

# **F7A & F7B**

# **Spanish 1A & 1B**

# **Curriculum Essentials**

# **Document**



# Overview of Changes World Languages Standards

## Principles of the Standards Review Process

The Colorado Model Content Standards revision process was informed by these guiding principles:

- Begin with the end in mind; define what prepared graduates need to be successful using 21<sup>st</sup> century skills in our global economy.
- Align K-12 standards with early childhood expectations and higher education.
- Change is necessary.
- Standards will be deliberately designed for clarity, rigor, and coherence.
- There will be fewer, higher, and clearer standards.
- Standards will be actionable.

## Notable Changes to the Colorado Model Content Standards in World Languages

The most evident change to the Colorado standards is replacing grade-band standards (K-4, 5-8, and 9-12) with range level expectations. These are explained here in addition to other changes that are apparent upon comparison between the current world languages standards and the proposed changes.

1. **World languages versus foreign language.** The current Colorado Model Content Standards in foreign language have been revised and renamed World Languages. The World Languages Subcommittee explains that world languages is a term that connotes an international, focus encouraging students to become competitive citizens of the world.
2. **Impact of standards articulation by grade range.** The original Colorado Model Content Standards for world languages were designed to provide districts with benchmarks of learning for grades 4, 8, and 12. The standards revision subcommittee was charged with providing more of a specific learning trajectory of concepts and skills across range levels, from early school readiness to postsecondary preparedness. Articulating standards by range level from novice-low to intermediate-mid in each area affords greater specificity (clearer standards) in describing the learning path across levels (higher standards), while focusing on a few key ideas at each grade level (fewer standards).
3. **Standards are written for mastery.** The proposed revisions to standards define mastery of concepts and skills. Mastery means that a student has facility with a skill or concept in multiple contexts. This is not an indication that instruction on a grade level expectation begins and only occurs at that grade level. Maintenance of previously mastered concepts and skills and scaffolding for future learning are the domains of curriculum and instruction, not standards.
4. **Intentional integration of technology use.** The proposed revisions to standards encourage using appropriate technology to allow students access to concepts and skills in ways that mirror the 21<sup>st</sup> century workplace.
5. **Intentional opportunities for integration.** The subcommittees in world languages worked within content area and also within multi-content area grade level groups. The purpose was to create a viable document for P-12 to provide a long-range, sequential program. In addition, the subcommittees were focused on the consolidation of standards.

Below is a quick guide to other changes in the world languages standards:

Area	Summary of Changes	
	Previous Standards	Revised Standards
<b>Number of standards</b>	Two standards with Standard 1 having four sub-standards	Four new standards
<b>Names of standards</b>	<p><b>Standard 1:</b> Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.</p> <p><b>Substandard 1.1: LISTENING</b> Students listen to and derive meaning from a variety of foreign language sources.</p> <p><b>Substandard 1.2: SPEAKING</b> Students speak in the foreign language for a variety of purposes and for diverse audiences.</p> <p><b>Substandard 1.3: READING</b> Students read and derive meaning from a variety of materials written in a foreign language.</p> <p><b>Substandard 1.4: WRITING</b> Students write in a foreign language for a variety of purposes and for diverse audiences.</p> <p><b>Standard 2:</b> Students acquire and use knowledge of cultures while developing foreign language skills.</p>	<p><b>Standard 1:</b> Communication in Languages Other Than English</p> <p><b>Standard 2:</b> Knowledge and Understanding of Other Cultures</p> <p><b>Standard 3:</b> Connections with Other Disciplines and Information Acquisition</p> <p><b>Standard 4:</b> Comparisons to Develop Insight into the Nature of Language and Culture</p>
<b>Integration of 21<sup>st</sup> century and postsecondary workforce readiness skills</b>	Not deliberately addressed in original document	21 <sup>st</sup> century skills and postsecondary workforce readiness skills have been embedded throughout the evidence outcomes of P-12 and in the prepared graduate expectations.
<b>P-2</b>	Standards articulated with K-4 benchmarks (Beginning) 5-8 benchmarks (Intermediate) 9-12 benchmarks (Advanced) (Because there are multiple entry and exit points in foreign language classes, a student in a beginning class would start with beginning benchmarks and not grade levels.)	This document uses the American Council on the Teaching of Foreign Languages proficiency guidelines, which define proficiency levels for different ranges. The ranges go from novice-low to intermediate-mid, which are needed by all to be successful in the 21 <sup>st</sup> century global economy.
<b>Number of grade level expectations</b>	Average of three benchmarks per benchmark skill span	Average of three expectations per expectation per range level

# Use of the Target Language in the Classroom

## (American Council of Teachers of Foreign Languages – ACTFL)

Research indicates that effective language instruction must provide significant levels of meaningful communication\* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 *Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

\*Communication for a classical language refers to an emphasis on reading ability and for American Sign Language (ASL) to signed communicative ability.

## **Novice-Low/Intermediate-Mid Proficiency Range Levels**

The study of a second language is affected by complex factors and variables that influence both the amount of time it takes to learn the language and a student's progress through the graduated levels of proficiency. The amount of time required to learn another language and culture is linked to the linguistic and cultural differences among the languages and cultures in question. The specific language and culture that learners study and their performance profile at entry will affect the amount of time required to achieve a particular level of proficiency.

Students who begin second language study early in elementary grades and continue an uninterrupted sequence of study will advance further than a student who begins in high school. Performance expectations at particular ranges may be attained over different periods of time, dependent upon such factors as age of the learner, the first and target languages, scheduling patterns of the language program, and the scope and sequence of the language program.

Proficiency is not acquired in all languages at the same pace. The Foreign Service Institute has classified various languages into four groups according to length of time that it takes highly motivated adult learners who are native speakers of English to develop proficiency. Romance languages such as Spanish, French, and Italian fall into Group I, and languages that are character-based or whose structures are quite different from English, such as Chinese, Japanese, Korean, and Arabic, fall into Group IV. Students learning these languages will require more time to meet the same reading and writing goals, and they will also face a greater challenge as they become culturally competent in the societies where these languages are spoken.

Secondary learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within two adjacent ranges of novice-high and intermediate-low. It is important to re-emphasize that a student's level of language proficiency is dependent on both the length of instruction and the quality of instruction, that is, time spent in meaningful communication on topics that are relevant to a student's cognitive and interest levels.

