into the nature of language and culture, including their native or first language.

Interpersonal Skills within the Connections to Other Disciplines (COD) Strand

Interpersonal communication involves everyday classroom or academic topics, such as greetings, instructions, directions, class discussions, school events, requests for information, academic discourse, and so on. Students make connections in conversation with other academic disciplines during both language and academic instruction, and they are able to converse about mathematics, economics, social studies, the arts, health, physical education, science, career and technical skills, technology, etc.

Interpersonal Skills within the Communities (CMT) Strand

Interpersonal communication involves everyday topics, such as greetings, directions, current events (locally or in the target culture), class discussions, community events, requests for information, community discourse/debate, and so on. Students access knowledge and information from other communities and use that information in conversations to become knowledgeable global citizens.

For curriculum planning purposes, please review the Interpersonal Communication Clarifying Objectives (CO) on the following pages. Charts for **Modern Languages – FLES/Early Start & Middle School** have been organized to show the proficiency expectations for all languages by years of study:

At the end of the 2nd year and 3rd year of study

Page 11

At the end of the 4th year, 5th year, and 6th year of study

Page 12

Interpersonal Communication: FLES/Early Start or Middle School Programs		
Up to 3 Years of Study		
	End of 2nd Year of Study*	End of 3rd Year of Study
	Novice Mid (NM)	Novice High (NH)
Connections to Language & Literacy (CLL)	<p>NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.</p> <p>NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.</p>	<p>NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.</p> <p>NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.</p> <p>NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.</p> <p>NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.</p>
Connections to Other Disciplines (COD)	<p>NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.</p> <p>NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.</p>	<p>NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.</p> <p>NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.</p> <p>NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.</p>
Communities (CMT)	<p>NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.</p> <p>NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.</p>	<p>NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.</p> <p>NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.</p>

* Prior to the end of the 2nd year of study, no proficiency expectations have been established for measurement.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpersonal Communication: FLES/Early Start or Middle School Programs			
4-6 Years of Study			
	End of 4th Year of Study	End of 5th Year of Study	End of 6th Year of Study
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
Connections to Language & Literacy (CLL)	<p>NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.</p> <p>NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.</p> <p>NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.</p> <p>NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.</p>	<p>IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.</p> <p>IL.CLL.1.2 Use questions to exchange information in familiar situations.</p>	<p>IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.</p> <p>IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.</p> <p>IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.</p>
Connections to Other Disciplines (COD)	<p>NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.</p> <p>NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.</p> <p>NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.</p>	<p>IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.</p> <p>IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.</p>	<p>IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.</p> <p>IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.</p>
Communities (CMT)	<p>NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.</p> <p>NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.</p>	<p>IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.</p> <p>IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.</p>	<p>IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.</p> <p>IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Unpacking the Interpretive Communication Essential Standard

Essential Standard #2: Understand words and concepts presented in the language.

Interpretive skills involve receiving information, from others and/or a wide variety of media sources, in a situation where meaning cannot be negotiated with the speaker or author. Students hear or see the message and respond based on their interpretation.

Interpretive Skills within the Connections to Language & Literacy (CLL) Strand

Interpretive communication involves listening to and reading about everyday topics, such as current events, news about family and friends, social events, personal viewpoints, social media, and so on. Students develop greater understanding and insight into the nature of language and culture, including their native or first language, as they learn to draw on specific strategies and skills sets to infer meaning in situations where no negotiation takes place.

Interpretive Skills within the Connections to Other Disciplines (COD) Strand

Interpretive communication involves listening to information about common classroom or academic topics, such as instructions, directions, class discussions, lectures (live or recorded), school events, requests for information, and so on. It also involves reading of all types, such as from textbooks or other instructional materials, fiction and non-fiction books, websites, wikis, etc. Students make connections through listening and reading with other academic disciplines during both language and academic instruction, and they build background knowledge in mathematics, economics, social studies, the arts, health, physical education, science, career and technical skills, technology, etc., that can be used later to engage in Interpersonal and Presentational Communication.

Interpretive Skills within the Communities (CMT) Strand

Interpretive communication involves listening to and reading about topics from daily life, such as greetings, directions, current events (locally or in the target culture), class discussions, community events, requests for information, community discourse/debate, news broadcasts, television and radio programs, websites, wikis, other social media, and so on. Students access knowledge and information from other communities and use that information in listening and reading to become knowledgeable global citizens.

