INDIANA ACADEMIC STANDARDS

World Languages

Classical-Modern Languages

2019

Indiana Academic Standards for *Classical and Modern* World Languages

What are the college and career ready Indiana Academic Standards? *(Click* <u>here</u> *to be taken directly to the standards.)*

The Standards are not Curriculum.

The college and career ready Indiana Academic Standards for World Languages: Classical-Modern are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. Identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

The standards do not define how teachers should teach. The standards must be complemented by well-developed, aligned, and appropriate curricular materials, as well as robust and effective instructional best practices. Additionally, the standards do not provide differentiation or intervention methods necessary to support the needs of students who are far below or far above grade level or proficiency levels. It is up to the district, schools, and educators to determine the best and most-effective mechanisms of standards delivery for such students.

World Languages Introduction

With increased globalization in the 21st century, Indiana students will need to have a greater awareness of cultures different from their own. Through the study of world languages, our students have the opportunity to expand their knowledge and to appreciate more fully the richness of cultural difference, while finding links common to people from many cultures. By building linguistic proficiency in world languages and providing them greater cultural exposure, Indiana students will be better prepared for future educational pursuits and careers beyond the classroom.

Indiana's World-Class Standards

In order to maintain the highest quality academic standards for Indiana schools, Indiana reviews and revises the World Language standards once every six years. Indiana strives to produce standards that will be "world-class, clear, concise, jargon-free, and by grade level" (Indiana Public Law 146-1999). The Indiana Department of Education (IDOE) formed a committee of teachers, content experts, and professors from higher education from around the State who collaborated extensively to produce the *2019 Indiana Academic Standards for World*

Languages.

Purpose and General Description of World Language Standards in Indiana

The Indiana Academic Standards for World Languages were modeled off of the standards developed by the American Council on the Teaching of Foreign Language (ACTFL). ACTFL categorizes the standards into the five C's of world language education: Communication, Cultures, Connections, Comparisons, and Communities. ACTFL provides the following description of these goals: *Communication*, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways (Standards for Foreign Language Learning in the 21st Century, 2006, p. 31).

Five Sets of Academic Standards

The 2019 revision of *Indiana's Academic Standards for World Languages* replaces the document published in 2013. The document includes four sets of academic standards: Classical Modern, East Asian, American Sign Language (ASL)-Secondary, American Sign Language K-12 Sequence, as well as the latest revision of *the Indiana Academic Standards for Heritage Language Learners.* This approach allows for articulation of common standards that are applicable to all languages, but also serves to distinguish the developmental differences (i.e. the increased time necessary to read and write in an East Asian language) that occur when learning these languages.

While they are based on ACTFL's five C's of language learning, the Indiana Academic Standards include a greater instructional emphasis on the overarching standards of communication as well as the importance of teaching within a cultural context. The following is a link is ACTFL's five C's of language learning:

https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf

Within each of the standards of communication, cultures, connections, comparisons, and communities is a series of proficiencies modeled after the National Council of State Supervisors of Foreign Languages (NCSSL)/ACTFL guidelines that Indiana educators will recognize and will be able to use to assess the achievement of students' learning of a world language. Within the framework of instruction, teachers will utilize the proficiency benchmarks to evaluate how a student may perform in authentic situations outside of the classroom. There are performance indicators for assessment of students' achievement *within* the classroom setting. The proficiency benchmarks and performance indicators appear in student voice as "I can"

statements.

At the state level, academic standards allow schools and local communities to effectively and efficiently plan curricula. While this document is not meant to serve as the curriculum or describe how the content should be taught, it assists teachers in designing curricula as well as ensure appropriate articulation, matriculation, consistency, and learning outcomes statewide. *Many examples have been included to provide additional context and clarity, but they are not meant to be specific to any given language or content area nor are they intended to prescribe curriculum.*

Proficiency Guideline, Targets, and Instructional Hours

The Foreign Service Institute (FSI) and ACTFL break languages into four categories based on the length of time it takes for the average learner to acquire each language as well as the linguistic and cultural differences in the language as compared to English.

