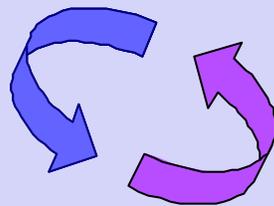


# Nebraska World Languages PreK-16 Initiative



**Nebraska K-12  
Foreign Language  
Frameworks  
Essential Learnings**



**Articulated from a  
PreK-16 Perspective**



**2003**

**NEBRASKA WORLD LANGUAGES PREK-16 INITIATIVE**

**Visit our website at  
<http://www.nde.state.ne.us/forlg/PreK16.htm>**

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Funds to develop and distribute this document are made available through the Nebraska Partnership for Quality Teacher Education Project, a federal grant authorized by the Higher Education Act of 1998, as administered by the Nebraska Department of Education.



July 2003

Dear Pre-Kindergarten through Postsecondary Nebraska World Language Educators:

The goal of the Nebraska PreK-16 Initiative is to ensure that all students are properly instructed on a continual basis to prepare them for the challenges of college and work. Access, standards, accountability and lifelong learning are all vital elements of a successful PreK-16 Initiative that integrates a student's education from preschool through college.

The Nebraska World Languages PreK-16 Initiative brought together world language educators from across the state to discuss the expectations of world language learners. The project evolved in two phases. The first phase, the Nebraska World Languages PreK-16 Postsecondary Symposium, was held at Creighton University on April 21, 2003. Twenty-five postsecondary educators from Nebraska community colleges and universities met to discuss common issues and solutions in foreign language education from pre-kindergarten through college, create a communication network for foreign language postsecondary educators, and increase communication between elementary, secondary, and postsecondary educators.

The second phase, the Nebraska PreK-16 Task Force, met in Lincoln June 17 and 18, 2003 to articulate the Nebraska K-12 World Language Essential Learnings from a PreK-16 perspective. The task force objectives were to discuss world language education at elementary, secondary, and postsecondary levels, articulate the Nebraska K-12 Foreign Language Frameworks from a PreK-16 perspective, and establish an ongoing working relationship between all foreign language educators to foster the teaching and learning of world languages in Nebraska.

The Nebraska World Languages PreK-16 document sets the stage for building collaboration among world language educators at all levels to improve world language learning. The articulation of the Frameworks essential learnings is intended to provide a seamless path for all students. The articulation provides a guide for Nebraska world language educators to determine what students should know and be able to do at each level of instruction. World language educators can use the articulated essential learnings as a roadmap to determine the knowledge and skills they expect their students to accomplish at each level of instruction and adapt them to fit their needs.

The third phase of the initiative includes professional development opportunities to implement the PreK-16 Initiative, the continuation of the collaborative discussions through online electronic conferencing, and the creation of the Nebraska World Languages Portfolio. The portfolio will document the student's world language experience, assess the student's level of proficiency, and show samples of the student's work. The portfolio also provides teachers, students, and parents with documentation of the expectations the student has mastered and the level of the student's proficiency.

The Nebraska Department of Education recognizes the many individuals who have provided valuable contributions to the Nebraska PreK-16 World Language Initiative. Special thanks to Marie Trayer who served as facilitator of the Task Force and editor of the document introduction. The support of the Nebraska Partnership for Quality Teacher Education Project is greatly appreciated. Without their support this project would not have been possible.

Sincerely,

Douglas D. Christensen  
Nebraska Commissioner of Education

Vickie Scow  
Director, World Languages Education

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# Nebraska World Languages PreK-16 Initiative

## Nebraska K-12 Foreign Language Frameworks Essential Learnings Articulated from a PreK-16 Perspective

### **PreK-16 Background**

In September 1997, the Nebraska Department of Education and the University of Nebraska joined forces to implement the Nebraska PreK-16 Initiative, a statewide effort aimed at improving student achievement. The goal of the Nebraska PreK-16 Initiative is to ensure that all students are properly instructed on a continual basis in order to prepare them for the challenges of college and work. Success for students in both their educational experiences and workplace experiences increasingly depends on a high level of skill.

The Nebraska World Languages PreK-16 Initiative offered an opportunity world language for world language educators from across Nebraska to collaborate and determine what students should know and be able to do as world language learners. In a sequential area like foreign language it is particularly important to have an articulated PreK-16 program that provides a seamless educational path for all students. The initiative also provided the impetus to establish an ongoing working relationship between all world language educators to foster the teaching and learning of world languages.

### **Purpose**

The purpose of the Nebraska World Languages PreK-16 Initiative is to communicate to the many audiences, especially to students and educators, the expectations of which *Nebraska Foreign Language Frameworks* progress indicators can be achieved by students after the completion of a variety of typical programs of world language instruction. The goal of this document is to offer a scaffold for a sequential, articulated world language program and provide guidance to assist second language educators in making decisions on the curriculum objectives students can achieve based on the amount of class time as well as the depth and breadth of the second language experience.

### **Depth and Breadth Issues**

The depth and breadth of Nebraska world language programs varies according to the amount of formal world language instruction the student receives, the quality of that instruction, and the degree of complexity of that study. The varied developmental levels of students also reflect the amount of proficiency and expectations a student can achieve in the second language. For example, elementary students in a Foreign Language in the Elementary School (FLES) program will still be at the novice level after five or six years of instruction. The program does not provide students with enough time for in-depth study of the second language nor are the children old enough to use complex language that is only introduced a few minutes per week. On the other hand, five years of world language study at the college level can produce students achieving at the intermediate levels of proficiency. These students are able to analyze complex grammatical structures and receive intense instruction several days per week.

### **Producing Proficient World Language Students**

It takes thousands of hours of study to become proficient in a world language. Therefore, the best time to start world language study is in the elementary school. At that level, students are able to reproduce the sounds of the language much more efficiently and accurately. The more in depth the elementary program, the quicker the students can become proficient as they continue world language study throughout their school years. Pre-kindergarten through postsecondary articulated programs provide opportunities for students to achieve all the progress indicators listed in the *Nebraska Foreign Language Frameworks* to become proficient at the advanced or superior levels of proficiency.

## **Nebraska World Language Programs**

Students in Nebraska may start and end their world language experience at a variety of grade levels. The committee selected the following levels as the more typical time periods Nebraska students take world language:

- K-5 World Language in the Elementary School (FLES) once or twice a week
- K-5 Immersion program: 50% or more of the content taught in the second language
- 6-8 Middle school: After two semesters of study
- 6-8 Middle school: After four semesters of study
- 9-12 High school: After two years, four years and five years of study
- 13-16 Post-Secondary: After two semesters, four semesters, and a major

There are many more examples of world language programs in Nebraska schools that students may complete. However, the above programs represent the most common experiences for Nebraska students. World language educators will need to evaluate their particular programs and adjust the expectations accordingly.