The study of classical languages continues to be a viable foreign language option for today's student. Not only do the classics give access to the world of the Romans, Greeks, and other ancient civilizations, but they also promote an awareness of Western civilization's rich and diverse heritage from the classical world, improve students' ability to communicate in English, and facilitate the learning of other languages. Teachers of the classical languages will need to apply the standards differently. For example, Latin is taught primarily as a literary rather than a spoken language, so there will be more emphasis on standards relating to the development of the ability to read authentic texts and less emphasis on using the language for oral communication.

Children who come to school from non-English speaking backgrounds, known as heritage language learners, should also have educational opportunities to maintain and further develop their first language. These students come to school with varying literacy skills in their first language, and traditional foreign language classes may not meet their needs. Schools should consider the skills, knowledge, and culture of heritage speakers and give them adequate opportunities to academically develop their heritage language. This approach may include providing individual and/or group instructional opportunities that are both developmentally appropriate and rigorous.

The progression of world language learners through the Colorado World Languages Standards is based on an uninterrupted sequence of language and culture study. With varying entry and exit points, teachers will need to modify the content and related language activities in their specific program depending upon the student's age and when he/she begins the study of a particular language. For example, the novice range applies to all students beginning to learn a second language, which may occur at any age. The novice range may encompass a four- to five-year sequence that begins in elementary or middle school, or a three-year high school program, depending upon the factors listed above. Likewise, the intermediate range occurs over a period of time and a variety of experiences. For example, for Colorado world language learners to reach the prepared graduate competency at the intermediate-mid range in a Group I Romance language, they mostly likely will need a minimum of a sixth- through twelfth-grade program of uninterrupted sequential language learning with sufficient amounts of meaningful interaction with the language and its cultures. Curriculum design and development should address these variables.

# Colorado Academic Standards World Languages

*"Standards for world languages learning: Preparing for the 21st century"*

*"Knowing how, when, and why to say what to whom."*

In the 21<sup>st</sup> century society, the study of more than one language is not only absolutely essential to the core curriculum, but also imperative to the economic growth and continued prosperity of the United States. Language and communication are essential to the human experience. "Knowing how, when, and why to say what to whom" are the words that encompass all the linguistic and social knowledge required for effective human-to-human interaction. Students must be linguistically and culturally equipped to communicate successfully in our multilingual, multicultural world. It is vital for students to develop and maintain proficiency in English and in at least one other language. Students from non-English speaking backgrounds must also have opportunities to develop proficiency in their first language.

Supporting this vision are four assumptions about language and culture, learners of language and culture, and language and culture education:

Competence in more than one language and culture enables people to:

- Communicate with other people in other cultures in a variety of settings
- Look beyond their customary borders
- Develop insight into their own language and culture
- Act with greater awareness of self, of other cultures, and their own relationship to those cultures
- Gain direct access to additional bodies of knowledge
- Participate more fully in the global community and workforce

All students can be successful language and culture learners, and they:

- Must have access to language and culture study that is integrated into the entire school experience
- Benefit from the development and maintenance of proficiency in more than one language
- Learn in a variety of ways and settings
- Acquire proficiency at varied rates

Language and culture education is part of the core curriculum, and it:

- Is tied to program models that incorporate effective strategies, assessment procedures, and technologies
- Reflects evolving standards at the national, state, and local levels
- Develops and enhances basic communication skills and higher order thinking skills

All students will apply the language skills learned:

- Within the school setting
- At home, in the community, and abroad
- To interpret global events from multicultural perspectives
- To expand cross-cultural and intercultural understanding
- For increased career opportunities
- To become lifelong learners for personal enjoyment and enrichment

The Colorado Academic Standards for World Languages are based on these four assumptions. For these assumptions to be successful, the target language must be used most of the time. Acquisition of language occurs when students understand messages through listening, reading, and viewing. Students demonstrate acquisition through speaking and writing. The best environment for second language acquisition is one in which teachers *use* the target language instead of teaching *about* the target language. This environment sets the scene for students to better produce and use the language that will help them later to be prepared as multilingual global citizens.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The “Continuum of State Standards Definitions” section that follows shows the hierarchical order of the standards components. The “Standards Template” section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

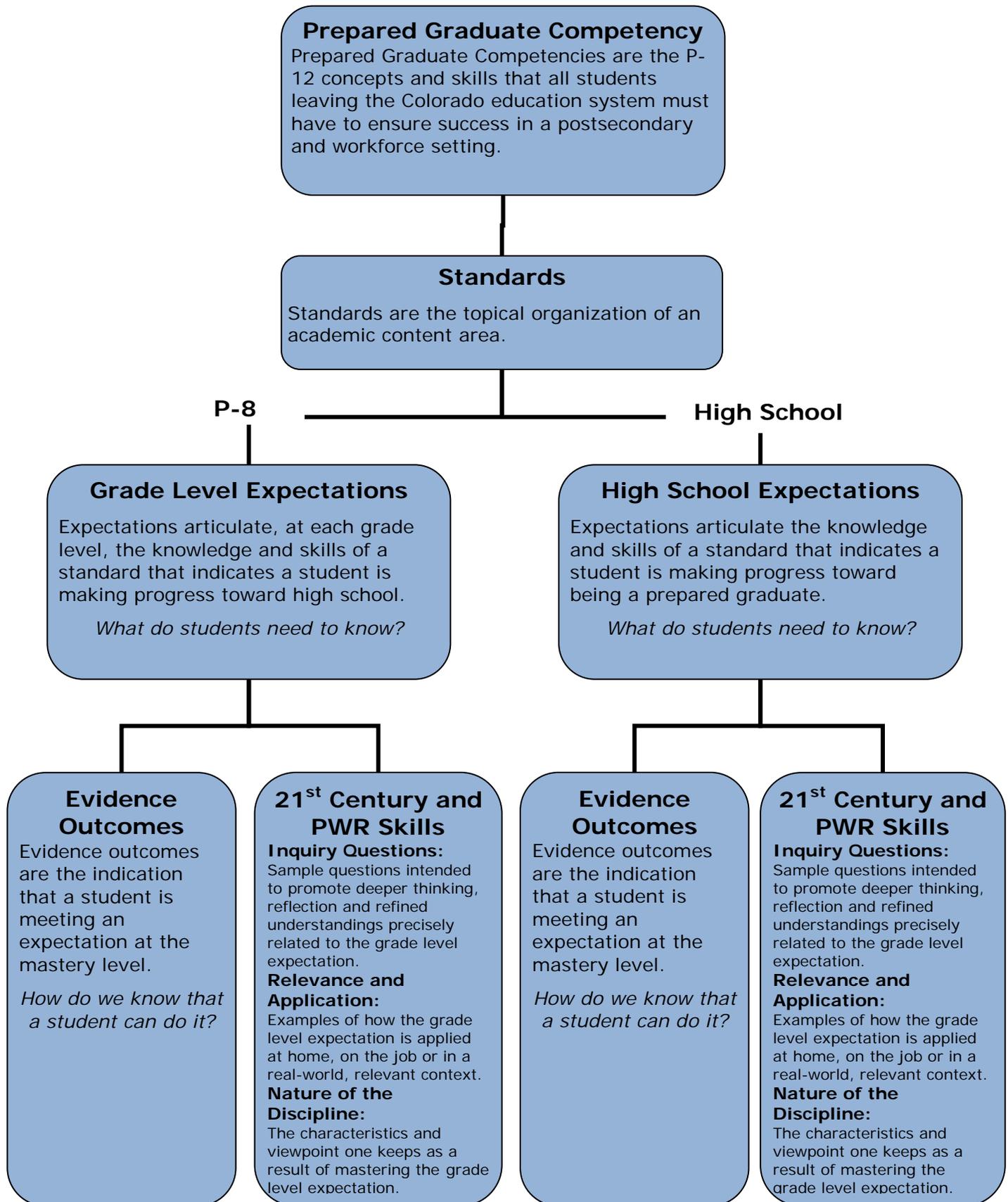
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