Category 1	Category 2	Category 3	Category 4
French	*German*	*Greek*	*ASL*
Italian		*Hebrew*	*Chinese (Mandarin)*
Latin		*Russian*	*Japanese*
Spanish			*Korean*

The level of proficiency we should expect from students depends on the category of the target language and the hours of instruction in that language. The number of instructional hours per level of a language varies widely across Indiana districts, so each chart is grouped by hours of instruction instead of level. Using the hours to find the appropriate proficiency target for each mode, they can be used to determine which standards and indicators are appropriate for each mode of communication in a language course. The ACTFL proficiency levels are described on their website and may be downloaded as a PDF from the link below:

https://www.actfl.org/sites/default/files/ pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf
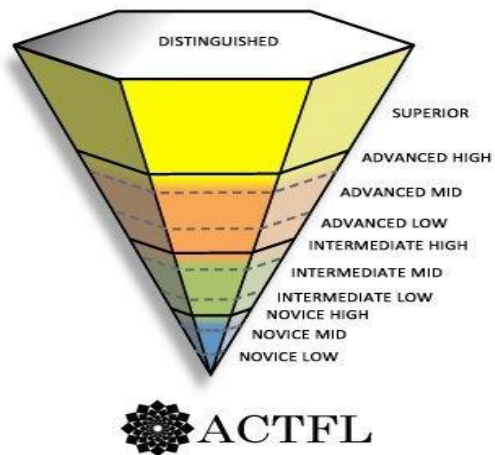
Middle School and High School Level 1 and Level 2 Category Languages

Mode	135 - 150 hours	270 - 300 hours	405 – 450 hours	540 – 600 hours	675-750 hours	825-900 hours
Interpretive Listening	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High / Advanced Low
Interpretive Reading	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid / Intermediate High	Intermediate High
Presentational Speaking	Novice Low / Novice Mid	Novice Mid / Novice High	Novice High / Intermediate Low	Intermediate Low / Intermediate Mid	Intermediate Mid	Intermediate High
Presentational Writing	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid / Intermediate High	Intermediate High
Interpersonal Speaking	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High / Advanced Low

Middle School and High School Level 3 and Level 4 Category Languages

Mode	135 - 150 hours	270 - 300 hours	405 – 450 hours	540 – 600 hours	675-750 hours	825-900 hours
Interpretive Listening	Novice Mid	Novice Mid / Novice High	Novice High	Intermediate Low	Intermediate Low / Intermediate Mid	Intermediate Mid
Interpretive Reading	Novice Low	Novice Mid	Novice Mid / Novice High	Novice High	Intermediate Low	Intermediate Low
Presentational Speaking	Novice Low	Novice Mid	Novice Mid / Novice High	Novice High	Intermediate Low	Intermediate Low
Presentational Writing	Novice Low	Novice Mid	Novice Mid / Novice High	Novice High	Intermediate Low	Intermediate Low
Interpersonal Speaking	Novice Mid	Novice Mid / Novice High	Novice High	Intermediate Low	Intermediate Low / Intermediate Mid	Intermediate Mid

Middle School and High School Visual Languages (ASL)

Mode	135 - 150 hours	270 - 300 hours	405 – 450 hours	540 – 600 hours	675-750 hours	825-900 hours
Interpretive Receptive	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid		
Interpersonal Interactive	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate High
				Intermediate Mid		
Presentational Expressive	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate High
				Intermediate Mid		

Adapted from Ohio Department of Education

It is highly recommended that schools introduce language learning at the earliest age possible. The standards allow for common entry points for language learners and local conditions will determine how schools implement the standards. Additionally, due to a highly mobile student population, consideration should be given to providing options that allow all students to enter a program regardless of prior language learning experiences. World language departments can consult IDOE to better ascertain which language sequence is the most appropriate fit for their programs.

The 2019 *Indiana Academic Standards for World Languages (East Asian, Classical-Modern, and ASL-Secondary)* are designed for middle school and high school students. Schools with middle school programs where students have studied a world language for multiple years may have the ability to offer Advanced Placement (AP) or International Baccalaureate (IB) as advanced courses in 11th or 12th grade. It should be noted that alignment and articulation with AP and IB are beyond the scope and purpose of this document. While there is undoubtedly some overlap in terms of the knowledge and communicative skills that students will develop in these courses, teachers interested in AP and IB should directly consult those programs to ensure that outcomes meet both the Indiana Academic Standards and those set forth in the AP and IB programs.