## **Levels of Proficiency: Novice, Intermediate and Advanced**

The opening sentence of each category of this document states a world language proficiency level that students can achieve. At the novice level of proficiency students are communicating with words or memorized phrases. At the intermediate level, students are able to speak in sentences. At the advanced level, students speak in paragraphs in the past, present, and future tenses. (See the *Appendix* for a more detailed description of the levels.) The purpose of these statements of proficiency is to emphasize that even though students can achieve the progress indicators listed, they do so only at the level stated. “Express basic needs” can be accomplished at the novice level by stating, “The bathroom, please” in the target language. At the advanced level, however, the students can say, “Can you tell me where the bathroom is, please?”

## **Nebraska Foreign Language Frameworks as a Resource**

*The Nebraska Foreign Language Frameworks* was the source of the progress indicators. As world language educators use this document to make decisions on program development and curriculum, it is important to identify other sections of the *Frameworks* that will also act as resources in the decision-making process. The “Classroom Examples” section provides ideas for activities to be used in the classroom to implement the progress indicators. The “Learning Scenarios” section describes activities in more detail. The “Curriculum Planning” section outlines the complete process for writing the curriculum beginning with the end in mind. Of course, curriculum planning is not complete without identifying the “Assessments” needed to show that the students have achieved the objectives. For all the variety of students in the classroom, the “Strategies for Diverse Learners” section lists many different ways of designing instruction to meet the needs of all students.

## **Conclusion**

In conclusion, this document is of great benefit to world language educators, students and other interested audiences when decisions are made while planning world language curriculum. The expectations listed are targets for student performance at various entry and exit points typically found in Nebraska programs. Educators can adjust these targets to meet the needs of their students. The dept and breadth of programs, students' developmental levels, and effective articulation through the grades all determine the level of world language proficiency students can achieve. **“Start early; stay longer”** was the motto of the writers of the *Nebraska Foreign Language Frameworks*, expressing the need for elementary world language programs in the state articulated through the college experience.

# Acknowledgments

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**Nebraska Department of Education:** Vickie Scow, Director of Foreign Language Education  
Mardi North, Staff Assistant, Foreign Language Education  
Sharon Katt, NE Partnership for Quality Teacher Education Project  
Caroline O'Reilly, NE Partnership for Quality Teacher Education Project

## Nebraska World Languages PreK-16 Postsecondary Symposium

**Co-Chairs:** Thomas Coffey, Creighton University, Omaha  
Sharon Watts, Creighton University, Omaha

**Participants:** Sybille Bartels, Dana College, Blair  
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Olaf Bohlke, Creighton University, Omaha  
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Ali Moeller, University of Nebraska-Lincoln  
Peter Reinkordt, Doane College, Crete  
Rita Ricaurte, Nebraska Wesleyan University, Lincoln  
Fernando Rojas-Galvan, Central Community College, Columbus  
Daren Snider, University of Nebraska-Kearney  
Joe Wunderlich, Hastings College, Hastings

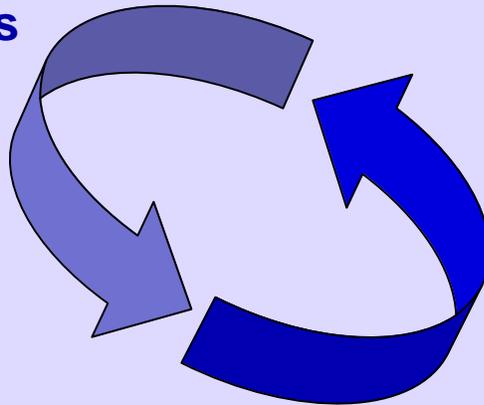
## Nebraska World Languages PreK-16 Initiative Task Force

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Bev Wilhelm, Syracuse-Dunbar-Avoca High School  
Susan Yohe, Nebraska City High School

# Grades PreK-5 Weekly

Foreign Language  
Frameworks



Articulated from a  
PreK-16 Perspective

Thoughts from the committee:

#### Global Statement

- The culture is embedded in instruction.
- World language class is a subject in the curriculum.
- All activities and resources are age and developmentally appropriate.

#### Best Practices

- Student-centered, interactive and hands-on activities are extremely important at this stage of instruction.
- Encourage content-based interdisciplinary lessons.
- Encourage communication with classroom teachers to reinforce skills and content.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.		
<b>B</b>	Express basic courtesies.		
<b>C</b>	Express state of being.	Create simple descriptions within a context.	
<b>D</b>	Express likes and dislikes.		
<b>E</b>	Express agreement and disagreement.		
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	
<b>G</b>	Ask and answer simple questions.		
<b>H</b>	Make and respond to simple requests.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	
<b>B</b>	Make an identification based on simple oral and/or written descriptors.		
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from teacher selected authentic materials.	
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.		
<b>G</b>	Identify main ideas and key words in oral and written material.	Comprehend speech on familiar topics with some repetition.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and/or instructions.		
<b>B</b>	Give a description orally and in writing using simple phrases.		
<b>C</b>			
<b>D</b>			
<b>E</b>	Present prepared material to an audience.	Speak or write spontaneously.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>			
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.		
<b>C</b>	Identify some commonly held generalizations about the culture studied.		
<b>D</b>			
<b>E</b>	Identify common words, phrases and idioms that reflect the culture.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>			
<b>B</b>			
<b>C</b>	Identify the expressive forms of the target culture.		
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	
<b>E</b>	Recognize <del>the</del> contributions of the target culture.	<del>Analyze</del> <i>Compare and contrast</i> the contributions of the target culture.	
<b>F</b>	Identify <del>the</del> products of the target country/countries.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	
<b>B</b>			

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.		
<b>B</b>			

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4      DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1      Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	
<b>C</b>			
<b>D</b>	Identify connections among languages.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from <i>teacher selected</i> authentic sources.	
<b>B</b>			
<b>C</b>	Identify <del>the</del> contributions of the target culture(s) to the student's own culture.	Identify the impact of the contributions of the target culture(s) on the student's own culture.	
<b>D</b>	Identify expressive ( <i>art, music, literature</i> ) and utilitarian ( <i>menus, schedules, tickets, ads</i> ) forms of the target culture(s).		