# Continuum of State Standards Definitions



# STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

## High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Prepared Graduate Competencies in World Languages

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in world languages:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)
- Understand and interpret written and spoken language on a variety of topics (interpretive mode)
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)
- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
- Reinforce and further their knowledge of other disciplines through the foreign language
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- Demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

## Colorado Academic Standards World Languages

Standards are the topical organization of an academic content area. The four standards of world languages are:

### 1. **Communication in Languages Other Than English:**

The educated American of the 21<sup>st</sup> century needs to be conversant in at least one language in addition to his/her native language. Colorado's continued leadership is going to rely heavily on its capacity to communicate across borders. Communication is the heart and soul of any culture, but learning another language builds a bridge that helps Americans relate to people of other nations and cultures. Students acquire the communication strategies that will aid them in participating in the global community.

In the 21<sup>st</sup> century students speak, read, view, and comprehend both spoken and written languages other than English to participate effectively in personal interactions with members of other cultures. Students interpret the concepts, ideas, and opinions expressed by members of these cultures through their media and literature. As students learn the languages and cultures that they may encounter in their personal lives and careers in the future, communication strategies that empower students include the ability to guess intelligently; to derive meaning from context; to understand, interpret, and produce gestures effectively; to ask for and provide clarification; to make and check hypotheses; to make inferences, predictions, and generalizations; to reflect on the nature of interaction; and to draw informed conclusions and maintain a healthy sense of humor, patience, and tenacity in the communication process. Language study helps students analyze important questions to extend learning beyond the classroom. Strong, confident communicative command in a language other than English gives students excellent skill and knowledge for success in the workforce of the 21<sup>st</sup> century.

Real-world communication occurs in a variety of ways. It may be **interpersonal**, in which culturally appropriate listening, reading, viewing, speaking, and writing occurs as a shared activity among language users. It may be **interpretive**, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational**, in which speaking and writing occur in culturally appropriate ways.

### 2. **Knowledge and Understanding of Other Cultures:**

Today's increasingly global society requires a better understanding of cultures. To communicate successfully in another language, students must not only develop facility with the language but they should also develop familiarity with the cultures that use the languages and an awareness of how language and culture interact in society. Only those who possess knowledge of both can then realize the unique and significant connections between the culture that is lived and the language that is spoken. Students apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures. Through their analysis of various resources in the target language, students are able to obtain information on topics of personal and global interest. Second language study helps students formulate self-identity and develops their world view.

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie these products and practices. Students must acquire the ability to interact appropriately with target culture members to communicate successfully. This category allows students to connect and compare languages and cultures. As students grow in their language development, they develop strategies for building relationships within the world community.

**3. Connections with Other Disciplines and Information Acquisition:**

Learning is interdisciplinary. Students bring a wealth of experience and knowledge of the world around them to the language classroom. Connecting the foreign language curriculum to what students already know from other parts of their academic lives opens doors to information and experiences that can enrich their entire school and life experience. Examining authentic information available via technology widens the lens of a world language learner to include international sources. The connections that flow from other areas to the foreign language classroom can add unique experiences and insights into the rest of the school's curriculum. Students use their developing language skills to pursue topics of personal interest, unrelated to the limits of academic life, and as a result nurture and strengthen their lifelong learning skills and lifelong language-using skills. As students engage in experiences where skills in another language and cross-cultural knowledge are needed, their intercultural understanding is heightened.

**4.**

**Comparison**

**s to Develop Insight into the Nature of Language and Culture:**

The study of a language other than English (a second language) fosters the development of a greater understanding of not only the language and culture being studied, but of an individual's own language and culture. The resulting linguistic and intercultural explorations expand a learner's view of the world. Students gain insights into the nature of language in society in culturally appropriate ways. The study fosters an awareness of alternative views of other cultures by comparing the student's own culture with another culture, including the relationship between accepted practices, products, and perspectives.