The Importance of Instruction in the Target Language

In order to provide students with as much connection to and practice with a new language, world language instructors should use the target language to the greatest extent possible when

interacting with students both within and beyond the school setting (ACTFL). The exclusive use of the target language at all levels of language learning is possible in most learning contexts by the use of cognates and by building upon what students already know. This practice better prepares young learners to make a more seamless transition from secondary to post-secondary language classrooms.

World Languages and English as a Second Language

Indiana's Academic Standards for World Languages are designed to guide instruction in world languages including commonly and less-commonly taught languages, heritage languages, and classical languages. A separate set of WIDA English language development (ELD) standards for English learners exist to guide English language development for English learners, and these differ from the standards for world languages.

Heritage Language Learner Standards

Indiana's Academic Standards for Heritage Language are designed to allow heritage speakers to continue to develop their linguistic and cultural skills in order to become fully bilingual. There is a focus on academic language while building literacy skills in reading and writing as well as drawing upon and enhancing their cultural knowledge.

Multilingual Certificate

The *Indiana Certificate of Multilingual Proficiency* is an award made by a participating school corporation, charter school, or accredited nonpublic high school designating on a student's transcript that the student has attained a high level of proficiency, sufficient for meaningful use in college and a career in one or more languages in addition to English.

Guide to Understanding Standards Coding

Please use the following key to understand how the standards are coded. Coding provides a consistent means of communication among educators. This is quickly evident in the formatting of the world languages standards on the following pages.

	Example: Communication Standard – 1C.1I.NL.a	
1	Communication is the **Overarching Standard**. The numeral "1" indicates that this is Communication or the first of ACTFL's 5 Cs.	
1I	"1I" signifies the **Specialized Standard**. "1I" refers to Interpersonal Communication. Within the Communication Standard, there is also the Interpersonal Specialized Standard, thus the need for the "1I."	
N	"N" is the **Proficiency Benchmark**. In this case it's Novice. The "L" refers to the **Performance Indicator**. "NL" is Novice Low.	
a	The "a" is the specific indicator.	

References

National Standards in Foreign Language Education Project (2006). Standards for Foreign Language Learning in the 21st Century (3rd Ed.). Lawrence, KS: Allen Press.

Resources

American Council on the Teaching of Foreign Languages (ACTFL)
http://www.actfl.org

Asia Society Partnership for Global Learning and National Mapping Project
http://asiasociety.org/education
http://mappingthenation.net/

Gallaudet University
https://www.gallaudet.edu

Indiana Foreign Language Teachers Association (IFLTA)
http://www.iflta.org

National Council of State Supervisors of Foreign Languages (NCSSFL)
http://ncssfl.org

Ohio Department of Education
http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language#Standards1

U.S Department of State Foreign Service Institute
https://www.state.gov/m/fsi/sls/c78549.htm

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For questions about the Indiana Academic Standards for World Languages, please contact IDOE's Office of School Improvement. For questions about the Multilingual Certificate, please contact IDOE's Office for Title Grants and ask for the English learner specialists.

Guidance for Classical Languages (Ancient Greek and Latin)

Traditionally Latin and ancient Greek in the United States have been taught according to a grammar-translation model – a model which was developed, in fact, from long-standing and codified ways of teaching Latin and ancient Greek – which typically involved little to no development of spoken competence. Today Latin and ancient Greek teachers are developing pedagogical materials and practices based on methods used generally in modern language instruction which cultivate spoken skills. The level of speaking in the target language may differ from classroom to classroom in a Classical language class according to the background, experiences, and motivations of teachers and students. What is universal is a focus on the connection between the Classical languages and the (ancient) Mediterranean world.

