

COLLEGE AND CAREER READY STANDARDS

Indiana Academic Standards

World Languages

East Asian Languages

2019



Indiana Academic Standards for *East Asian* World Languages

What are the college and career ready Indiana Academic Standards? (Click [here](#) to be taken directly to the standards.)

The standards are not Curriculum.

The college and career ready Indiana Academic Standards for World Languages: East Asian 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 to 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.*

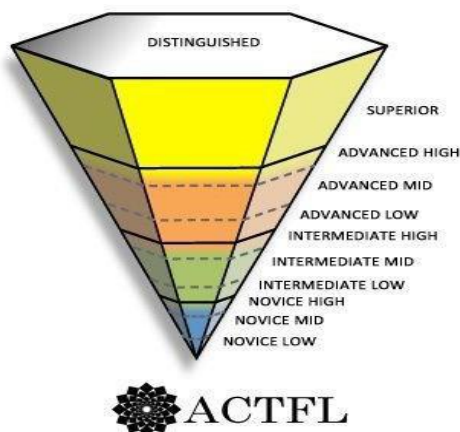
Proficiency Guideline, Targets, and Instructional Hours

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
<i>French</i>	<i>German</i>	<i>Greek</i>	<i>ASL</i>
<i>Italian</i>		<i>Hebrew</i>	<i>Chinese (Mandarin & Cantonese)</i>
<i>Latin</i>		<i>Russian</i>	<i>Japanese</i>
<i>Spanish</i>			<i>Korean</i>

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 High	Intermediate Low	Intermediate Mid	Intermediate High
	Novice Mid		Intermediate Low	Intermediate Mid		
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	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			Intermediate Mid	
Interpretive Reading	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Presentational Speaking	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Presentational Writing	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Interpersonal Speaking	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			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			
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	<i>Communication is the Overarching Standard. The numeral “1” indicates that this is Communication or the first of ACTFL’s 5 Cs.</i>
1I	<i>“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.”</i>
N	<i>“N” is the Proficiency Benchmark. In this case it’s Novice. The “L” refers to the Performance Indicator. “NL” is Novice Low.</i>
a	<i>The “a” is the specific indicator.</i>

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://ncssf.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.

East Asian 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, signed, or written conversations to share information, reactions, feelings, and opinions.

Communication - Interpersonal (1I)
<i>Proficiency Benchmark: Novice - I can communicate in spontaneous, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.</i>
Novice Low (NL)
<ul style="list-style-type: none"> • 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. • 1C.1I.NL.b I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. • 1C.1I.NL.c I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.
Novice Mid (NM)
<ul style="list-style-type: none"> • 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. • 1C.1I.NM.b I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. • 1C.1I.NM.c I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.
Novice High (NH)
<ul style="list-style-type: none"> • 1C.1I.NH.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. • 1C.1I.NH.b I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. • 1C.1I.NH.c I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.
<i>Proficiency Benchmark: Intermediate - I can participate in spontaneous spoken, written, or signed</i>

conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Intermediate Low (IL)

- 1C.11.IL.a - I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
- 1C.11.IL.b - I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
- 1C.11.IL.c - I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

Intermediate Mid (IM)

- 1C.11.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.
- 1C.11.IM.b - I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow up questions.
- 1C.11.IM.c - I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Intermediate High (IH)

- 1C.11.IH.a - I can exchange information in conversations and some discussions on a variety of familiar and some 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.
- 1C.11.IH.b - I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- 1C.11.IH.c - I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some 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 understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.*

Advanced Low (AL)

- 1C.11.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 across major time frames.
- 1C.11.AL.b - I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.
- 1C.11.AL.c - I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple

paragraphs across major time frames.
Advanced Mid (AM)
<ul style="list-style-type: none"> • 1C.11.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 major time frames. • 1C.11.AM.b - I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames. • 1C.11.AM.c - I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.
Advanced High (AH)
<ul style="list-style-type: none"> • 1C.11.AH.a - I can discuss and 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. • 1C.11.AH.b - I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar. • 1C.11.AH.c - I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.