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Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

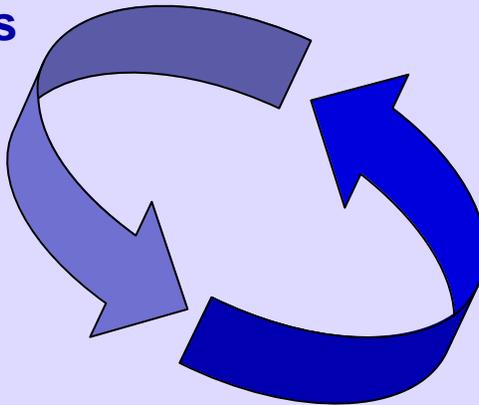
**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student's daily life.  Share knowledge of target language with others.	Respond to the target language encountered in the student's daily life.	
<b>B</b>	Locate connections with the target culture through the use of technology, <i>or</i> media, and/or authentic sources.		
<b>C</b>	Locate resources in the community to research the target culture.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

# Grades PreK-5 Immersion

Foreign Language  
Frameworks



Articulated from a  
PreK-16 Perspective

Thoughts from the committee:

#### Global Statement

- The culture is embedded in instruction.
- World language class is a subject in the curriculum.
- All activities and resources are age and developmentally appropriate.

#### Best Practices

- Student-centered, interactive and hands-on activities are extremely important at this stage of instruction.
- Encourage content-based interdisciplinary lessons.
- Encourage communication with classroom teachers to reinforce skills and content.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.	Elaborate on needs. Interact in basic survival situations.	
<b>B</b>	Express basic courtesies.		
<b>C</b>	Express state of being.	Create simple descriptions within a context.	Create detailed oral descriptions within a context.
<b>D</b>	Express likes and dislikes.	Qualify likes and dislikes.	
<b>E</b>	Express agreement and disagreement.	Support opinions.  Describe a problem.  Make suggestions and recommendations.	
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	
<b>G</b>	Ask and answer simple questions	Provide and request clarification.  Use different ways to express the same idea (circumlocution).	Ask and respond to open-ended questions.
<b>H</b>	Make and respond to simple requests.	Give and follow directions in a familiar context.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	
<b>B</b>	Make an identification based on simple oral and/or written descriptors.	Respond appropriately to complex oral and/or written descriptors.	
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	Apply diverse strategies to derive meaning and detail from unfamiliar material.
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.		
<b>G</b>	Identify main ideas and key words in oral and written material.	Comprehend speech on familiar topics with some repetition.  Identify the main idea with supporting details in written material.	Summarize or restate secondary conversations.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL L12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and instructions.	Explain a process based on prior knowledge and/or experience.	
<b>B</b>	Give a description orally and in writing using simple phrases.	Give a description orally and in writing using complex sentences.	
<b>C</b>	Write a personal communication such as a note, letter, or invitation.	Produce formal and informal written communication.	
<b>D</b>	Summarize main idea of selected authentic and/or contextualized material.	Interpret information from authentic material to an audience.	
<b>E</b>	Present prepared material to an audience.	Speak or write spontaneously. Narrate present, past, and future events.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>			
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.	Produce language and behaviors that are appropriate to the target culture.	
<b>C</b>	Identify some commonly held generalizations about the culture studied.	Analyze some commonly held generalizations about the culture studied.	
<b>D</b>			
<b>E</b>	Identify common words, <i>and</i> phrases <del>and idioms</del> that reflect the culture.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>			
<b>B</b>			
<b>C</b>	Identify the expressive forms of the target culture.		
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	
<b>E</b>	Recognize <del>the</del> target culture.	<del>Analyze the</del> <i>Discuss</i> contributions of the target culture.	
<b>F</b>	Identify <del>the</del> products of the target country/countries.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	
<b>B</b>	Identify, through foreign language resources, information for use in other disciplines.	<del>Analyze</del> Use the information gathered through foreign language resources <del>for use</del> in other disciplines.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.	<del>Analyze and</del> Apply information from sources intended for native speakers of the language.	
<b>B</b>			

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	Apply, in a variety of contexts, the sound patterns of the target language.
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.		
<b>C</b>			
<b>D</b>	Identify connections among languages.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	<i>Analyze Compare and contrast the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources. (Immersion may have less knowledge of culture than a weekly program but more command of the language.)</i>	
<b>B</b>			
<b>C</b>	Identify the contributions of the target culture(s) to the student's own culture.	Identify the impact of the contributions of the target culture(s) on the student's own culture.	
<b>D</b>	Identify expressive ( <i>art, music, dance and literature</i> ) and utilitarian ( <i>TV, schedules, menus</i> ) forms of the target culture(s).	Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

**At the intermediate level, students are expected to:**

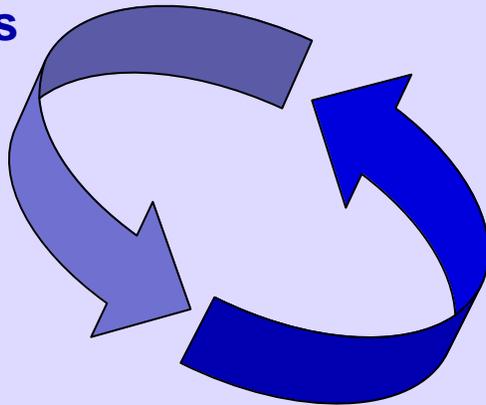
	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student’s daily life. Share knowledge of target language with others.	Respond to the target language encountered in the student’s daily life.	
<b>B</b>	Locate connections with the target culture through the use of technology, media, and authentic sources.		
<b>C</b>	Locate resources in the community to research the target culture.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

# **Grades 6-8**

## **First Year – 2 Semesters**

**Foreign Language  
Frameworks**



**Articulated from a  
PreK-16 Perspective**

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.		
<b>B</b>	Express basic courtesies.		
<b>C</b>	Express state of being.	Create simple descriptions within a context.	
<b>D</b>	Express likes and dislikes.		
<b>E</b>	Express agreement and disagreement.		
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	
<b>G</b>	Ask and answer simple questions		
<b>H</b>	Make and respond to simple requests.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	
<b>B</b>	Make an identification based on simple oral and/or written descriptors.		
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.		
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.		
<b>G</b>	Identify main ideas and key words in oral and written material.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>			
<b>B</b>	Give a description orally and in writing using simple phrases.		
<b>C</b>	Write a personal communication such as a note, letter, or invitation.		
<b>D</b>			
<b>E</b>	Present prepared material to an audience.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and react to cultural perspectives and practices in the culture studied.	Describe and analyze cultural characteristics and behaviors of everyday life.	
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.		
<b>C</b>	Identify some commonly held generalizations about the culture studied.		
<b>D</b>			
<b>E</b>	Identify common words <i>and</i> phrases <del>and idioms</del> that reflect the culture.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>			
<b>B</b>			
<b>C</b>	Identify <del>the</del> expressive forms of the target culture.		
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	
<b>E</b>	Recognize <del>the</del> contributions of the target culture.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.		
<b>B</b>			

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.		
<b>B</b>	Use authentic sources to identify the perspectives of the target cultures.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4     DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1     Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	
<b>C</b>			
<b>D</b>	Identify connections among languages.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify <del>the</del> similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze <del>the</del> similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	
<b>B</b>	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.		
<b>C</b>	Identify <del>the</del> contributions of the target culture(s) to the student's own culture.	Identify <del>the</del> impact of the contributions of the target culture(s) on the student's own culture.	
<b>D</b>			