## Range Level Expectations at a Glance

<b>Range Level Expectations: Intermediate-Mid</b>	
<b>1. Communication in Languages Other Than English</b>	<ol style="list-style-type: none"> <li>1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)</li> <li>2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)</li> <li>3. Present (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (presentational mode)</li> </ol>
<b>2. Knowledge and Understanding of Other Cultures</b>	<ol style="list-style-type: none"> <li>1. Analyze how the perspectives of people who speak the target language are reflected in their practices</li> <li>2. Analyze how products reflect practices and perspectives of the cultures studied</li> </ol>
<b>3. Connections with Other Disciplines and Information Acquisition</b>	<ol style="list-style-type: none"> <li>1. Analyze information gathered from target language resources connected to other content areas</li> <li>2. Evaluate information and viewpoints present in authentic resources</li> </ol>
<b>4. Comparisons to Develop Insight into the Nature of Language and Culture</b>	<ol style="list-style-type: none"> <li>1. Analyze the significance of the similarities and differences between the target language and the student's own language</li> <li>2. Analyze the significance of the similarities and differences between the target culture(s) and the student's own culture</li> </ol>
<b>Range Level Expectations: Intermediate-Low</b>	
<b>1. Communication in Languages Other Than English</b>	<ol style="list-style-type: none"> <li>1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)</li> <li>2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)</li> <li>3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)</li> </ol>

## Range Level Expectations at a Glance

<b>Range Level Expectations: Intermediate-Low (continued)</b>	
<b>2. Knowledge and Understanding of Other Cultures</b>	<ol style="list-style-type: none"> <li>1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied</li> <li>2. Examine how the perspectives of people who speak the target language are reflected in their products</li> </ol>
<b>3. Connections with Other Disciplines and Information Acquisition</b>	<ol style="list-style-type: none"> <li>1. Assess the usefulness of information gathered from target language resources for application in other content areas</li> <li>2. Examine information and viewpoints presented in authentic resources</li> </ol>
<b>4. Comparisons to Develop Insight into the Nature of Language and Culture</b>	<ol style="list-style-type: none"> <li>1. Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the structures of their own language</li> <li>2. Compare the similarities and differences between the target culture(s) and the student's own culture</li> </ol>
<b>Range Level Expectations: Novice-High</b>	
<b>1. Communication in Languages Other Than English</b>	<ol style="list-style-type: none"> <li>1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode)</li> <li>2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode)</li> <li>3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational mode)</li> </ol>
<b>2. Knowledge and Understanding of Other Cultures</b>	<ol style="list-style-type: none"> <li>1. Examine common practices and perspectives within the cultures studied</li> <li>2. Examine familiar products of the cultures studied</li> </ol>
<b>3. Connections with Other Disciplines and Information Acquisition</b>	<ol style="list-style-type: none"> <li>1. Examine information gathered from target language resources connected to other content areas</li> <li>2. Relate information acquired from authentic resources to individual perspectives and experiences</li> </ol>
<b>Range Level Expectations: Novice-High (continued)</b>	

## Range Level Expectations at a Glance

<b>4. Comparisons to Develop Insight into the Nature of Language and Culture</b>	<ol style="list-style-type: none"> <li>1. Describe similarities and differences between structural patterns of the target language through comparisons of the student's own language and the language studied</li> <li>2. Describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact</li> </ol>
<b>Range Level Expectations: Novice-Mid</b>	
<b>1. Communication in Languages Other Than English</b>	<ol style="list-style-type: none"> <li>1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode)</li> <li>2. Comprehend short learned exchanges (written or oral) on learned topics that use learned vocabulary and grammatical structures (interpretive mode)</li> <li>3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)</li> </ol>
<b>2. Knowledge and Understanding of Other Cultures</b>	<ol style="list-style-type: none"> <li>1. Reproduce common practices of the cultures studied</li> <li>2. Describe familiar products of the cultures studied</li> </ol>
<b>3. Connections with Other Disciplines and Information Acquisition</b>	<ol style="list-style-type: none"> <li>1. Summarize information gathered from target language resources connected to other content areas</li> <li>2. Organize information acquired from authentic resources</li> </ol>
<b>4. Comparisons to Develop Insight into the Nature of Language and Culture</b>	<ol style="list-style-type: none"> <li>1. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and the language studied</li> <li>2. Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact</li> </ol>

## Range Level Expectations at a Glance

<b>Range Level Expectations: Novice-Low</b>	
<b>1. Communication in Languages Other Than English</b>	<ol style="list-style-type: none"><li>1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)</li><li>2. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)</li><li>3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)</li></ol>
<b>2. Knowledge and Understanding of Other Cultures</b>	<ol style="list-style-type: none"><li>1. Identify common practices within the target cultures studied</li><li>2. Identify common products of the target cultures studied</li></ol>
<b>3. Connections with Other Disciplines and Information Acquisition</b>	<ol style="list-style-type: none"><li>1. Identify information that can be gathered from target language resources connected to other content areas</li><li>2. Locate and use basic information from target language resources.</li></ol>
<b>4. Comparisons to Develop Insight into the Nature of Language and Culture</b>	<ol style="list-style-type: none"><li>1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied</li><li>2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture</li></ol>

## **21<sup>st</sup> Century Skills and Readiness Competencies in World Languages**

The World Languages Subcommittee embedded 21<sup>st</sup> century skills, school readiness, and postsecondary and workforce readiness skills into the draft revised standards using descriptions developed by Coloradans and vetted by educators, policymakers, and citizens over the past eight months.

Colorado's description of 21<sup>st</sup> century skills is a synthesis of the essential abilities students must apply in our fast-changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than those of any previous generation. World languages are inherently included in each of Colorado 21<sup>st</sup> century skills, as follows:

Critical Thinking and Reasoning – Students who use critical thinking and reasoning skills are able to analyze, evaluate, and synthesize diverse, multicultural perspectives. By using their existing knowledge of language in imaginative ways, students communicate their ideas and opinions to audiences within the classroom and beyond, while exploring alternative solutions for solving different kinds of unfamiliar problems.

Information Literacy – Information literacy involves students using appropriate technology as a tool to select, research, organize, evaluate, and communicate information for diverse, multicultural, and multilingual environments. Students should be able to use digital media to learn, communicate, and work collaboratively, and to support their learning and the learning of others on local, national, and global levels.

Collaboration – Students can use collaborative skills to communicate effectively through modern technologies to extend their language experience and improve their understanding of different cultures. The ability to learn from and work cooperatively with global team members ranging in social, linguistic, and multicultural backgrounds is a critical skill toward the necessary compromises to accomplish for common goals in an interdependent world.

Self-Direction – Self-directed students continuously self-monitor and seek more challenging ways to meet the goals they have set for themselves, and work with increasing independence as they explore and compare their own experiences and perspectives with those of people in other countries and communities. They initiate and create multicultural and multilinguistic paths to understanding and are able to define, prioritize, and complete tasks without direct oversight.