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)
<i>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 texts that are spoken, written, or signed.</i>
Novice Low (NL)
<ul style="list-style-type: none"> • 1C.2I.NL.a - I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. • 1C.2I.NL.b - I can identify memorized or familiar words when they are supported by gestures or visuals

<p>in fictional texts.</p> <ul style="list-style-type: none"> 1C.2I.NL.c - I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.
Novice Mid (NM)
<ul style="list-style-type: none"> 1C.2I.NM.a - I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. 1C.2I.NM.b - I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts. 1C.2I.NM.c - I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.
Novice High (NH)
<ul style="list-style-type: none"> 1C.2I.NH.a - I can identify the topic and some isolated facts from simple sentences in informational texts. 1C.2I.NH.b - I can identify the topic and some isolated elements from simple sentences in short fictional texts. 1C.2I.NH.c - I can understand familiar questions and statements from simple sentences in conversations.
<p>Proficiency Benchmark: Intermediate - I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with texts that are spoken, written, or signed.</p>
Intermediate Low (IL)
<ul style="list-style-type: none"> 1C.2I.IL.a - I can identify the topic and related information from simple sentences in short informational texts. 1C.2I.IL.b - I can identify the topic and related information from simple sentences in short fictional texts. 1C.2I.IL.c - I can identify the main idea in short conversations.
Intermediate Mid (IM)
<ul style="list-style-type: none"> 1C.2I.IM.a - I can understand the main idea and key information in short straightforward informational texts. 1C.2I.IM.b - I can understand the main idea and key information in short straightforward fictional texts. 1C.2I.IM.c - I can identify the main idea and key information in short straightforward conversations.
Intermediate High (IH)
<ul style="list-style-type: none"> 1C.2I.IH.a - I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts. 1C.2I.IH.b - I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. 1C.2I.IH.c - I can usually understand the main idea and flow of events expressed in various time frames

in conversations and discussions.
Proficiency Benchmark: Advanced - <i>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 texts that are spoken, written, or signed.</i>
Advanced Low (AL)
<ul style="list-style-type: none"> ● 1C.2I.AL.a - I can identify the underlying message and some supporting details across major time frames in descriptive informational texts. ● 1C.2I.AL.b - I can follow the main story and some supporting detail across major time frames in fictional texts. ● 1C.2I.AL.c - I can understand the main message and some supporting details across major time frames in conversations and discussions.
Advanced Mid (AM)
<ul style="list-style-type: none"> ● 1C.2I.AM.a - I can understand the underlying message and most supporting details across major time frames in descriptive informational texts. ● 1C.2I.AM.b - I can follow the main story and most supporting details across major time frames in fictional texts. ● 1C.2I.AM.c - I can understand the main message and most supporting details across major time frames in conversations and discussions.
Advanced High (AH)
<ul style="list-style-type: none"> ● 1C.2I.AH.a - I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts. ● 1C.2I.AH.b - I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts. ● 1C.2I.AH.c - I can follow the flow of ideas and some 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 media and adapting to various audiences of listeners, readers, or viewers.

Communication - Presentational (P)
<i>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, written or signed languages.</i>
Novice Low (NL)
<ul style="list-style-type: none"> • 1C.P.NL.a - I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. • 1C.P.NL.b - I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. • 1C.P.NL.c - I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.
Novice Mid (NM)
<ul style="list-style-type: none"> • 1C.P.NM.a - I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences. • 1C.P.NM.b - I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. • 1C.P.NM.c - I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.
Novice High (NH)
<ul style="list-style-type: none"> • 1C.P.NH.a - I can present personal information about my life and activities, using simple sentences most of the time. • 1C.P.NH.b - I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. • 1C.P.NH.c - I can present on familiar and everyday topics, using simple sentences most of the time.
<i>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 signed language.</i>
Intermediate Low (IL)
<ul style="list-style-type: none"> • 1C.P.IL.a - I can present personal information about my life, activities and events, using simple sentences. • 1C.P.IL.b - I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. • 1C.P.IL.c - I can present on familiar and everyday topics, using simple sentences.
Intermediate Mid (IM)
<ul style="list-style-type: none"> • 1C.P.IM.a - I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

- 1C.P.IM.b - I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- 1C.P.IM.c - I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

Intermediate High (IH)

- 1C.P.IH.a - I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various timeframes.
- 1C.P.IH.b - I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- 1C.P.IH.c - I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, 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 signed language.

