

Priority Academic Student Skills

OKLAHOMA STANDARDS FOR WORLD LANGUAGES

(Foreign, Native American, and/or American Sign Language)

Overview

The Oklahoma State Board of Education has identified the study of languages (foreign, Native American, American Sign Language) as core curriculum along with science, mathematics, social studies, language arts, and the arts (visual art and general music). All districts are required to implement a sequential program of study of at least one language other than English in the curriculum. The State School Laws of Oklahoma 2001 state "Students must learn about cultures and environments – their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science." (70 O.S.§11-103.6)

The content standards for language learning included in this document are based on an instructional program in world languages other than English for all students, beginning in kindergarten and continuing through 12th grade. These standards reflect the latest research in the field of second language instruction as presented in the profession's national standards document, *Standards for Foreign Language Learning: Preparing for the 21st Century*. As in the national standards, there are five overarching goals in Oklahoma's curriculum framework: communication, cultures, connections, comparisons, and communities. **With communication and culture as the cornerstone for all language learning, the state's goal is for all Oklahoma students to learn "how, when, and why to say what to whom"** in a language other than English (National Standards in Foreign Language Education Project, 1996, p.11).

World Languages Requirement in Oklahoma

Grades K-3	Languages Awareness is a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own.
Grades 4-8	Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document.
Grades 9-12	Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same foreign language are part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates.

Languages Awareness (Grades K-3) is to be a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own. Districts will implement an exploratory program that will expose the student to several languages and cultures. The goal of this program model is to learn about language(s) and culture(s), and is not intended to lead to any proficiency in the language(s) studied. The student may be exposed to several languages and cultures.

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In addition to the required language(s) awareness program, districts may choose to start a sequential, articulated language program beginning in kindergarten that focuses on communication. The goal of this K-12 program model is communication that will lead to proficiency as students progress through the sequential, articulated program in their elementary and secondary schools. Heining-Boynton maintains that for those schools and/or districts that desire their students to begin the early study of foreign languages in a meaningful context with a highly structured curriculum articulated in a long sequence, then this is the model of choice (Heining-Boynton, 1998, p. 2).

For those districts who have not chosen to implement a sequential, articulated language program in K-3, **Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. Language(s) selection is determined by each district. The students will continue the sequential and articulated program in the same language every year through Grade 8. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document.** To reach the Novice Level proficiency requirement for the Grade 4-8 program, it is recommended that students will need to meet a minimum total of 365 hours of instruction in a standards-based curriculum classroom.

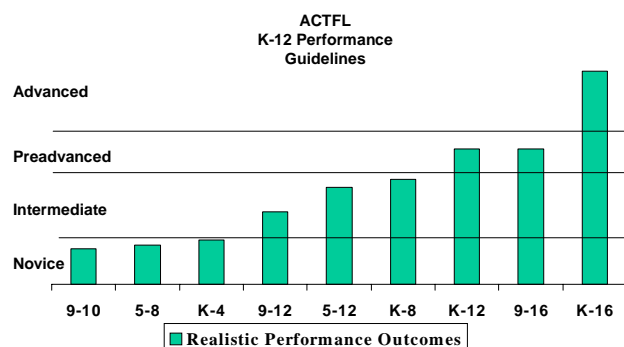
Districts should be aware of federal legislation which offers monetary awards to districts who have implemented elementary foreign language programs that lead to student proficiency in the language. The Foreign Language Incentive Program of the No Child Left Behind Act of 2002 awarded "incentive payments to public elementary schools that provide students with a foreign language program designed to lead to communicative competency. A program leading to communicative competency is comparable to a program that provides at least 45 minutes of instruction per day for not less than 4 days per week throughout an academic year." (Federal Register, 2002, Vol. 67).

Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same world language is part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates. (70 O.S. §11-103.6c)

Time Framework

In Oklahoma's 4th grade through 8th grade sequential language program requirement, students should reach the Novice Level benchmark by the end of their language learning experience. If students choose to continue the study of the same language through high school, students should reach the Intermediate benchmark. Students should reach the Pre-advanced benchmark if they begin a sequential, articulated program in kindergarten and continue through 12th grade. This instructional sequence represents a vision for how well Oklahoma world language learners will perform in languages if they start early and continue language learning throughout their school experience.