Because of the contextual differences between modern and Classical language instruction, certain aspects of the standards have a very different meaning for Latin and ancient Greek. Cultural connections are made not with living people – aside from, perhaps, Latin classes communicating with one another or exchanges between Classical language-learners from around the globe – but with cultures and contexts temporarily removed from our own. In many ways the cultures studied in Latin and ancient Greek classes differ dramatically from one's own, and the Classical language classroom is a place for interpreting and understanding such differences within the framework of our own cultural background(s).

Due to the unique, historically privileged position of the Classical languages in the history of most academic disciplines, the Classical language classroom naturally lends itself to certain topics and discussions which do not typically occur in the modern language classroom: general linguistic reflection (i.e. an understanding of how words historically come into English, how meaning changes over time between Latin/ancient Greek and modern languages, comparison between world languages, etc.); discussion of terminology and derivatives as used in other academic disciplines (e.g. medicine, all branches of science, etc.); a focus on history and anthropology. Classics, the discipline devoted to Latin and ancient Greek literature/culture, is by nature multidisciplinary, involving aspects of history, linguistics, anthropology, literary studies, etc. The Classical language classroom offers a special place for interdisciplinary sorts of studies and learning, which most teachers incorporate to one degree or another – especially given the fact that understanding the worlds in which Latin and ancient Greek were naturally used inherently involves learning about cultures, histories, and worldviews different from our own.

Classical-Modern Languages

Communication (1C)
Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners interact and negotiate meaning in spoken, gestured, or written conversations to share information, reactions, feelings, and opinions.

Communication - Interpersonal (1I)
Proficiency Benchmark: Novice - I can communicate in guided spoken, written, or gestured conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.
Novice Low (NL)
● 1C.1I.NL.a - I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.
Novice Mid (NM)
● 1C.1I.NM.a - I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
Novice High (NH)
● 1C.1I.NH.a - I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
Proficiency Benchmark: Intermediate - I can participate in spontaneous spoken, written, or gestured conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
Intermediate Low (IL)
● 1C.1I.IL.a - I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
Intermediate Mid (IM)
● 1C.1I.IM.a - I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
Intermediate High (IH)
● 1C.1I.IH.a - I can exchange information in conversations and discussions on a variety of familiar and concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Proficiency Benchmark: Advanced - I can maintain spontaneous spoken, written, or gestured conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.
Advanced Low (AL)
● 1C.1I.AL.a - I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs or discourse across major time frames and moods.
Advanced Mid (AM)
● 1C.1I.AM.a - I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across time frames.
Advanced High (AH)
● 1C.1I.AH.a - I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social, and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Communication - Interpretive (2I)
Proficiency Benchmark: Novice - I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in spoken, written, or gestured contexts.
Novice Low (NL)
● 1C.2I.NL.a - In written texts, I can identify memorized or familiar words when they are supported by visuals in informational and/or fictional texts. ● 1C.2I.NL.b - In conversations and discussions, I can understand memorized or familiar words when they are supported by gestures or visuals in conversation.
Novice Mid (NM)
● 1C.2I.NM.a - In written texts, I can identify basic facts from memorized words and phrases when they are supported by visuals in informational and/or fictional texts. ● 1C.2I.NM.b - In conversations and discussions, I can identify basic facts from memorized

words and phrases when they are supported by gestures or visuals in conversations.

Novice High (NH)
● 1C.2I.NH.a - In written texts, I can identify the topic and isolated facts from simple sentences in informational and/or short fictional texts. ● 1C.2I.NH.b - In conversations and discussions, I can understand familiar questions and statements from simple sentences in conversations.

Proficiency Benchmark: Intermediate - I can understand the main idea and various pieces of information on familiar topics from sentences and series of connected sentences in spoken, written, or gestured contexts.

Intermediate Low (IL)
● 1C.2I.IL.a - In written texts, I can identify the topic and related information from simple sentences in short informational and/or fictional texts. ● 1C.2I.IL.b - In conversations and discussions, I can identify the main idea in short conversations.

Intermediate Mid (IM)
● 1C.2I.IM.a - In written texts, I can understand the main idea and key information in short straightforward informational and/or fictional texts. ● 1C.2I.IM.b - In conversations and discussions, I can understand the main idea and key information in short straightforward conversations.