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

**At the novice level, students are expected to:**

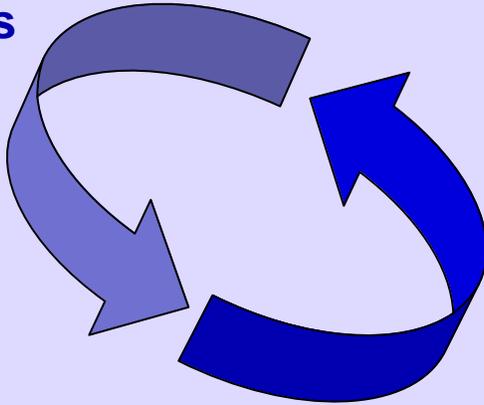
	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student’s daily life. Share knowledge of target language with others.	Respond to the target language encountered in the student’s daily life.	
<b>B</b>	Locate connections with the target culture through the use of technology, media, and/or authentic sources.	Establish connections with the target culture through the use of technology, media, and authentic sources.	
<b>C</b>			

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

# **Grades 6-8**

## **Second Year – 4 Semesters**

**Foreign Language  
Frameworks**



**Articulated from a  
PreK-16 Perspective**

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.	Elaborate on needs. Interact in basic survival situations.	
<b>B</b>	Express basic courtesies.	Incorporate appropriate gestures into conversations.	
<b>C</b>	Express state of being.	Create simple descriptions within a context.	
<b>D</b>	Express likes and dislikes.	Qualify likes and dislikes.	
<b>E</b>	Express agreement and disagreement.	Support opinions.  Describe a problem.  Make suggestions and recommendation.	
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	
<b>G</b>	Ask and answer simple questions	Provide and request clarification.  Use different ways to express the same idea (circumlocution).	Ask and respond to open-ended questions.
<b>H</b>	Make and respond to simple requests.	Give and follow directions in a familiar context.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	
<b>B</b>	Make an identification based on simple oral and/or written descriptors.	Respond appropriately to complex oral and/or written descriptors.	
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.		
<b>G</b>	Identify main ideas and key words in oral and written material.	Comprehend speech on familiar topics with some repetition.  Identify the main idea with supporting details in written material.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and instructions.		
<b>B</b>	Give a description orally and in writing using simple phrases.	Give a description orally and in writing using complex sentences.	
<b>C</b>	Write a personal communication such as a note, letter, or invitation.		
<b>D</b>	Summarize main idea of selected authentic and/or contextualized material.	Interpret information from authentic material to an audience.	
<b>E</b>	Present prepared material to an audience.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and react to cultural perspectives and practices in the culture studied.	Describe and analyze cultural characteristics and behaviors of everyday life.	
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.	Produce language and behaviors that are appropriate to the target culture.	
<b>C</b>	Identify some commonly held generalizations about the culture studied.		
<b>D</b>	Identify social and geographic factors that affect cultural practices.		
<b>E</b>	Identify common words <i>and</i> phrases <del>and idioms</del> that reflect the culture.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.		
<b>B</b>			
<b>C</b>	Identify <del>the</del> expressive forms of the target culture.		
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	
<b>E</b>	Recognize <del>the</del> contributions of the target culture.		
<b>F</b>	Identify <del>the</del> products of the target country/countries.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	
<b>B</b>	Identify, through foreign language resources, information for use in other disciplines.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.	Analyze and apply information from sources intended for native speakers of the language.	
<b>B</b>	Use authentic sources to identify the perspectives of the target cultures.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	
<b>C</b>	Identify the idiomatic expressions of the target language.		
<b>D</b>	Identify connections among languages.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify <del>the</del> similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	
<b>B</b>	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	
<b>C</b>	Identify <del>the</del> contributions of the target culture(s) to the student's own culture.	Identify the impact of the contributions of the target culture(s) on the student's own culture.	
<b>D</b>	Identify expressive and utilitarian forms of the target culture(s).		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

**At the intermediate level, students are expected to:**

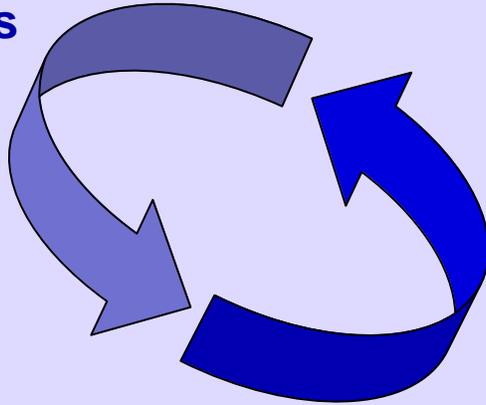
	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student's daily life. Share knowledge of target language with others.	Respond to the target language encountered in the student's daily life.	
<b>B</b>	Locate connections with the target culture through the use of technology, media, and authentic sources.	Establish connections with the target culture through the use of technology, media, and authentic sources.	
<b>C</b>	Locate resources in the community to research the target culture.	Use resources in the community to research the target culture.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