Invention – Students apply existing knowledge of language and culture to generate and implement new ideas, products, and processes, while respecting diverse cultural perspectives. They also may initiate projects and create original works as a means of personal or group expression using the target language.

## **Colorado's Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado's Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind's eye.

## Spanish - Level 1A & 1B

### Range Level: Novice -Low to Novice-Mid

Course Description		Topics at a Glance	
<p>World Language courses are based on the four standards: <b>Communication, Culture, Connections and Comparisons.</b></p> <p>For the <b>Novice-Low Range Level</b>, students learn to communicate, comprehend, and present, in oral and written form, on very familiar topics, using isolated words and high frequency phrases in the context of Culture, Connections and Comparisons.</p>		<ul style="list-style-type: none"> <li>• Alphabet &amp; Numbers</li> <li>• Classroom Objects</li> <li>• Clothing &amp; Colors</li> <li>• Daily Activities</li> <li>• Days, Months, Dates, Time</li> <li>• Family</li> <li>• Food &amp; Beverages</li> <li>• Greetings, Farewells, &amp; Personal Information</li> <li>• Places &amp; Locations</li> <li>• Seasons &amp; Weather</li> </ul>	
Assessments			
<p>Assessments are standards-based. Students are assessed on the <b>Communication</b> standard in three modes: <b>interpretive</b> (reading, listening), <b>interpersonal</b> (spontaneous listening/speaking or reading/writing) and <b>presentational</b> (formal speaking/writing). When applicable, <b>Culture, Connections and Comparisons</b> are embedded in assessments of the <b>Communication</b> standard.</p>			
Standards			
<ol style="list-style-type: none"> <li>1. <b>Communication</b> in languages other than English, using <b>interpretive, interpersonal</b> and <b>presentational modes.</b></li> <li>2. Knowledge and understanding of other <b>Cultures.</b></li> <li>3. <b>Connections</b> with other disciplines and information acquisition.</li> <li>4. <b>Comparisons</b> to develop insight into the nature of language and culture.</li> </ol>			
Course Beliefs	Key Concepts & Structures	Instructional Strategies	
<p>We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:</p> <ul style="list-style-type: none"> <li>▪ <b>Lifelong Learning</b> –The skills required to acquire a World Language are basic to the learning process.</li> <li>▪ <b>Higher Achievement</b> – A higher level of skill is demanded of all workers in a global community.</li> <li>▪ <b>Economic Necessity</b> – In order to ensure our own future, we must be able to communicate with the rest of the world.</li> <li>▪ <b>Multicultural Perspective</b> – World Languages open doors not only to other languages, but also to other cultures, people and lands.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Adjectives</b> <ul style="list-style-type: none"> <li>▫ Agreement &amp; placement</li> <li>▫ Possessives</li> </ul> </li> <li>▪ <b>Articles</b> <ul style="list-style-type: none"> <li>▫ Definite &amp; indefinite</li> </ul> </li> <li>▪ <b>Cognates &amp; False Cognates</b></li> <li>▪ <b>Nouns</b> <ul style="list-style-type: none"> <li>▫ Gender &amp; number</li> </ul> </li> <li>▪ <b>Prepositions</b> <ul style="list-style-type: none"> <li>▫ Contractions</li> <li>▫ Personal <i>a</i></li> </ul> </li> <li>▪ <b>Pronouns</b> <ul style="list-style-type: none"> <li>▫ Direct &amp; indirect objects</li> <li>▫ Subjects</li> </ul> </li> <li>▪ <b>Sentence Structure</b> <ul style="list-style-type: none"> <li>▫ Negatives</li> <li>▫ Questions</li> <li>▫ Question words</li> <li>▫ Statements</li> </ul> </li> <li>▪ <b>Verbs</b> <ul style="list-style-type: none"> <li>▫ Present tense, regular &amp; irregular</li> <li>▫ Stem-changing</li> <li>▫ Regular <i>tu</i> commands</li> <li>▫ Verb + infinitive</li> <li>▫ Present progressive</li> <li>▫ <i>Gustar</i>-like verbs</li> <li>▫ <i>Tener</i> expressions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessments: formative &amp; summative</li> <li>▪ Cooperative learning groups</li> <li>▪ Cues, questions &amp; advance organizers</li> <li>▪ Feedback: frequent &amp; systematic</li> <li>▪ Graphic organizers</li> <li>▪ Homework &amp; guided practice</li> <li>▪ Hypotheses: generate &amp; test</li> <li>▪ Nonlinguistic representations</li> <li>▪ Positive reinforcement &amp; recognition of student effort</li> <li>▪ Similarities &amp; differences</li> <li>▪ Summarizing &amp; notetaking</li> </ul>	

# 1. Communication in Languages Other Than English

The educated American of the 21<sup>st</sup> century needs to be conversant in at least one language in addition to his/her native language. Colorado's continued positional leadership is going to rely heavily on its capacity to communicate across borders. Communication is the heart and soul of any culture, but learning another language builds a bridge that helps Americans relate to people of other nations and cultures. Students acquire the communication strategies that will aid them in bridging communication gaps that result from differences of language and culture.

In the 21<sup>st</sup> century students speak, read, and comprehend both spoken and written languages other than English to participate effectively in personal interactions with members of other cultures. Students interpret the concepts, ideas, and opinions expressed by members of these cultures through their media and literature. As students learn the languages and cultures that they may encounter in their personal lives and careers in the future, communication strategies that empower students include the ability to guess intelligently; to derive meaning from context; to understand, interpret, and produce gestures effectively; to ask for and provide clarification; to make and check hypotheses; to make inferences, predictions, and generalizations; to reflect on the nature of interaction; and to draw informed conclusions and maintain a healthy sense of humor, patience, and tenacity in the communication process. Strong, confident communicative command in a language other than English gives students excellent skill and knowledge for success in the workforce of the 21<sup>st</sup> century.

Real-world communication occurs in a variety of ways. It may be **interpersonal**, in which culturally appropriate listening, reading, viewing, speaking, and writing occur as a shared activity among language users. It may be **interpretive**, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational**, in which speaking and writing occur in culturally appropriate ways.