For curriculum planning purposes, please review the Interpretive Communication Clarifying Objectives (CO) on the following pages. Charts for **Modern Languages – FLES/Early Start & Middle School** have been organized to show the proficiency expectations for all languages by years of study:

At the end of the 2nd year and 3rd year of study

Page 14

At the end of the 4th year, 5th year, and 6th year of study

Page 15

Interpretive Communication: FLES/Early Start or Middle School Programs			
Up to 3 Years of Study			
	End of 2nd Year of Study – Reading		End of 3rd Year of Study – Reading
		End of 2nd Year of Study – Listening	End of 3rd Year of Study – Listening
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
Connections to Language & Literacy (CLL)	<p>NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.</p> <p>NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.</p> <p>NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.</p> <p>NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.</p> <p>NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.</p>	<p>NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.</p> <p>NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.</p> <p>NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).</p> <p>NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.</p> <p>NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.</p>	<p>NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.</p> <p>NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.</p> <p>NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.</p> <p>NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.</p>
Connections to Other Disciplines (COD)	<p>NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.</p> <p>NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.</p> <p>NL.COD.2.3 Recognize words in groups from other disciplines.</p>	<p>NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.</p> <p>NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.</p> <p>NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).</p>	<p>NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.</p> <p>NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.</p> <p>NH.COD.2.3 Interpret simple processes from other disciplines using the target language.</p>
Communities (CMT)	<p>NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.</p> <p>NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.</p>	<p>NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.</p> <p>NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.</p> <p>NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.</p>	<p>NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.</p> <p>NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpretive Communication: FLES/Early Start or Middle School Programs			
4-6 Years of Study			
	End of 4th and 5th Years of Study - Reading	End of 6th Year of Study – Reading	
		End of 4th and 5th Years of Study - Listening	End of 6th Year of Study – Listening
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
Connections to Language & Literacy (CLL)	<p>NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.</p> <p>NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.</p> <p>NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.</p> <p>NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.</p>	<p>IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.</p> <p>IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.</p> <p>IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.</p> <p>IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.</p>	<p>IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.</p> <p>IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.</p> <p>IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.</p>
Connections to Other Disciplines (COD)	<p>NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.</p> <p>NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.</p> <p>NH.COD.2.3 Interpret simple processes from other disciplines using the target language.</p>	<p>IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.</p> <p>IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.</p> <p>IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.</p> <p>IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.</p> <p>IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.</p>	<p>IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.</p> <p>IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.</p> <p>IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.</p>
Communities (CMT)	<p>NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.</p> <p>NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.</p>	<p>IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.</p> <p>IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.</p>	<p>IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.</p> <p>IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Unpacking the Presentational Communication Essential Standard

Essential Standard #3: Use the language to present information.

Presentational skills involve preparing information to be shared formally or informally with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language.

Presentational Skills within the Connections to Language & Literacy (CLL) Strand

Presentational communication involves speaking and writing about everyday topics, such as introductions, current events, stories about family and friends, past and present events, differing viewpoints, and so on. Students develop greater understanding and insight into the nature of language and culture, including their native or first language, because they have time to prepare and practice what they plan to present.

Presentational Skills within the Connections to Other Disciplines (COD) Strand

Presentational communication involves speaking and writing in the classroom or other academic setting, such as making introductions, giving class presentations or lectures (live or recorded), participating in school events, sharing requests for information, and so on. It also involves responding to learning, such as cooperative activities in the classroom, writing in journals, presenting reports, etc. Students make connections through speaking and writing with other academic disciplines during both language and academic instruction, and they are able to present on mathematics, economics, social studies, the arts, health, physical education, science, career and technical skills, technology, etc.

Presentational Skills within the Communities (CMT) Strand

Presentational communication involves speaking about topics from daily life, such as making introductions, giving directions, sharing current events and news (locally or in the target culture), participating in class discussions or community discourse/debate, sharing requests for information, being involved with broadcasts (speaking on television and radio programs), creating or contributing to websites or other social media, and so on. Students access knowledge and information from other communities and use that information in speaking and writing to become knowledgeable global citizens.

For curriculum planning purposes, please review the Presentational Communication Clarifying Objectives (CO) on the following pages. Charts for **Modern Languages – FLES/Early Start & Middle School** have been organized to show the proficiency expectations for all languages by years of study:

At the end of the 2nd year and 3rd year of study

Page 17

At the end of the 4th year, 5th year, and 6th year of study

Page 18

Presentation Communication: FLES/Early Start or Middle School Programs			
Up to 3 Years of Study			
	End of 2nd Year of Study		End of 3rd Year of Study
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
Connections to Language & Literacy (CLL)	<p>NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.</p> <p>NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.</p> <p>NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.</p>	<p>NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.</p> <p>NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.</p> <p>NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.</p>	<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.</p>
Connections to Other Disciplines (COD)	<p>NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.</p> <p>NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.</p> <p>NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.</p>	<p>NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.</p> <p>NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.</p> <p>NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>
Communities (CMT)	<p>NL.CMT.3.1 Identify arts, sports, games and media from the target culture.</p> <p>NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.</p>	<p>NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.</p> <p>NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.</p>	<p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Presentational Communication: FLES/Early Start or Middle School Programs			
4-6 Years of Study			
	End of 4th Year of Study – Writing	End of 5th and 6th Years of Study – Writing	
	End of 4th Year of Study – Speaking	End of 5th Year of Study – Speaking	End of 6th Year of Study – Speaking
	Novice High (NH)	Intermediate Low (IL)	
Intermediate Mid (IM)			
Connections to Language & Literacy (CLL)	<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.</p>	<p>IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.</p> <p>IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.</p> <p>IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.</p> <p>IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.</p>	<p>IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.</p> <p>IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.</p> <p>IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.</p>
Connections to Other Disciplines (COD)	<p>NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.</p> <p>IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.</p> <p>IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.</p>	<p>IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.</p> <p>IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.</p> <p>IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>
Communities (CMT)	<p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.</p>	<p>IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.</p> <p>IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.</p>	<p>IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.</p> <p>IM.CMT.3.2 Use the language in school or community activities related to the target culture.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