Advanced Low (AL)

- 1C.P.AL.a - I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- 1C.P.AL.b - I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
- 1C.P.AL.c - I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

Advanced Mid (AM)

- 1C.P.AM.a - I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.
- 1C.P.AM.b - I can present an argument with supporting evidence based on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs across major time frames.
- 1C.P.AM.c - I can deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

Advanced High (AH)

- 1C.P.AH.a - I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

- 1C.P.AH.b - I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.
- 1C.P.AH.c - I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

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)
<i>Proficiency Benchmark: Novice - I can interact at a survival level in some familiar everyday contexts.</i>
Language (NL)
<ul style="list-style-type: none"> • 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. • 2C.IC.NL.b - can explain that different thinking patterns cause differences in communication.
Behavior (NB)
<ul style="list-style-type: none"> • 2C.IC.NB.a - I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
<i>Proficiency Benchmark: Intermediate - I can interact at a functional level in familiar contexts.</i>
Language (IL)
<ul style="list-style-type: none"> • 2C.IC.IL.a - I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. • 2C.IC.IL.b - I can explain the basic features of thinking patterns of the target language.
Behavior (IB)
<ul style="list-style-type: none"> • 2C.IC.IB.a - I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social missteps.
<i>Proficiency Benchmark: Advanced - I can interact at a competent level in familiar and some unfamiliar contexts.</i>
Language (AL)
<ul style="list-style-type: none"> • 2C.IC.AL.a - I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.

<ul style="list-style-type: none"> 2C.IC.AL.b - I can explain the major differences in thinking patterns between the target and the native languages.
Behavior (AB)
<ul style="list-style-type: none"> 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 - **Relating Cultural Practices and Products to Perspectives (Investigate)**- 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)
<i>Proficiency Benchmark: Novice - In my own and other cultures, I can identify products and practices to help me understand perspectives in the target cultures.</i>
Novice
<ul style="list-style-type: none"> 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.
<i>Proficiency Benchmark: Intermediate - In my own words and other cultures, I can make comparisons between products and practices to help me understand perspectives.</i>
Intermediate
<ul style="list-style-type: none"> 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.
<i>Proficiency Benchmark: Advanced - In my own words and other cultures, I can explain some diversity among products and practices and how it relates to perspectives.</i>
Advanced
<ul style="list-style-type: none"> 2C.CI.A.a - In my own and other cultures I can explain 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 explain 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)
<i>Proficiency Benchmark: Novice - I can access and evaluate basic information and perspectives that are available through the target languages and its cultures.</i>
Novice (N)
<ul style="list-style-type: none">3C.IP.N.a - I can access basic information and evaluate views on topics such as hobbies, everyday activities and life such as the school day, cultural meaning of colors and numbers, meals, and daily routines.
<i>Proficiency Benchmark: Intermediate - I can access and evaluate more complex information and perspectives that are available through the target languages and its cultures.</i>
Intermediate (I)
<ul style="list-style-type: none">3C.IP.I.a - I can comprehend and evaluate views on topics such as healthy lifestyles, cuisine, rites of life (weddings, funerals, etc), school rules and enrollment, etc.
<i>Proficiency Benchmark: Advanced - I can access and evaluate in-depth information and perspectives that are available through the target languages and its cultures.</i>
Advanced (A)
<ul style="list-style-type: none">3C.IP.A.a - I can comprehend and evaluate views on complex topics such as social issues, politics, education, agriculture, and technology.

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 language to develop critical thinking and to solve problems creatively.