# **Grades 9-12**

## **At End of 2 Years**

**Foreign Language  
Frameworks**



**Articulated from a  
PreK-16 Perspective**

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.	Elaborate on needs. Interact in basic survival situations.	
<b>B</b>	Express basic courtesies.	Incorporate appropriate gestures into conversations.	
<b>C</b>	Express state of being.	Create simple descriptions within a context.	
<b>D</b>	Express likes and dislikes.	Qualify likes and dislikes.	
<b>E</b>	Express agreement and disagreement.	Describe a problem. Make suggestions and recommendations.	
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	
<b>G</b>	Ask and answer simple questions	Provide and request clarification. Use different ways to express the same idea (circumlocution).	Ask and respond to open-ended questions.
<b>H</b>	Make and respond to simple requests.	Give and follow directions in a familiar context.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	
<b>B</b>	Make an identification based on simple oral and/or written descriptors.	Respond appropriately to complex oral and/or written descriptors.	
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.	Comprehend and respond to <i>informal</i> written communications.	
<b>G</b>	Identify main ideas and key words in oral and written material.	Comprehend speech on familiar topics with some repetition.  Identify the main idea with supporting details in written material.	Summarize or restate secondary conversations.  Interpret and analyze the main idea and significant details from authentic materials and literary samples.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and instructions.	Explain a process based on prior knowledge and/or experience.	
<b>B</b>	Give a description orally and in writing using simple phrases.	Give a description orally and in writing using complex sentences.	
<b>C</b>	Write a personal communication such as a note, letter, or invitation.	Produce formal and informal written communication.	Produce a written sample to convey a mood, implied meaning, <b>or</b> abstract idea.
<b>D</b>	Summarize main idea of selected authentic and/or contextualized material.	Interpret information from authentic material to an audience.	
<b>E</b>	Present prepared material to an audience.	Speak or write spontaneously.  Narrate present, past, and future events.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and react to cultural perspectives and practices in the culture studied.	Describe and analyze cultural characteristics and behaviors of everyday life.  Identify differences in cultural practices among same-language cultures.	Compare and contrast cultural practices among same-language cultures.
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.	Produce language and behaviors that are appropriate to the target culture.	
<b>C</b>	Identify some commonly held generalizations about the culture studied.	Analyze some commonly held generalizations about the culture studied.	Evaluate some commonly held generalizations (stereotypes and beliefs) about the culture studied.
<b>D</b>	Identify social and geographic factors that affect cultural practices.	Discuss social and geographic factors that affect cultural practices.	
<b>E</b>	Identify common words, phrases, and idioms that reflect the culture.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.		
<b>B</b>	Identify and explain how the needs, behaviors and beliefs of the culture that are reflected in the products/contributions of the culture.		
<b>C</b>	Identify the expressive forms of the target culture.		
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	
<b>E</b>	Recognize <del>the</del> contributions of the target culture.		
<b>F</b>	Identify <del>the</del> products of the target country/countries.	Identify <i>some</i> economic/social impacts of products on the world market.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	
<b>B</b>	Identify, through foreign language resources, information for use in other disciplines.	Analyze the information gathered through foreign language resources for use in other disciplines.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.	<del>Analyze and</del> Apply information from sources intended for native speakers of the language.	
<b>B</b>	Use authentic sources to identify the perspectives of the target cultures.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
<b>C</b>	Identify the idiomatic expressions of the target language.	Compare and contrast idiomatic expressions of the target language and the student's own language.	
<b>D</b>	Identify connections among languages.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from <i>teacher selected</i> , authentic sources.	
<b>B</b>	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	
<b>C</b>	Identify <del>the</del> contributions of the target culture(s) to the student's own culture.	Identify the impact of the contributions of the target culture(s) on the student's own culture.	Identify the ways in which various cultures interact within the student's own community.
<b>D</b>	Identify expressive and utilitarian forms of the target culture(s).	Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student’s daily life.  Share knowledge of target language with others.	Respond to the target language encountered in the student’s daily life.	
<b>B</b>	Locate connections with the target culture through the use of technology, media, and authentic sources.	Establish connections with the target culture through the use of technology, media, and authentic sources.	Maintain connections with the target culture through the use of technology, media, and authentic sources.
<b>C</b>	Locate resources in the community to research the target culture.	Use resources in the community to research the target culture.	Collaborate with <i>available</i> resources in the community.

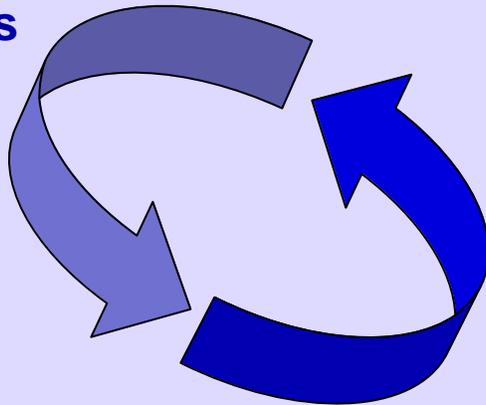
It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

# **Grades 9-12**

## **At End of 4 Years**

**Foreign Language  
Frameworks**



**Articulated from a  
PreK-16 Perspective**

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.	Elaborate on needs. Interact in basic survival situations.	
<b>B</b>	Express basic courtesies.	Incorporate appropriate gestures into conversations.	
<b>C</b>	Express state of being.	Create simple descriptions within a context.	Create detailed oral descriptions within a context.
<b>D</b>	Express likes and dislikes.	Qualify likes and dislikes.	Exchange personal feelings and ideas for its purpose of persuading others.
<b>E</b>	Express agreement and disagreement.	Support opinions. Describe a problem. Make suggestions and recommendations.	Express individual perspectives and defend opinions.  Negotiate a compromise <i>in simple, daily, social situations</i> .
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	
<b>G</b>	Ask and answer simple questions	Provide and request clarification.  Use different ways to express the same idea (circumlocution).	Ask and respond to open-ended questions.
<b>H</b>	Make and respond to simple requests.	Give and follow directions in a familiar context.	Give and follow directions in an unfamiliar situation.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	Respond appropriately to complex directions, instructions, and commands <del>intended for native speakers.</del>
<b>B</b>	Make an identification based on simple oral and/or written descriptors.	Respond appropriately to complex oral and/or written descriptors.	
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	Respond to speech of native speakers who are not used to communicating with second language learners.
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	Apply diverse strategies to derive meaning and detail from unfamiliar material.
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.	Comprehend and respond to formal written communications such as business or official documents.	
<b>G</b>	Identify main ideas and key words in oral and written material.	Comprehend speech on familiar topics with some repetition.  Identify the main idea with supporting details in written material.	Summarize or restate secondary conversations.  Interpret and analyze the main idea and significant details from <i>teacher selected</i> authentic materials and literary samples.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and instructions.	Explain a process based on prior knowledge and/or experience.	Explain a <del>complex</del> <i>familiar</i> process incorporating detailed instructions.
<b>B</b>	Give a description orally and in writing using simple phrases.	Give a description orally and in writing using complex sentences.	Give a description orally and in writing <del>using complex, detailed paragraphs</del> <i>in paragraph form</i> .
<b>C</b>	Write a personal communication such as a note, letter, or invitation.	Produce formal and informal written communication.	Produce a written <b>sample</b> to convey a mood, implied meaning, <b>or</b> abstract idea.
<b>D</b>	Summarize main idea of selected authentic and/or contextualized material.	Interpret information from authentic material to an audience.	
<b>E</b>	Present prepared material to an audience.	Speak or write spontaneously.  Narrate present, past, and future events.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and react to cultural perspectives and practices in the culture studied.	Describe and analyze cultural characteristics and behaviors of everyday life.  Identify differences in cultural practices among same-language cultures.	Compare and contrast cultural practices among same-language cultures.
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.	Produce language and behaviors that are appropriate to the target culture.	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<b>C</b>	Identify some commonly held generalizations about the culture studied.	Analyze some commonly held generalizations about the culture studied.	Evaluate some commonly held generalizations about the culture studied.
<b>D</b>	Identify social and geographic factors that affect cultural practices.	Discuss social and geographic factors that affect cultural practices.	
<b>E</b>	Identify common words, phrases, and idioms that reflect the culture.	Interpret the cultural connotations of common words, phrases, and idioms.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	
<b>B</b>	Identify and explain how the needs, behaviors and beliefs of the culture that are reflected in the products/contributions of the culture.	Discuss and analyze external factors which affect products and contributions.	Analyze contributions of diverse groups within the target culture.
<b>C</b>	Identify the expressive forms of the target culture.	Analyze the expressive forms of the target culture such as art, literature, music, dance, etc.	Evaluate the expressive forms of the target culture such as <del>art, literature, music, dance, etc.</del> <i>art of the target culture.</i>
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	Analyze the cultural significance of objects images, and symbols of the target culture.
<b>E</b>	Recognize <del>the</del> contributions of the target culture.	Analyze <del>the</del> contributions of the target culture.	
<b>H</b>	Identify <del>the</del> products of the target country/countries.	Identify <del>the</del> economic/social impact of products on the world market.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines.
<b>B</b>	Identify, through foreign language resources, information for use in other disciplines.	Analyze the information gathered through foreign language resources for use in other disciplines.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.	Analyze and apply information from sources intended for native speakers of the language.	
<b>B</b>	Use authentic sources to identify <del>the</del> perspectives of the target cultures.	Use authentic sources to analyze <del>the</del> perspectives of the target cultures.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	Apply, in a variety of contexts, the sound patterns of the target language.
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
<b>C</b>	Identify the idiomatic expressions of the target language.	Compare and contrast idiomatic expressions of the target language and the student's own language.	
<b>D</b>	Identify connections among languages.	Explain the changing nature of languages.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from <i>teacher selected or approved</i> authentic sources.	
<b>B</b>	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	
<b>C</b>	Identify <del>the</del> contributions of the target culture(s) to the student's own culture.	Identify the impact of <del>the</del> contributions of the target culture(s) on the student's own culture.	Identify <del>the</del> ways in which various cultures interact within the student's own community.
<b>D</b>	Identify expressive and <del>utilitarian</del> <i>useful</i> forms of the target culture(s).	Compare and contrast expressive and <del>utilitarian</del> <i>useful</i> forms between the target culture(s) and the student's own culture.	Use <del>utilitarian</del> <i>useful</i> forms of the target culture(s) and the student's culture appropriately.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