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Information adapted from *ACTFL Performance Guidelines For K-12 Learners*, 1999, p. 7.

Realistic performance levels for students enrolled in a sequential language learning experience at various points are outlined in the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners*. The graphic above and the table below describe realistic performance levels depending upon entry and exit into a sequential and articulated language program. It reflects the influence of time on language performance ability and shows what ability is reasonable to expect of students who begin foreign language study at various points in the K-12 spectrum. This information is based on the assumption that "elementary programs (K-5) meet from 3-5 days per week for no less than 30-40 minutes per class; middle school programs meet daily for no less than 40-50 minutes; and high school programs meet the required time that equals four Carnegie units of credit (480 hours of seat-time)" (*ACTFL Performance Guidelines for K-12 Learners*, 1999, p. 6). A K-12 language program sequence following these minimum guidelines would meet for no less than 1400 hours in order to reach Pre-advanced Learner Range performance.

Students enter:	Students exit:	Performance Level:
Kindergarten	12th grade	Pre-advanced Learner Range
4th grade	8th grade	Novice Learner Range
4th grade	12th grade	Intermediate Learner Range
7th grade	12th grade	Intermediate Learner Range
9th grade	10th grade	Novice Learner Range
9th grade	12th grade	Intermediate Learner Range

Varying learning rates, different learning styles, and the general language learning ability of students all affect how well second language acquisition will happen. The amount of time spent in language instruction greatly influences performance ability. It is important to note that language proficiency is best developed when students start early and stay late in a sequential, articulated program. Haas (1998) states that learning a foreign language is not much different from learning other core curriculum subjects. In any area, students benefit from starting early and continuing through a long sequence of learning that grows and deepens as they mature (p. 43).

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Teacher Certification Recommendations and Requirements

For elementary sites, language certification for teachers is not required. However, teachers with language certification or teachers with language proficiency are preferred. In K-8 elementary sites, language certification for teachers of Grade 7 and/or 8 is required if students will receive high school credit for foreign language on their high school transcript.

For middle school and junior high sites, language certification for teachers is required. For middle school and junior high sites giving high school credit for world languages, teachers must have secondary certification, and curriculum standards at the middle school or junior high level must equal requirements at the high school level.

Oklahoma World Languages Curriculum Goals and Standards

Oklahoma's world languages educators envision a future in which "ALL students will develop and maintain proficiency in English and at least one other language, modern or classical." (National Standards in Foreign Language Education Project, 1996, p. 7). As stated in the profession's national goals, **communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or through reading. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language. 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 (National Standards in Foreign Language Education Project, 1996, p. 27). Students learn a language best when they are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competency. Active use of language is central to the learning process; therefore, learners must be involved in generating utterances for themselves. They learn by doing, by trying out language, and by modifying it to serve communicative needs (National Standards in Foreign Language Education Project, 1996, p 37). The following graphic is a visual summary of Oklahoma Standards for World Languages. The communication goal is central to the attainment of all other goals. The other four goals (cultures, connections, comparisons, and communities) serve as a context for the development of interpretive, interpersonal, and presentational communication.



Foreign Language National Assessment of Educational Progress Consensus Building Project, 1999.

In the Oklahoma World Languages Standards document there are five goals for each level of proficiency: communication, cultures, comparisons, connections and communities. For each of the five **goals** there are two or more student **standards** that describe what students

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should know and be able to do in the target language. For each standard, there are a list of **progress indicators** that specifically describe what students need to know and do within a specified proficiency range. After the progress indicators for each standard, there is a list of **performance guidelines** based on the *ACTFL Performance Guidelines for K-12 Learners* (1998). The performance guidelines describe how well a student will be able to perform the standard within the specified proficiency range. Following the performance guidelines there is a set of **classroom examples** that describe what types of sample activities appropriately reflect the standard addressed.

The Oklahoma standards document defines skills within certain ranges: Novice Level Range, Intermediate Level Range, and Pre-advanced Level Range. These proficiency ranges represent a continuum of student development, reflecting the diversity of individual student learning, as opposed to levels of instruction which are typically defined by years or semesters of classroom instruction.