Connections - Making Connections (MC)
<i>Proficiency Benchmark: Novice - I can connect content from the target language to other disciplines.</i>
Novice (N)
<ul style="list-style-type: none">3C.MC.N.a - I can reinforce my geography skills using maps of the target language and culture.

<ul style="list-style-type: none"> • 3C.MC.N.b - I can reinforce my skills in mathematics using numbers in the target language.
<p>Proficiency Benchmark: Intermediate - I can expand my knowledge of other disciplines while using the target language and/or to solve problems creatively.</p>
<p>Intermediate (I)</p>
<ul style="list-style-type: none"> • 3C.MC.I.a - I can expand my skills in business by filling out applications or creating resumes in the target language. • 3C.MC.I.b - I can expand my skills in home economics by following recipes in the target language. • 3C.MC.I.c - I can expand my geographical knowledge of the target culture by studying transportation systems or climate.
<p>Proficiency Benchmark: Advanced - I can reinforce and build my critical thinking skills in other disciplines through target language instruction.</p>
<p>Advanced (A)</p>
<ul style="list-style-type: none"> • 3C.MC.A.a - I can build upon my history knowledge by studying and analyzing the history of the target culture. • 3C.MC.A.b - I can read written works in the target language to expand my knowledge of East Asian literature. • 3C.MC.A.c - I can expand my knowledge and problem-solving skills in environmental science by studying and analyzing recycling or other environmental topics relevant to the target culture.

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.

<p>Comparisons - Cultural (CC)</p>
<p>Proficiency Benchmark: Novice - I can identify differences and similarities between my community and cultures of the target language.</p>
<p>Novice (N)</p>
<ul style="list-style-type: none"> • 4C.CC.N.a - I can explain the similarities and differences of popular hobbies in my community and the target culture.

Proficiency Benchmark: Intermediate - I can explain and provide generic details about differences and similarities between my community and cultures of the target language.
Intermediate (I)
<ul style="list-style-type: none"> 4C.CC.I.a - I can explain the similarities and differences in the public and private school systems in my community and the target culture.
Proficiency Benchmark: Advanced - I can explain, provide details about, and give specific examples of differences and similarities between my community and cultures of the target language.
Advanced (A)
<ul style="list-style-type: none"> 4C.CC.A.a - I can explain the similarities and differences between the recycling programs available in my community and the target culture.

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 Benchmark: Novice - I can identify differences and similarities between my own language and the target language.
Novice (N)
<ul style="list-style-type: none"> 4C.LC.N.a - I can explain the differences in writing systems between my native language and the target language. EX: Pinyin, simplified/ traditional Chinese characters; Hiragana, Katakana, Kanji.
Proficiency Benchmark: Intermediate - I can explain and provide generic details about differences and similarities between my own language and the target language.
Intermediate (I)
<ul style="list-style-type: none"> 4C.LC.I.a - I can explain the differences in sentences between the target and native languages, specifically, how sentences are organized.
Proficiency Benchmark: Advanced - I can explain, provide details about, and give specific examples of differences and similarities between my own language and the target language.
Advanced (A)
<ul style="list-style-type: none"> 4C.LC.A.a - I can explain the differences between target and native languages in organizing paragraphs or discourses.

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)
<i>Proficiency Benchmark: 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.</i>
Performance Indicators (N)
<ul style="list-style-type: none">• 5C.SG.N.a - I can introduce myself to speakers of the target language in a social community.• 5C.SG.N.b - I can correctly address people in the target language (e.g., students know how to address teachers in the target language).
<i>Proficiency Benchmark: 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.</i>
Performance Indicators (I)
<ul style="list-style-type: none">• 5C.SG.I.a - I can form and sustain relationships with others in the target language in a social community.• 5C.SG.I.b - I can respond appropriately if others praise me in the target language.
<i>Proficiency Benchmark: 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.</i>
Performance Indicators (A)
<ul style="list-style-type: none">• 5C.SG.A.a - I can collaborate and create projects and presentations with others in the target language for their community.• 5C.SG.A.b - I can demonstrate actions and language that indicate I know the appropriate level of politeness and respect required for the situation.

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)
Performance Indicators

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

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