**At the intermediate level, students are expected to:**

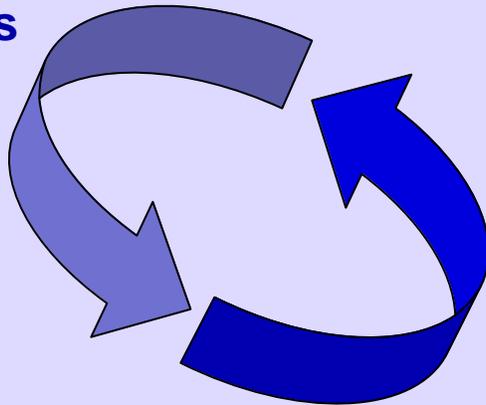
	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student's daily life.  Share knowledge of target language with others.	Respond to the target language encountered in the student's daily life.	Interact appropriately in the target language in real-life situations.
<b>B</b>	Locate connections with the target culture through the use of technology, media, and authentic sources.	Establish connections with the target culture through the use of technology, media, and authentic sources.	Maintain connections with the target culture through the use of technology, media, and authentic sources.  <del>Analyze</del> <i>Explain</i> the interdependence that exists between the student's own culture and the world.
<b>C</b>	Locate resources in the community to research the target culture.	Use resources in the community to research the target culture.	Collaborate with resources in the community.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