Typically, the levels of language instruction are based on the time involved in the instruction. Because the implementation of world language programs in Oklahoma varies greatly from one context to another and entry into a foreign language program can occur at various grades, the levels of instruction are described as follows:

Level I instruction may be achieved in three ways: (1) in the elementary grades, kindergarten through Grade 5 (depending on the type of program offered); or (2) varying programs of instruction in middle school (comparable in content and contact hours to the course equivalent offered in high school); or (3) one Carnegie Unit (120 hours) of instruction in Grades 9-12.

Level II is described as (1) instruction in middle school (depending on the type of program offered) after the successful completion of Level I in elementary school; or (2) one Carnegie Unit (120 hours) of instruction in high school after the successful completion of Level I in middle school or high school.

Subsequent levels (Level III-VI) are described each as one Carnegie unit (120 hours) of instruction in high school after the successful completion of the previous level.

Each proficiency range (Novice, Intermediate, Pre-advanced) may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, scheduling logistics, and other variables affecting student learning. The Novice Level Range starts in Level I and generally carries over into Level II. The Intermediate Level Range may be initiated in Level II with some students, and generally includes Level III, extending into Level IV. The Pre-advanced Level Range will usually incorporate instruction initiated in Level IV and possibly continuing through Level VI.

The standards written in this Oklahoma world languages curriculum framework are for all languages taught in Oklahoma schools. Some languages, such as American Sign Language, Native American languages, and classical languages have unique characteristics that may require some modifications in the standards to reflect their special traits. For example, Latin places a stronger emphasis on reading, while oral skills receive less emphasis. Native American languages emphasize oral skills, while written skills receive less emphasis. American Sign Language emphasize visual-gestural and interpretive communication.

NOTE: Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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PRE-ADVANCED LEVEL RANGE

The term Pre-advanced is the same as Intermediate-High in the *ACTFL Proficiency Guidelines*. Pre-advanced was selected as the term to describe those who function most of the time at the Advanced level of proficiency but who cannot yet sustain the level of performance that is needed for an Advanced rating (*ACTFL Performance Guidelines for K-12 Learners*, p. 6).

Pre-advanced learners are typically in Levels IV-VI (see descriptions of levels in the Overview).

<p style="text-align: center;">Goal 1: Communication Communicate in Languages Other Than English</p>
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Content at the Pre-advanced Level Range includes personal, cultural and social topics such as: history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields; career choices, the environment, and political and social issues.

Standard 1.1: Interpretative Communication - Listening/Reading/Viewing

Students will understand and interpret written and spoken language on a variety of topics.

Progress Indicators: *What will Pre-advanced Level learners be able to do in the target language?*


When listening, reading, and viewing, learners in the Pre-advanced Level Range will:

1. Understand spoken language that incorporates more advanced vocabulary and structures, including idiomatic expressions.
2. Understand more complex written materials in both concrete and abstract contexts.
3. Comprehend the main ideas and supporting ideas of oral and written presentations, and selected authentic materials, including videos, radio and television broadcasts, and Internet resources.
4. Analyze the main elements of authentic literary texts.
5. Respond appropriately to compound directions, instructions, and commands.
6. Research and synthesize information from a variety of sources. 

Performance Guidelines: *What characterizes Pre-advanced Level learners' performance in listening, reading and viewing?*

Learners in the Pre-advanced Level Range will:

- A. Demonstrate growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.
- B. Understand main ideas and significant details on a variety of topics.

NOTE: Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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- C. Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use.
- D. Apply rules of language to construct meaning from oral and written text.
- E. Move beyond literal comprehension toward more critical reading and listening.

Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- Read and understand an article in popular magazines and be able to give a brief global summary and find specific facts.
- As the teacher describes the scene in a well-known painting, draw as you visualize it.
- Listen to and understand excerpts from a film/play and demonstrate comprehension of plot and character traits.