## Prepared Graduate Competencies

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### Prepared Graduate Competencies in the 1. Communication in Languages Other Than English Standard are:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)
- Understand and interpret written and spoken language on a variety of topics (interpretive mode)
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

<b>Standard: 1. Communication in Languages Other Than English</b>	
<b>Prepared Graduates:</b> ➤ Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)	
<b>GLE - Range Level Expectation: Novice-Low</b> The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
<b>Concepts and skills students master:</b> 1. Communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases (interpersonal mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Copy and exchange simple messages</li> <li>Imitate modeled words and phrases using intonation and pronunciation</li> <li>Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases</li> <li>Use words and phrases without awareness of grammatical structures</li> <li>Answer simple questions about very familiar topics</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?</li> <li>How do people show that they do not understand?</li> <li>How does one know they are understood?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Simple surveys on websites appear in multiple languages.</li> <li>Exchanging words, phrases, and short messages with people from different cultures creates positive personal connections around the world.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>Language learners start with words to make meaning.</li> <li>Language learners acquire and retain.</li> </ol>

<b>Content Area: World Languages</b>	
<b>Standard: 1. Communication in Languages Other Than English</b>	
<b>Prepared Graduates:</b> ➤ Understand and interpret written and spoken language on a variety of topics (interpretive mode)	
<b>GLE - Range Level Expectation: Novice-Low</b> The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
<b>Concepts and skills students master:</b> 2. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Understand short, simple conversations and narratives when using objects, visuals, and gestures</li> <li>Respond to questions seeking clarification (for example, do you understand? What is this?)</li> <li>Follow simple commands</li> <li>Recognize the symbols of the target language writing system</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?</li> <li>Why do cognates exist?</li> <li>Why are there many languages in the world?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Information on writing systems for languages around the world is available on web pages.</li> <li>Understanding basic questions and commands in different languages helps people from different cultures create positive personal connections.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>Language learners start with words to make meaning.</li> <li>Language learners acquire and preserve connections.</li> </ol>

<b>Content Area: World Languages</b>	
<b>Standard: 1. Communication in Languages Other Than English</b>	
<b>Prepared Graduates:</b> ➤ Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)	
<b>GLE - Range Level Expectation: Novice-Low</b> The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
<b>Concepts and skills students master:</b> 3. Present on very familiar topics (written or oral) using isolated words and high-frequency phrases (presentational mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> a. Reproduce high-frequency words and phrases b. Use words derived from cognates, prefixes, and thematic vocabulary c. Recite single-word or high-frequency responses to visual cues	<b>Inquiry Questions:</b> 1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language? 2. Why memorize? 3. What is the impact of culture on language?
	<b>Relevance and Application:</b> 1. Record and play aural playback lists, chants, and songs using a tape recorder. 2. Bilingual or multilingual signs and labels on streets and buildings can provide information to people who speak a variety of languages.
	<b>Nature of World Languages:</b> 1. Language learners start with words to make meaning. 2. Language learners acquire and retain.

## 2. Knowledge and Understanding of Other Cultures

Today's increasingly global society requires a better understanding of cultures. To communicate successfully in another language, students must not only develop facility with the language but they should also develop familiarity with the cultures that use the languages and an awareness of how language and culture interact in society. Only those who possess knowledge of both can then realize the unique and significant connections between the culture that is lived and the language that is spoken. Students apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures.

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie these products and practices. Students must acquire the ability to interact appropriately with target culture members to communicate successfully. This category allows students to connect and compare languages and cultures.

### Prepared Graduate Competencies

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the 2. Knowledge and Understanding of Other Cultures Standard are:**

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

<b>Content Area: World Languages</b>	
<b>Standard: 2. Knowledge and Understanding of Other Cultures</b>	
<b>Prepared Graduates:</b> ➤ Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied	
<b>GLE - Range Level Expectation: Novice-Low</b> The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
<b>Concepts and skills students master:</b> 1. Identify common practices within the target cultures studied	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Acknowledge and imitate basic greetings and gestures</li> <li>Identify some common social practices at home and school</li> <li>Identify a few major traditions and celebrations</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?</li> <li>What do greetings and gestures say about a culture?</li> <li>What attitudes and values are reflected in traditions and celebrations?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Websites and video clips provide information on communicative gestures, traditions, and celebrations in other cultures.</li> <li>People from different cultures can interact with each other in multiple ways.</li> <li>A variety of societal norms and behaviors exist in cultures throughout the world.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>Language learners begin to see that differences exist among cultures.</li> <li>Language learners begin to learn about traditions and celebrations.</li> </ol>

<b>Content Area: World Languages</b>	
<b>Standard: 2. Knowledge and Understanding of Other Cultures</b>	
<b>Prepared Graduates:</b> ➤ Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
<b>GLE - Range Level Expectation: Novice-Low</b> The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
<b>Concepts and skills students master:</b> 2. Identify common products of the target cultures studied	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> a. Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation) b. Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.)	<b>Inquiry Questions:</b> 1. How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture? 2. How does a student develop cultural understanding by examining the products of another culture? 3. How is the culture of a people reflected in its expressive products? 4. Why are certain foods popular or staples in some cultures, but never have that status in others (such as crumpets)?
	<b>Relevance and Application:</b> 1. Dancers' and mimes' costumes and performances reflect elements of their culture. 2. Every culture produces a variety of tangible and expressive products.
	<b>Nature of World Languages:</b> 1. Language learners understand that products vary among cultures. 2. Language learners point out products that are different from their own cultural experiences.

### 3. Connections with Other Disciplines and Information Acquisition

Learning is interdisciplinary. Students bring a wealth of experience and knowledge of the world around them to the language classroom. Connecting the foreign language curriculum to what students already know from other parts of their academic lives opens doors to information and experiences that can enrich their entire school and life experience. The connections that flow from other areas to the foreign language classroom can add unique experiences and insights into the rest of the school's curriculum. Students use their developing language skills to pursue topics of personal interest, unrelated to the limits of academic life, and as a result nurture and strengthen their lifelong learning skills and lifelong language-using skills.