# **Grades 9-12**

## **At End of 5 Years/AP**

**Foreign Language  
Frameworks**



**Articulated from a  
PreK-16 Perspective**

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.	Elaborate on needs. Interact in basic survival situations.	Manage unforeseen circumstances and complicated situations.
<b>B</b>	Express basic courtesies.	Incorporate appropriate gestures into conversations.	Converse using language and behaviors that are appropriate to the setting.
<b>C</b>	Express state of being.	Create simple descriptions within a context.	Create detailed oral descriptions within a context.
<b>D</b>	Express likes and dislikes.	Qualify likes and dislikes.	Exchange personal feelings and ideas for the purpose of persuading others.
<b>E</b>	Express agreement and disagreement.	Support opinions. Describe a problem. Make suggestions and recommendations.	Express individual perspectives and defend opinions. Collaborate to develop and propose solutions to problems. Negotiate a compromise in a familiar context.
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	Initiate, sustain, and conclude conversations on a <del>wide</del> variety of topics.
<b>G</b>	Ask and answer simple questions	Provide and request clarification. Use different ways to express the same idea (circumlocution).	Ask and respond to open-ended questions.
<b>H</b>	Make and respond to simple requests.	Give and follow directions in a familiar context.	Give and follow directions in an unfamiliar situation.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	Respond appropriately to complex directions, instructions, and commands <del>intended for native speakers.</del>
<b>B</b>	Make an identification based on simple oral and/or written descriptors.	Respond appropriately to complex oral and/or written descriptors.	Analyze information based on complex oral and/or written descriptors.
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	Respond to speech of native speakers who are not used to communicating with second-language learners.
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	Apply diverse strategies to derive meaning and detail from unfamiliar material.
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.	Comprehend and respond to formal written communications such as business or official documents.	
<b>G</b>	Identify main ideas and key words in oral and written material.	Comprehend speech on familiar topics with some repetition.  Identify the main idea with supporting details in written material.	Summarize or restate secondary conversations.  Interpret and analyze the main idea and significant details from <i>teacher selected</i> authentic materials and literary samples.  Research and synthesize information from <i>teacher selected</i> sources.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and instructions.	Explain a process based on prior knowledge and/or experience.	Explain a <del>complex</del> <i>familiar</i> process incorporating detailed instructions.
<b>B</b>	Give a description orally and in writing using simple phrases.	Give a description orally and in writing using complex sentences.	Give a description orally and in writing <del>using complex, detailed paragraphs</del> <i>in paragraph form</i> .
<b>C</b>	Write a personal communication such as a note, letter, or invitation.	Produce formal and informal written communication.	Produce a written sample to convey a mood, implied meaning, or abstract idea.
<b>D</b>	Summarize main idea of selected authentic and/or contextualized material.	Interpret information from authentic material to an audience.	
<b>E</b>	Present prepared material to an audience.	Speak or write spontaneously. Narrate present, past, and future events.	Elaborate on present, past, and future events.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and react to cultural perspectives and practices in the culture studied.	Describe and analyze cultural characteristics and behaviors of everyday life.  Identify differences in cultural practices among same-language cultures.	Compare and contrast cultural practices among same-language cultures.
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.	Produce language and behaviors that are appropriate to the target culture.	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<b>C</b>	Identify some commonly held generalizations about the culture studied.	Analyze some commonly held generalizations about the culture studied.	Evaluate some commonly held generalizations about the culture studied.
<b>D</b>	Identify social and geographic factors that affect cultural practices.	Discuss social and geographic factors that affect cultural practices.	Analyze social and geographic factors that affect cultural practices.
<b>E</b>	Identify common words, phrases, and idioms that reflect the culture.	Interpret the cultural connotations of common words, phrases, and idioms.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	
<b>B</b>	Identify and explain how the needs, behaviors and beliefs of the culture that are reflected in the products/contributions of the culture.	Discuss and analyze external factors which affect products and contributions.	Analyze contributions of diverse groups within the target culture.
<b>C</b>	Identify the expressive forms of the target culture.	Analyze the expressive forms of the target culture such as art, literature, music, dance, etc.	Evaluate the expressive forms of the target culture such as <del>art, literature, music, dance, etc.</del> <i>art of the target culture.</i>
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	Analyze the cultural significance of objects images, and symbols of the target culture.
<b>E</b>	Recognize <del>the</del> contributions of the target culture.	Analyze <del>the</del> contributions of the target culture.	
<b>F</b>	Identify <del>the</del> products of the target country/countries.	Identify <del>the</del> economic/social impact of products on the world market.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines.
<b>B</b>	Identify, through foreign language resources, information for use in other disciplines.	Analyze the information gathered through foreign language resources for use in other disciplines.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Use authentic sources to identify <del>the</del> perspectives of the target cultures.	Use authentic sources to analyze <del>the</del> perspectives of the target cultures.	
<b>B</b>	Use authentic sources to identify <del>the</del> perspectives of the target cultures.	Use authentic sources to analyze <del>the</del> perspectives of the target cultures.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	Apply, in a variety of contexts, the sound patterns of the target language.
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
<b>C</b>	Identify the idiomatic expressions of the target language.	Compare and contrast idiomatic expressions of the target language and the student's own language.	
<b>D</b>	Identify connections among languages.	Explain the changing nature of languages.	Describe how languages influence each other.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from <i>teacher selected or approved</i> authentic sources.	Explain the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
<b>B</b>	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	
<b>C</b>	Identify <del>the</del> contributions of the target culture(s) to the student's own culture.	Identify the impact of <del>the</del> contributions of the target culture(s) on the student's own culture.	Analyze the impact of <del>the</del> contributions of the target culture(s) on the student's own culture.  Identify <del>the</del> ways in which various cultures interact within the student's own community.
<b>D</b>	Identify expressive and <del>utilitarian</del> <i>useful</i> forms of the target culture(s).	Compare and contrast expressive and <del>utilitarian</del> <i>useful</i> forms between the target culture(s) and the student's own culture.	Use <del>utilitarian</del> <i>useful</i> forms of the target culture(s) and the student's culture appropriately.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student’s daily life.  Share knowledge of target language with others.	Respond to the target language encountered in the student’s daily life.	Interact appropriately in the target language in real-life situations.
<b>B</b>	Locate connections with the target culture through the use of technology, media, and authentic sources.	Establish connections with the target culture through the use of technology, media, and authentic sources.	Maintain connections with the target culture through the use of technology, media, and authentic sources.  Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources.  Analyze the interdependence that exists between the student’s own culture and the world.
<b>C</b>	Locate resources in the community to research the target culture.	Use resources in the community to research the target culture.	Collaborate with resources in the community.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

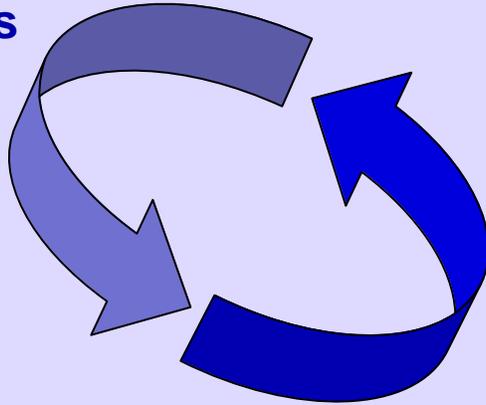
Strikethroughs indicate deletions and italics indicate additions.

# **Grades 13-16**

## **At End of 2 Semesters**

**(6-10 Credit Hrs)**

**Foreign Language  
Frameworks**



**Articulated from a  
PreK-16 Perspective**

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.	Elaborate on needs. Interact in basic survival situations.	
<b>B</b>	Express basic courtesies.	Incorporate appropriate gestures into conversations.	
<b>C</b>	Express state of being.	Create simple descriptions within a context.	
<b>D</b>	Express likes and dislikes.	Qualify likes and dislikes.	
<b>E</b>	Express agreement and disagreement.	Support opinions. Describe a problem. Make suggestions and recommendations (depending on the target language).	
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	
<b>G</b>	Ask and answer simple questions	Provide and request clarification. Use different ways to express the same idea (circumlocution).	Ask and respond to open-ended questions.
<b>H</b>	Make and respond to simple requests.	Give and follow directions in a familiar context ( <i>depending on the target language</i> ).	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	
<b>B</b>	Make an identification based on simple oral and/or written descriptors.	Respond appropriately to complex oral and/or written descriptors.	
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.		
<b>G</b>	Identify main ideas and key words in oral and written material.	Comprehend speech on familiar topics with some repetition.  Identify the main idea with supporting details in written material.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and instructions.	Explain a process based on prior knowledge and/or experience.	
<b>B</b>	Give a description orally and in writing using simple phrases.		
<b>C</b>	Write a personal communication such as a note, letter, or invitation.		
<b>D</b>	Summarize main idea of selected authentic and/or contextualized material.	Interpret information from authentic material to an audience.	
<b>E</b>	Present prepared material to an audience.	Speak or write spontaneously.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and react to cultural perspectives and practices in the culture studied.	Describe and analyze cultural characteristics and behaviors of everyday life.	
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.	Produce language and behaviors that are appropriate to the target culture.	
<b>C</b>	Identify some commonly held generalizations about the culture studied.	Analyze some commonly held generalizations about the culture studied.	
<b>D</b>	Identify social and geographic factors that affect cultural practices.	Discuss social and geographic factors that affect cultural practices.	
<b>E</b>	Identify common words, phrases, and idioms that reflect the culture.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.		
<b>B</b>	Identify and explain how the needs, behaviors and beliefs of the culture that are reflected in the products/contributions of the culture.		
<b>C</b>	Identify the expressive forms of the target culture.		
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	
<b>E</b>	Recognize <del>the</del> contributions of the target culture.		
<b>F</b>	Identify <del>the</del> products of the target country/countries.	Identify <del>the</del> economic/social impact of products on the world market.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom <del>and</del> to other disciplines.	Transfer and apply to other disciplines, within a limited context, information and skills common to the language classroom.	
<b>B</b>	Identify, through foreign language resources, information for use in other disciplines.	Analyze the information gathered through foreign language resources for use in other disciplines.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.		
<b>B</b>	Use authentic sources to identify the perspectives of the target cultures.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4     DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1     Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	
<b>C</b>	Identify <del>the</del> idiomatic expressions of the target language.	Compare and contrast idiomatic expressions of the target language and the student's own language.	
<b>D</b>	Identify connections among languages.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	
<b>B</b>	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	
<b>C</b>	Identify <del>the</del> contributions of the target culture(s) to the student's own culture.	Identify the impact of <del>the</del> contributions of the target culture(s) on the student's own culture.	Identify <del>the</del> ways in which various cultures interact within the student's own community.
<b>D</b>	Identify expressive and utilitarian forms of the target culture(s).	Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