Intermediate High (IH)
● 1C.2I.IH.a - In both informational and fictional written texts, I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length texts. ● 1C.2I.IH.b - In conversations and discussions, I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

Proficiency Benchmark: Advanced - I can understand the message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized spoken or written texts.

Advanced Low (AL)
● 1C.2I.AL.a - In both informational and fictional written texts, I can identify the underlying message and supporting details across time frames and moods. ● 1C.2I.AL.b - In conversations and discussions, I can understand the main message and supporting details across time frames and moods.

Advanced Mid (AM)
● 1C.2I.AM.a - In both informational and fictional written texts, I can understand the underlying

message and most supporting details across time frames and moods.

- 1C.2I.AM.b - I can understand the main message and most supporting details across time frames and moods in conversations and discussions.

Advanced High (AH)

- 1C.2I.AH.a - In both informational and fictional written texts, I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics and follow the flow of ideas and some nuances with different viewpoints in most fictional texts.

- 1C.2I.AH.b - I can follow the flow of ideas and nuances from different viewpoints in conversations and discussions.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentational**: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers.

Communication - Presentational (P)
Proficiency Benchmark: Novice - I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language supported by visuals and gestures.

Novice Low (NL)

- 1C.P.NL.a - I can introduce myself and express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.

Novice Mid (NM)

- 1C.P.NM.a - I can present information about myself, my interests and my activities which includes likes and dislikes using a mixture of practiced or memorized words, phrases and simple sentences.

Novice High (NH)

- 1C.P.NH.a - I can present personal information about my life and activities, using memorized simple sentences most of the time.

Proficiency Benchmark: Intermediate - I can communicate information, make presentations, and express my thoughts about familiar topics using sentences and series of connected sentences through spoken, written, or gestured language.
Intermediate Low (IL)

● 1C.P.IL.a - I can present personal information about my life, activities, and events, using original, simple sentences.

Intermediate Mid (IM)
● 1C.P.IM.a - I can tell a story and/or present information about my life, activities, events and other social experiences, using sentences and series of connected sentences.

Intermediate High (IH)
● 1C.P.IH.a - I can tell stories and/or present information about school and community events and personal experiences, using a few short paragraphs of writing or using dialogue, often across various time frames.

Proficiency Benchmark: Advanced - I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or gestured language.

Advanced Low (AL)
● 1C.P.AL.a - I can tell stories and present information about personal experiences framed by my school, my community, and global events, using paragraphs or dialogue across time frames and moods.

Advanced Mid (AM)
● 1C.P.AM.a - I can tell stories and present information based on concrete experiences on academic, social, and professional topics of interest, using organized paragraphs and dialogue across time frames and moods.

Advanced High (AH)
● 1C.P.AH.a - I can give complex detailed narrations and information beyond the concrete, often addressing abstract experiences or hypothetical issues.

Culture (2C)
Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Other Cultures by Interacting -** Learners use language to **interact** with others in and from another culture.

Culture - Interacting with Cultures (IC)
Proficiency Benchmark: Novice - I can interact at a survival level in some familiar everyday contexts.
Language (NL)
● 2C.IC.NL.a - I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
Behavior (NB)

● 2C.IC.NB.a - I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar and everyday situations.

Proficiency Benchmark: Intermediate - I can interact at a functional level in familiar contexts.

Language (IL)
● 2C.IC.IL.a - I can converse with peers from the target culture in familiar situations at school, work, online, or play, and identify basic cultural similarities and differences.

Behavior (IB)
● 2C.IC.IB.a - I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Proficiency Benchmark: Advanced - I can interact at a competent level in familiar and some unfamiliar contexts.

Language (AL)
● 2C.IC.AL.a - I can converse comfortably and respectfully with others from the target culture in familiar and some unfamiliar situations and show an understanding of cultural differences.

Behavior (AB)
● 2C.IC.AB.a - I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

Cultures (2C)
Overarching Standard: Interact with cultural competence and understanding

Specialized Standard - Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures.