#### Prepared Graduate Competencies

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the 3. Connections with Other Disciplines and Information Acquisition Standard are:**

- Reinforce and further knowledge of other disciplines through the foreign language
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

<b>Content Area: World Languages</b>	
<b>Standard: 3. Connections with Other Disciplines and Information Acquisition</b>	
<b>Prepared Graduates:</b> ➤ Reinforce and further their knowledge of other disciplines through the foreign language	
<b>GLE - Range Level Expectation: Novice-Low</b> The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
<b>Concepts and skills students master:</b> 1. Identify information that can be gathered from target language resources connected to other content areas	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> a. Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts) b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas	<b>Inquiry Questions:</b> 1. How does an understanding of another language and culture increase people's ability to function in a variety of content areas in an interdisciplinary manner? 2. How does studying a language help? 3. How does one acquire a language?
	<b>Relevance and Application:</b> 1. Learning a different language leads to greater understanding of an individual's own language. 2. Websites provide information on geographical and weather maps for areas in all parts of the world.
	<b>Nature of World Languages:</b> 1. Language learners realize there are resources available in the target language about topics they study in other classes.

<b>Content Area: World Languages</b>	
<b>Standard: 3. Connections with Other Disciplines and Information Acquisition</b>	
<b>Prepared Graduates:</b> ➤ Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	
<b>GLE - Range Level Expectation: Novice-Low</b> The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
<b>Concepts and skills students master:</b> 2. Use authentic resources to locate basic information	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> a. Extract main ideas and key words from authentic resources b. Use knowledge obtained from authentic resources to apply to new topics	<b>Inquiry Questions:</b> 1. How does an understanding of another language and culture broaden people's ability to access information and to appreciate a variety of distinctive viewpoints? 2. Where can people find a target language outside of the classroom? 3. Why is using background knowledge important?
	<b>Relevance and Application:</b> 1. International examples of search engines both enlarge one's perspectives but also permit one to better access a target language. Studying another language will promote increased cultural awareness.
	<b>Nature of World Languages:</b> 1. Language learners realize that there are other languages and cultures different from their own.

## 4. Comparisons to Develop Insight into the Nature of Language and Culture

The study of a language other than English (a second language) fosters the development of a greater understanding of not only the language and culture being studied, but of an individual's own language and culture. The resulting linguistic and intercultural explorations expand a learner's view of the world. Students gain insights into the nature of language in society in culturally appropriate ways. The study fosters an awareness of alternative views of other cultures by comparing the student's own culture with another culture, including the relationship between accepted practices, products and perspectives.

### Prepared Graduate Competencies

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the 4. Comparisons to Develop Insight into the Nature of Language and Culture Standard are:**

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

<b>Content Area: World Languages</b>	
<b>Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture</b>	
<b>Prepared Graduates:</b> ➤ Demonstrate understanding of the nature of language through comparisons of the language studied and their own	
<b>GLE - Range Level Expectation: Novice-Low</b> The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
<b>Concepts and skills students master:</b> 1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> a. Recognize basic vocabulary in both the native language and their own language to make comparisons b. Recognize some simple structures in the target language that differ from their own language c. Recognize different pronunciation and intonation of individual words and basic phrases d. Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure	<b>Inquiry Questions:</b> 1. How does knowledge of another language enhance people's understanding of the essentials of language in general? 2. How does a student identify most basic vocabulary and language patterns within his/her own language and the language studied? 3. How does the study of another language develop an individual's ability to identify and understand critical thinking skills?
	<b>Relevance and Application:</b> 1. Linguists use databases, dictionaries, and interviews to analyze the meanings of words and phrases in a variety of languages. 2. Language researchers study word games (such as tongue twisters) in a variety of languages to learn about sounds and word structures.
	<b>Nature of World Languages:</b> 1. Language learners experiment with a new language. 2. Language learners are eager to learn a language.

<b>Content Area: World Languages</b>	
<b>Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture</b>	
<b>Prepared Graduates:</b>	
➤ Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
<b>GLE - Range Level Expectation: Novice-Low</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
<b>Concepts and skills students master:</b>	
2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own</li> <li>Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own</li> <li>Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own</li> <li>Recognize the contributions of the target cultures to the student's culture and vice versa</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>How does knowledge of another language enhance people's understanding of culture and society in general?</li> <li>How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world?</li> <li>How does language study increase a student's understanding and appreciation of his/her own culture?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Understanding games and songs around the world can help people working or traveling in other cultures to make friends.</li> <li>People who buy or sell things in other cultures need to understand differences and similarities in products and perspectives between cultures.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>Language learners identify cultural similarities.</li> <li>Language learners recognize and list significant cultural differences.</li> </ol>

## World Language Glossary of Terms

<b>accuracy</b>	In speaking and writing, the grammatical and lexical precision of the message produced; in listening and reading, this refers to how well the received message has been understood.
<b>adopted culture</b>	The quality in a person or society that arises from a concern for <u>what</u> is regarded as excellent in arts, letters, manners, scholarly pursuits, etc. that a new language learner takes on.
<b>auditory</b>	Pertaining to hearing
<b>authentic</b>	Designed by and for use by members of the target language and culture group.
<b>authentic resources</b>	Texts produced originally in a language other than English, by members of the target language and culture group, for members of the same language and culture group: fiction, nonfiction, poetry, drama, essays, advertisements, articles, films, or multimedia.
<b>body language</b>	The unconscious or conscious gestures and movements through which a person's attitudes, feelings, needs, or state of mind are revealed.
<b>character-based languages</b>	Languages that use characters (as opposed to letters) in their writing systems: Chinese, Japanese, Korean.
<b>circumlocute</b>	Talking around a word or phrase through definition or description. This technique is usually employed when the speaker/writer or listener/reader does not know the word or phrase.
<b>cognates</b>	A word that looks like a word in another language and has a similar meaning.
<b>coherent</b>	In reference to a text, one in which all the parts are consistent and logically related.
<b>colloquial language</b>	Characteristic of or appropriate to ordinary or familiar conversation rather than formal speech or writing; informal conversation.
<b>community</b>	Individuals who share the same language and culture
<b>conceptual</b>	Concerned with the definitions or relations of the concepts of some field of enquiry rather than with the facts
<b>context</b>	The presence of meaning and situations from the world outside the classroom in an instructional approach, method, or classroom activity.
<b>cultural perspectives</b>	The view of the world (attitudes, mind sets, values) of a particular group of people.
<b>cultural practices</b>	The behavior patterns of a particular group of people.
<b>cultural products</b>	Tangible and intangible items created by members of a particular group.
<b>culture</b>	A particular group of people's view of the world (attitudes, mind sets, values held), the behavior patterns derived from that world view, and the cultural products they create.
<b>decoding skills</b>	The skills necessary to analyze and interpret correctly the