Standard 1.2: Interpersonal Communication - Speaking/Writing

Students will engage in conversations, and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

Progress Indicators: *What will Pre-advanced Level learners be able to do in the target language?*

When speaking and writing in person-to-person communication, learners in the Pre-advanced Level Range will:

1. Initiate, sustain and conclude communication on a variety of topics.
2. Ask and answer a variety of questions that require follow-up questions and responses for more information.
3. Support personal preferences, feelings, opinions with more complete explanation.
4. Persuade another person to do something.

Performance Guidelines: *What characterizes pre-advanced learners' performance in speaking and writing in person-to-person communication?*

Learners in the Pre-advanced Level Range will:

- A. Use connected sentences and/or paragraphs when communicating on a variety of familiar topics, making use of transition words and phrases.
- B. Interact with others in more complicated or unfamiliar contexts using vocabulary from a variety of topics.
- C. Ask for clarification and suggest alternative words to ensure understanding.
- D. Use rules of pronunciation to correctly pronounce new words.
- E. Use language more confidently and with fewer pauses.

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- F. Be understood by native speakers unaccustomed to interacting with language learners.
- G. Demonstrate sustained control of basic structures in present time and partial control of more complex structures and time frames in the past and future.

Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- In a panel discussion, discuss what constitutes a healthy diet and its impact on health.
- Introduce yourself to an incoming freshman and give him/her pointers on how to survive at your school.
- With 3 or 4 classmates debate the issue of whether family life is more or less important in today's world.

Standard 1.3: Presentational Communication - Speaking/Writing

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Progress Indicators: *What will Pre-advanced Level learners be able to do in the target language?*

When presenting information by speaking or writing, learners in the Pre-advanced Level Range will:

1. Describe in written or spoken format a presentation on a topic of personal interest.
2. Give a series of directions to someone, coaching the person in order to complete the tasks.
3. Recount an event with substantive description and detail.
4. Write formal compositions and letters for a variety of purposes.
5. Present student-created works and excerpts of authentic literature.

Performance Guidelines: *What characterizes Pre-advanced Level learners' performance in spoken and written presentations?*

Learners in the Pre-advanced Level Range will:

- A. Report, narrate, and describe, using paragraph length and longer forms of discourse in oral and written presentations on topics of personal, school, and community interest.
- B. Demonstrate conscious efforts at correct formulation and editing.
- C. Make use of simplification, reformulation, and circumlocution to enhance written and oral communication.
- D. Demonstrate control of an extensive vocabulary from a variety of topics.
- E. Use language with ease and with few pauses.

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- F. Make use of a variety of resource materials and presentation methods to enhance communication. 📖
- G. Possibly show some inaccuracies and interference from the native language when presentations deal with multiple time frames.

Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- Narrate an accident that you have experienced or witnessed.
- Write and perform an original dialog based on two characters from a film or text.
- Write a complaint about a familiar topic (dress code, food in the cafeteria, choice of course offerings) and give suggestions for changes.
- Speculate about what life would be like elsewhere (on the moon, under the sea, in the target culture).
- Present yourself in a job interview, explain your qualifications, why you want the job, why you would be better than other applicants. (This presentation may be videotaped.)

<p>Goal 2: Cultures Gain Knowledge and Understanding of Other Cultures</p>
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Standard 2.1: Practices of Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

Progress Indicators: *What are Pre-advanced Level learners able to do in the target language?*

Learners in the Pre-advanced Level Range will:

1. Interact according to the social and cultural requirements of most social and some formal contexts.
2. Discuss inappropriately used verbal and nonverbal expressions and analyze the cultural implications.
3. Participate in and analyze cultural events.
4. Exhibit deeper knowledge of historical background of the target culture that explain their cultural practices. 📖
5. Analyze some commonly held generalizations about the target culture. 📖

Performance Guidelines: *What characterizes the Pre-advanced Level learners' performance in communicating about cultural practices in the target language?*

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Learners in the Pre-advanced Level Range will:

- A. Use language increasingly reflective of authentic cultural practices and perspectives.
- B. Describe cultural practices by using connected narrative and descriptive sentences in present and other time frames.
- C. Use culturally appropriate vocabulary, idioms, and nonverbal behaviors in an authentic situation.
- D. Integrate culturally embedded words, phrases, and idioms in everyday communication.
- E. Communicate with a fairly high degree of facility when making oral and written presentations about well-researched topics of cultural practices.
- F. Apply understanding of cultural practices to enhance comprehension of oral and written texts.

Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- Read a short passage about the origins of a custom or cultural celebration in the language and do a presentation on it using the language.
- Report on information gained from authentic texts (newspapers, magazines, letters, e-mail) on how people in the target culture view the role of the U.S. in world affairs.
- Write a report giving examples of how media and texts in the target language reflect patterns of behavior, beliefs, and attitudes.

Standard 2.2: Products of Culture

Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

Progress Indicators: *What are Pre-advanced Level learners able to do in the target language?*

Learners in the Pre-advanced Range will:

1. Research the cultural significance of objects, images, and symbols of the target culture. 📖
2. Describe the target culture through its visual arts, architecture, literature, and music. 📖
3. Describe the role and significance of the contributions of the target culture in today's world. 📖
4. Research an environmental issue from the target country and use the language to tell/write of its impact on the target country. 📖
5. Identify some of the target language's literary masterpieces and authors and explore the cultural perspectives representative of their work. 📖

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Performance Guidelines: *What characterizes the pre-advanced learners' performance in communicating about cultural products in the target language?*

Learners in the Pre-advanced Level Range will:

- A. Describe cultural products by using connected narrative and descriptive sentences in present and other time frames.
- B. Integrate culturally embedded words, phrases, and idioms in everyday communication.
- C. Use language increasingly reflective of authentic cultural products and perspectives.
- D. Communicate with a fairly high degree of facility when making oral and written presentations about well-researched topics on cultural products.

Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- You are a tour guide in a tourist area of the target country. Give information about the sites to the group of tourists as the tour bus drives through the area.
- While participating in a conversation with peers and/or adults, exchange information/opinions about causes and consequences of an historical event in the target language country.
- After reading a literary text (short story, poem, novel, drama or viewing a film in the target language), participate in a panel presentation and share viewpoints/opinions about the text/film.
- Prepare a display and orally present information about commercial trade patterns between the home and target cultures.

Goal 3: Connections Connect With Other Disciplines and Acquire Information

Standard 3.1: Interdisciplinary Studies

Students will reinforce and further their knowledge of other content areas through the foreign language.

Progress Indicators: *What are Pre-advanced Level learners able to do in the target language?*

Learners in the Pre-advanced Level Range will:

- 1 Interpret information and apply skills from other content areas (such as the arts, health, social studies, English) to the target language classroom.
2. Locate target language resources in order to analyze and synthesize information for use in other content areas (such as the arts, health, social studies, sciences, mathematics, English).

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Performance Guidelines: *What characterizes the performance of Pre-advanced Level learners?*

Learners in the Pre-advanced Level Range will:

- A. Use connected sentences and/or paragraphs when communicating on a variety of familiar topics studied in selected content areas.
- B. Interact with others on information learned in other selected content areas.
- C. Understand main ideas and significant details on topics studied in selected content areas.
- D. Make use of a variety of resource materials and presentation methods to enhance communication.

Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- Measure and record distances, weights, and capacities of a variety of objects using the measuring system of the target cultures.
- Make a display and orally present information about careers that require communicative competence in the target language.
- Research the importance of a major historical event in the target culture.
- Read newspaper accounts of the same event in English and the target language to compare the treatment of the event.
- Demonstrate understanding of maps, graphs, charts, and other visuals by responding to questions that require the learner to identify patterns, note trends, and draw conclusions.

Standard 3.2: Distinctive Viewpoints

Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Progress Indicators: *What are Pre-advanced Level learners able to do in the target language?*

Learners in the Pre-advanced Level Range will:

1. Synthesize information about the target culture, using authentic sources. 📖
2. Use authentic sources to analyze the distinctive perspectives of the target culture. 📖

Performance Guidelines: *What characterizes the performance of Pre-advanced Level learners?*

Learners in the Pre-advanced Level Range will:

- A. Understand more complex written materials in both concrete and abstract contexts.

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- B. Apply rules of language to construct meaning from oral and written text.
- C. Comprehend the main ideas and supporting ideas of oral and written presentations.
- D. Use connected sentences and/or paragraphs when communicating about distinctive viewpoints of the target culture.

Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- Access the Internet to search information related to medical issues.
- Using authentic popular music, identify cultural perspectives associated with the target culture.
- Use information gained from authentic texts to develop a timeline which illustrates major contributions of the target culture to the world community.
- Research the interpretation of the same historical event from the home culture and the target cultures' points of view.

<p>Goal 4: Comparisons Develop Insight into the Nature of Language and Culture</p>
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Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Progress Indicators: *What will Pre-advanced Level learners be able to do in the target language?*

Learners in the Pre-advanced Level Range will:

1. Have some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future.
2. Apply knowledge of sound and writing systems in spontaneous communicative situations.
3. Use knowledge of structural patterns of their own language and the target language for effective communication.
4. Apply idiomatic expression in a variety of social contexts.

Performance Guidelines: *What characterizes Pre-advanced Level learners' performance?*

Learners in the Pre-advanced Level Range will:

- A. Use connected sentences and/or paragraphs when communicating about basic language comparisons between cultures.
- B. Use more specialized and precise vocabulary when describing language structure comparisons.

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- C. Use background knowledge to deduce meaning and to understand complex information about language structures.
- D. Be able to clarify details about language structures by asking questions.

Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*




- Compare how people express apologies, condolences, praise, reprimands, requests, in the target language and English.
- Analyze the differences among grammatical structures in English and the target language.
- Explore authentic materials to find new words adapted from English.
- Role-play a shopping situation in a foreign market place using appropriate idiomatic expressions.

Standard 4.2: Culture Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Progress Indicators: *What will Pre-advanced Level learners be able to do in the target language?*

Learners in the Pre-advanced Level Range will:

1. Apply appropriate verbal and nonverbal behavior between cultures.
2. Analyze crosscultural similarities and differences in the practices of the culture studied. 
3. Analyze crosscultural similarities and differences in the products of the culture studied. 
4. Analyze and infer crosscultural similarities and differences in the perspectives of the culture studied. 

Performance Guidelines: *What characterizes Pre-advanced Level learners' performance?*

Learners in the Pre-advanced Level Range will:

- A. Use connected sentences and/or paragraphs when communicating about similarities and differences between the culture studied and their own.
- B. Use more specialized and precise vocabulary when describing cultural similarities and differences between cultures.
- C. Use background knowledge to deduce meaning and to understand complex information about cultural similarities and differences.
- C. Be able to clarify details about cultural differences by asking questions.

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Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- Study murals painted in both the USA and in the target culture and compare their artistic styles and political messages.
- Discuss the similarities and differences of folk legends in the target culture with those found in the student's own culture.
- Analyze the differences of the concept of life/death between the target culture and the student's own culture.
- Discuss the similarities and differences in the perspectives of time/money/work ethic between the two cultures.
- Explore how ceremonies such as weddings or funerals differ between the target culture and the student's own culture.


<p style="text-align: center;">Goal 5: Communities Participate in Multilingual Communities at Home and Around the World</p>

Standard 5.1: School and Community

Students will use the language both within and beyond the school setting.

Progress Indicators: *What will Pre-advanced Level learners be able to do in the target language?*

Learners in the Pre-advanced Level Range will:

1. Research the benefits of being able to communicate in more than one language. 
2. Interact appropriately in the target language in real-life situations.
3. Maintain ongoing personal contact with a native speaker.
4. Provide services such as tutoring, interpreting, and public performances within and beyond the school community using the target language.

Performance Guidelines: *What characterizes Pre-advanced Level learners' performance?*

Learners in the Pre-advanced Level Range will:

- A. Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting on topics of personal, school, and community interest.
- B. Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.
- C. May encounter difficulty comprehending language dealing with abstract topics.
- D. Understand main ideas and significant details on a variety of topics, although comprehension may be uneven.

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Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- Using e-mail communication, survey students in the target culture concerning U.S. involvement in world affairs and then compile and analyze the data.
- Intern with someone from the business community who uses the target language at work.
- Volunteer to interpret for a community service, such as a clinic, that serves speakers of the target language.
- Interview bilingual professionals to find out how being bilingual has enhanced opportunities in their field.
- Prepare and conduct a survey among corporations and businesses to identify second language skills required of their employees.