Cultural - Relating Cultural Practice and Products to Perspectives (Investigate) (CI)
Proficiency Benchmark: Novice - I can investigate products and practices to help me understand perspectives in the target cultures and in my own.
Novice P (N)
● 2C.CI.N.a - In my own and other cultures, I can identify some typical **products** related to familiar everyday life.   ● 2C.CI.N.b - In my own and other cultures, I can identify some typical **practices** related to familiar everyday life.
Proficiency Benchmark: Intermediate - I can explain through comparisons between products and practices to help me understand perspectives in the target cultures and in my own.
Intermediate (I)

- 2C.CI.I.a - In my own and other cultures, I can compare **products** related to everyday life and personal interests or studies.

- 2C.CI.I.b - In my own and other cultures, I can compare **practices** related to everyday life and personal interests or studies.

Proficiency Benchmark: Advanced - I can reflect on the diversity among products and practices and how they relate to perspectives in the target cultures and in my own.

Advanced (A)

- 2C.CI.A.a - In my own and other cultures, I can reflect on how a variety of **products** of public and personal interest are related to perspectives.

- 2C.CI.A.b - In my own and other cultures, I can reflect on how a variety of **practices** within familiar and social situations are related to perspectives.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Specialized Standard - **Acquiring Information and Diverse Perspectives** - Learners access and evaluate information and diverse perspectives that are available through language and its cultures.

Connections - Acquiring Information and Diverse Perspectives (IP)

Proficiency Benchmarks

- 3C.IP.N **- Novice:** With guidance and support from the teacher, I can access and evaluate basic information and perspectives that are available through the target language and its cultures.

- 3C.IP.I **- Intermediate**: With limited guidance and support from the teacher, I can access and evaluate complex information and perspectives that are available through the target language and its cultures.

- 3C.IP. A **- Advanced:** I can independently access and evaluate in-depth information and perspectives that are available through the target languages and its cultures.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively.

Connections - Making Connections (MC)
Proficiency Benchmarks
● 3C.MC.N **- Novice:** I can connect content from other disciplines to the target language.
● 3C.MC.I **- Intermediate:** I can expand my knowledge of other disciplines while using the target language.
● 3C.MC.A - **Advanced:** I can think critically and creatively solve problems across disciplines using the target language.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Cultural Comparisons** - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.

Comparisons - Cultural (CC)
Proficiency Benchmarks
● 4C.CC.N **- Novice:** I can identify differences and similarities between my community and cultures of the target language.
● 4C.CC.I **- Intermediate:** I can explain and provide generic details about differences and similarities between my community and cultures of the target language.
● 4C.CC.A - **Advanced: I** can explain, provide details about, and give specific examples of differences and similarities between my community and cultures of the target language.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own.

Comparisons - Language (LC)
Proficiency Benchmarks
● 4C.LC.N **- Novice:** I can recognize the differences and similarities between my native language and through my learning of the target language.
● 4C.LC.I **- Intermediate**: I can explain the differences and similarities between the target and

native languages.

- 4C.LC.A **- Advanced:** I can explain, provide details, and give specific examples of differences and similarities between my own language and the target language.

Communities (5C)
Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Communities - School and Global (SG)
Proficiency Benchmark
● 5C.SG.N - **Novice:** I can use the target language both within and beyond the classroom to *interact* and learn in my community and in the globalized world.   ● 5C.SG.I - **Intermediate**: I can use the target language both within and beyond the classroom to interact and *collaborate* in my community and in the globalized world.   ● 5C.SG.I - **Advanced:** I can use the target language both within and beyond the classroom to interact, collaborate, and *contribute* in my community and the globalized world.

Communities (5C)
Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **Lifelong Learning** - *Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.*

Communities - Lifelong Learning (LL)
Proficiency Benchmarks
● 5C.LL.N **- Novice:** I can set goals for the progress I intend to achieve during the term.   ● 5C.LL.I **- Intermediate:** I can make decisions about topics that will be studied for the course.   ● 5C.LL.I **- Intermediate:** I can self-assess at the end of a term on the progress I have made and what I have learned.   ● 5C.LL.A **- Advanced:** I can reflect on how I interact with the language and culture outside of my language class.

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