	spoken or graphic symbols of a language.
<b>deaf</b>	A loss of hearing, generally total or nearly total
<b>Deaf</b>	A member of the deaf community who communicates mostly or all in ASL
<b>deafness</b>	Partially or wholly lacking or deprived of <u>the</u> sense of hearing; unable to hear.
<b>dialects</b>	Variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially.
<b>diversity</b>	Variety; multiformity
<b>drafting</b>	A stage of the writing process in which the writer writes an initial version of a text, focusing on developing the topic in a way suitable for the audience and its purpose, and organizing the information logically.
<b>editing</b>	Improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience for a writing or presentation; compared to revising, a smaller-scale activity often associated with surface aspects of a text. See also: revising, rewriting.
<b>etymological</b>	Pertaining to the derivation of a word.
<b>exchanges (written or oral)</b>	Conversations that are spoken or written: e-mail, on-line discussion forums or chats, or text messages.
<b>expressive practices</b>	Habitual or customary actions or ways of doing something in a target culture.
<b>expressive skills</b>	Signing in ASL
<b>expressive products</b>	Works of music, literature, and visual art.
<b>fluidity</b>	Fluency and flow of oral or written production.
<b>formal</b>	Language used with individuals who are NOT friends or family
<b>heritage</b>	Something that comes or belongs to one by reason of birth; an inherited lot or portion
<b>heritage speaker</b>	A person who speaks the target language at some degree of proficiency at home or with certain family members, but who has not formally learned the language in a an academic setting. See also: native speaker.
<b>high-frequency phrases</b>	Words and phrases used most often in speaking and writing.
<b>idiom</b>	Expressions or uses of words that are particular to a particular group of people.
<b>idiomatic expressions</b>	An expression which has a figurative meaning. Meaning of the expression is determined through usage, rather than literally. Idiomatic expressions are sometimes referred to as "figures of speech". They often cannot be translated literally into another language.
<b>informal</b>	Language used with friends and family
<b>intangible products</b>	Cultural creations that are not physical: music, literary characters, and the language itself.
<b>intercultural skills</b>	The ability to successfully communicate with people from other cultures: capture and understand information, interact with

	people from another culture, reflect their specific concepts in perception, thinking, feeling and acting.
<b>interpersonal mode</b>	Mode of communication in which students engage in direct oral and/or written communication with others: conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages.
<b>interpretive mode</b>	Mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines." Examples of interpretive modes: cultural interpretations of print, video, and online texts; movies, radio and television broadcasts; and speeches.
<b>intonation</b>	Pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures.
<b>isolated words</b>	Simple one-word utterances produced especially by novice-range learners.
<b>language resources</b>	Resources in the target language: texts, music, media, and cultural artifacts.
<b>learned phrases</b>	Questions, responses, reactions or certain idiomatic expressions that are used frequently in everyday target language speech and are taught as "chunks" rather than as isolated words.
<b>level-appropriate</b>	Referring to resources that are appropriate to engage learners at their proficiency levels: novice, intermediate.
<b>literary genre</b>	A class or category pertaining to or of the nature of books and writings
<b>manual</b>	Words and phrases made with hands
<b>native language</b>	A person's first or primary language.
<b>native speaker</b>	A person who speaks a given language as a first or primary language, having learned it from infancy or very early childhood and having been immersed in the language in academic settings as well. See also: heritage speaker.
<b>negotiation of meaning</b>	The way in which two or more speakers who are having difficulty understanding each other seek clarification, check comprehension, and request confirmation until understanding is achieved.
<b>nonmanual</b>	Signal, grammar, etc. made with face and upper torso, not hands
<b>presentational mode</b>	Mode of communication in which students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction: making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.
<b>pre-writing</b>	The stage in the writing process in which the writer plans what she or he will write. This stage includes generating ideas, organizing thoughts and setting goals for writing.
<b>proficiency</b>	A professional term referencing measurable competency/fluency in a foreign language.

<b>proficiency</b>	A professional term referencing measurable competency/fluency in a foreign language.
<b>proficiency range</b>	Refers to a broad category of proficiency; breadth of functional communication (listening comprehension, speaking, reading, and writing abilities) in the foreign language. It also considers cognitive abilities, the manner in which one expresses one's thinking, and the knowledge of the cultures that use the foreign language: "Novice Range", which has three sub-levels within that range.
<b>receptive skills</b>	Watching another person signing in ASL and comprehending their message
<b>recombining</b>	Refers to reproducing learned work with minor adaptations.
<b>revising</b>	A reconsideration and reworking of the content of a text relative to task, purpose, and audience for a writing or presentation; compared to editing, a larger-scale activity often associated with the overall content and structure of a text. See also: editing, rewriting.
<b>root words</b>	The form of a word after all affixes are removed.
<b>salutations</b>	Greetings, leave-takings.
<b>sentence structure</b>	The grammatical arrangement of words in sentences.
<b>slang</b>	Language peculiar to a particular group; usually used in casual and playful speech.
<b>social courtesies</b>	Polite behavior, gestures, expressions.
<b>structural patterns</b>	Refers to rules and forms of word formation, grammar and syntax.
<b>sympathetic audience</b>	Listeners used to dealing with language learners and who try harder to figure out the meaning of the speaker.
<b>syntax</b>	Area of linguistics focusing on the internal structure of sentences.
<b>tangible products</b>	Cultural creations that are physical (could be touched): works of art, industry, culinary dishes, and fashion.
<b>target language and culture</b>	Language and culture(s) that a learner seeks to acquire.
<b>target language resources</b>	Resources in the language being learned: media, text, music, ads, art, and other materials.
<b>thematic vocabulary</b>	Vocabulary, including words and expressions, that supports the theme or focus of a lesson and/or unit.
<b>visual</b>	Pertaining to sight
<b>visuals/ visual cues</b>	Gestures or images that can be used to facilitate communication or illustrate a vocabulary word.
<b>word order</b>	The patterns or arrangement in which words do or may occur in a grammatical utterance in a given language.