Standard 5.2: Personal Enrichment

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Progress Indicators: *What will Pre-advanced Level learners be able to do in the target language?*

Learners at the Pre-advanced Level Range will:

1. Initiate and sustain long-term associations with others proficient in the language.
2. Use a variety of sources for entertainment or personal growth such as films, books, Internet, or social events.
3. Critically discuss current issues of the target culture. 📖
4. Pursue personal interests in various aspects of the target culture.

Performance Guidelines: *What characterizes Pre-advanced Level learners' performance?*

Learners in the Pre-advanced Level Range:

- A. Are understood by those with whom they interact, although there may still be a range of linguistic inaccuracies, and on occasion the communication partner may need to make a special effort to understand the message.
- B. Are able to understand main ideas and significant details on a variety of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven.
- C. Clarify details by asking questions but occasionally do not comprehend.
- D. Formulate paragraph-length and longer oral and written presentations in present time, on topics of personal, school, community and global interest.

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- E. Show some inaccuracies and/or interference from the native language when presentations deal with multiple time frames and/or other complex structures.

Classroom Examples: *What types of tasks are appropriate for the Pre-advanced Level Range classroom?*

- Participate in a study abroad program and/or host an exchange student from the target culture.
- Interact with an exchange student in the target language.
- Volunteer in the community where the target language can be utilized
- Attend performances presented in the target language.
- Using electronic media, report on current events from the target culture.
- Using the target language, teach others the rules and strategies of a popular sport of the target culture.

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GLOSSARY

articulation - refers to a foreign language program which provides for a gradual, sequential progression of knowledge and skills from level to level of language development.

authentic assessment - assessments that evoke demonstrations of knowledge and skills in ways that are applied in the real world.

authentic materials - resources including books, magazines, newspapers, brochures, menus, videos, recordings which are used by people in the target culture.

benchmark - an interpretation of a performance standard according to age, grade, or developmental level.

circumlocution - using alternate (roundabout) words and phrases to convey meaning or express an idea.

classical languages - the forms of Latin and Greek used in ancient Greek and Latin literature.

cognate - a word in the target language that looks like, or sounds like a word with the same meaning in English.

culture - the term “culture” is generally understood to include the philosophical perspectives, the behavioral practices, and the products - both tangible and intangible - of a society.

curriculum framework - a comprehensive document developed for a content area consisting of overarching goals, content standards, and performance standards. The curriculum framework serves as a guide to local school districts as they create a curriculum unique to their needs.

developmentally appropriate materials - materials that correlate to age, grade, or proficiency level of the student.

false start - the natural tendency of a speaker to restate what has just been uttered in order to correct, clarify, or improve upon it.

idiomatic expressions - expressions in one language that cannot be directly translated into another language.

intangible - examples of intangible products: a dance, an oral tale, a sacred ritual, a system of education.

interpersonal mode of communication - is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

interpretive mode of communication - is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

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overarching goals - relatively brief, very general statements that describe what students should know and be able to do. They should reflect the best and most recent theory and research in that area. They are more general than content standards, but provide a framework into which content standards can be organized.

performance standards - specify how well students perform the content standards. Performance standards gauge the degree to which content standards have been attained by individuals or groups, indicating the nature of the evidence and the quality of student performance on agreed-upon tasks or measurement instruments.

perspectives - the attitudes, ideas, beliefs, viewpoints, or values of a cultural group.

presentational mode of communication - refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

proficiency - ability to communicate effectively in everyday real-life situations in both oral and written forms in the cultures where the language is spoken.

recombination - the ability to use previously learned vocabulary and structures to create new and unique expressions.

sequential language learning - language learned in a continuous related order. In an articulated, sequential program, courses are scheduled every year and teachers follow a curriculum that spirals learning objectives from year to year for the purpose of the students attaining communicative proficiency in the language learned.

tangible - examples of tangible products: a toy, a painting, an article of clothing, a cathedral, a piece of literature, a pair of chopsticks.

target culture - the culture of the people who speak the target language.

target language - the language that is being taught or learned.