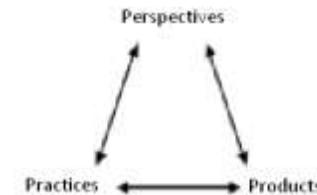
Unpacking the Culture Essential Standard

Essential Standard #4: Compare the students' culture and the target culture.

Studying another language enables students to understand a different culture on its own terms. The connections between the culture that is lived and the language that is spoken can only be realized by those who possess knowledge of both. Learners need to develop an awareness of other views, ways of life, and patterns of behavior, as well as understand the contributions of other cultures to the world and their impact on the issues that challenge people in every country.

Culture is composed of three interrelated components of a society, referred to as the 3 P's:

- Perspectives, or the way people perceive things (their beliefs, attitudes, values, ideas, etc.),
- Practices, or what people do (their patterns of social interactions), and
- Products, or what people create (their books, tools, laws, foods, etc.).



Just as the perspectives of a society influence the social practices and the products created by that society, often the practices and products influence one another, as illustrated in the figure above.

Culture within the Connections to Language & Literacy (CLL) Strand

Language is inextricably linked to cultural understanding and awareness, a concept called interculturality, or knowing how to say what, to whom, and when. Within language and literacy, this involves understanding the cultural nuances associated with practices, perspectives, and products when communicating.

Culture within the Connections to Other Disciplines (COD) Strand

Culture within classroom and academic environments involves understanding the cultural nuances associated with practices, perspectives, and products when communicating about learning or within discipline-specific topics. Students make cultural connections when communicating about other academic disciplines during both language and academic instruction.

Culture within the Communities (CMT) Strand

Culture within communities, whether a target language community or communities of learners of the same target language, involves understanding the cultural nuances associated with practices, perspectives, and products when communicating about topics and events that impact people as a group or community.

Notes on Culture for Modern Languages – FLES/Early Start & Middle School Programs

The Culture Essential Standard is somewhat different from the Essential Standards based on communication modes (Interpersonal, Interpretive, and Presentational) in that it is not as dependent on years of study or other time accumulation. The Clarifying Objectives for the Culture Essential Standard are organized in a similar manner, because of the way they support the development of interculturality and the understanding of practices,

perspectives, and products. The Culture COs can also be further adapted for use beyond just the FLES or middle school program in various ways: aligned to unit or grade level themes, connected to global or international topics being explored as a school or district, correlated with social studies or other content area standards or curricula, etc.

Culture: FLES/Early Start or Middle School Programs		
Up to 3 Years of Study		
	End of 2nd Year of Study	End of 3rd Year of Study
	Novice Low (NL)	Novice Mid (NM)
Connections to Language & Literacy (CLL)	NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture. NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture. NL.CLL.4.3 Recognize examples of cognates and loan words.	NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture. NM.CLL.4.2 Exemplify instances of cognates and loan words. NM.CLL.4.3 Compare the language conventions of the students' language and the target language.
Connections to Other Disciplines (COD)	NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures. NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.	NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures. NM.COD.4.2 Identify information about target culture perspectives and practices.
Communities (CMT)	NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others. NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices. NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture. NL.CMT.4.4 Identify products from the target cultures that are used globally.	NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language. NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture. NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture. NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Culture: FLES/Early Start or Middle School Programs			
4-6 Years of Study			
	End of 4th Year of Study	End of 5th Year of Study	End of 6th Year of Study
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
Connections to Language & Literacy (CLL)	<p>NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.</p> <p>NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.</p> <p>NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.</p>	<p>IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.</p> <p>IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.</p> <p>IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.</p>	<p>IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.</p> <p>IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.</p> <p>IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.</p>
Connections to Other Disciplines (COD)	<p>NH.COD.4.1 Understand cultural practices and perspectives from the target culture.</p> <p>NH.COD.4.2 Identify the products of the target culture.</p>	<p>IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.</p> <p>IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.</p>	<p>IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.</p> <p>IM.COD.4.2 Understand how practices and perspectives impact the target culture.</p>
Communities (CMT)	<p>NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.</p> <p>NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.</p> <p>NH.CMT.4.3 Identify key characteristics of target culture traditions.</p>	<p>IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.</p> <p>IL.CMT.4.2 Create resources in the target language for use in the community.</p> <p>IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.</p>	<p>IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.</p> <p>IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.</p> <p>IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.