**At the novice level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student's daily life. Share knowledge of target language with others.	Respond to the target language encountered in the student's daily life.	
<b>B</b>	Locate connections with the target culture through the use of technology, media, and authentic sources.	Establish connections with the target culture through the use of technology, media, and authentic sources.	Maintain connections with the target culture through the use of technology, media, and authentic sources.
<b>C</b>	Locate resources in the community to research the target culture.	Use resources in the community to research the target culture.	Collaborate with resources in the community.
<b>D</b>	Identify the target language in the student's daily life. Share knowledge of target language with others.	Respond to the target language encountered in the student's daily life.	

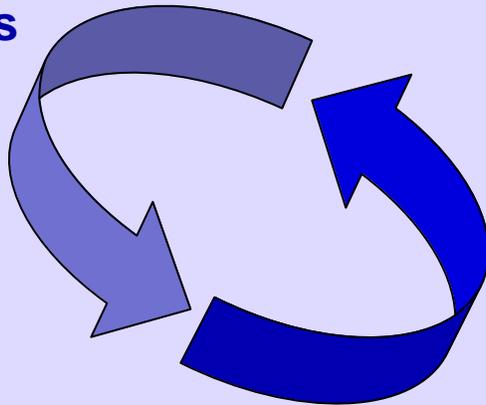
It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

# **Grades 13-16**

## **At End of 4 Semesters**

**(16-19 Credit Hrs)**

**Foreign Language  
Frameworks**



**Articulated from a  
PreK-16 Perspective**

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.	Elaborate on needs. Interact in basic survival situations.	
<b>B</b>	Express basic courtesies.	Incorporate appropriate gestures into conversations.	Converse using language and behaviors that are appropriate to the setting.
<b>C</b>	Express state of being.	Create simple descriptions within a context.	Create detailed oral descriptions within a context.
<b>D</b>	Express likes and dislikes.	Qualify likes and dislikes.	
<b>E</b>	Express agreement and disagreement.	Support opinions. Describe a problem. Make suggestions and recommendations.	Express individual perspectives and defend opinions. Negotiate a compromise.
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	Initiate, sustain, and conclude conversations on a <b>wide</b> variety of topics.
<b>G</b>	Ask and answer simple questions	Provide and request clarification. Use different ways to express the same idea (circumlocution).	Ask and respond to open-ended questions. Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).
<b>H</b>	Make and respond to simple requests.	Give and follow directions in a familiar context.	Give and follow directions in an unfamiliar situation.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	
<b>B</b>	Make an identification based on simple oral and/or written descriptors.	Respond appropriately to complex oral and/or written descriptors.	
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	Respond to speech of native speakers who are not used to communicating with second-language learners.
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	Apply diverse strategies to derive meaning and detail from unfamiliar material.
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.	Comprehend and respond to formal written communications such as business or official documents.	
<b>G</b>	Identify main ideas and key words in oral and written material.	Comprehend speech on familiar topics with some repetition.  Identify the main idea with supporting details in written material.	Summarize or restate secondary conversations.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and instructions.	Explain a process based on prior knowledge and/or experience.	
<b>B</b>	Give a description orally and in writing using simple phrases.	Give a description orally and in writing using complex sentences.	
<b>C</b>	Write a personal communication such as a note, letter, or invitation.	Produce formal and informal written communication.	
<b>D</b>	Summarize main idea of selected authentic and/or contextualized material.	Interpret information from authentic material to an audience.	
<b>E</b>	Present prepared material to an audience.	Speak or write spontaneously. Narrate present, past, and future events.	Elaborate on present, past, and future events.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and react to cultural perspectives and practices in the culture studied.	Describe and analyze cultural characteristics and behaviors of everyday life.  Identify differences in cultural practices among same-language cultures.	Compare and contrast cultural practices among same-language cultures.
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.	Produce language and behaviors that are appropriate to the target culture.	
<b>C</b>	Identify some commonly held generalizations about the culture studied.	Analyze some commonly held generalizations about the culture studied.	Evaluate some commonly held generalizations about the culture studied.
<b>D</b>	Identify social and geographic factors that affect cultural practices.	Discuss social and geographic factors that affect cultural practices.	
<b>E</b>	Identify common words, phrases, and idioms that reflect the culture.	Interpret the cultural connotations of common words, phrases, and idioms.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	
<b>B</b>	Identify and explain how the needs, behaviors and beliefs of the culture that are reflected in the products/contributions of the culture.	Discuss and analyze external factors which affect products and contributions.	Analyze contributions of diverse groups within the target culture.
<b>C</b>	Identify the expressive forms of the target culture.	Analyze the expressive forms of the target culture such as art, literature, music, dance, etc.	
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	
<b>E</b>	Recognize <del>the</del> contributions of the target culture.	Analyze <del>the</del> contributions of the target culture.	
<b>F</b>	Identify <del>the</del> products of the target country/countries.	Identify <del>the</del> economic/social impact of products on the world market.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom <del>and</del> to other disciplines.	Transfer and apply to other disciplines, within a limited context, information and skills common to the language classroom.	Apply to other disciplines, within an unfamiliar context, information and skills common to the language classroom.
<b>B</b>	Identify, through foreign language resources, information for use in other disciplines.	Analyze the information gathered through foreign language resources for use in other disciplines.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.	Analyze and apply information from sources intended for native speakers of the language.	
<b>B</b>	Use authentic sources to identify the perspectives of the target cultures.	Use authentic sources to analyze the perspectives of the target cultures.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	Apply, in a variety of contexts, the sound patterns of the target language.
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
<b>C</b>	Identify <del>the</del> idiomatic expressions of the target language.	Compare and contrast idiomatic expressions of the target language and the student's own language.	
<b>D</b>	Identify connections among languages.		

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the intermediate level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	
<b>B</b>	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	
<b>C</b>	Identify <del>the</del> contributions of the target culture(s) to the student's own culture.	Identify <del>the</del> impact of the contributions of the target culture(s) on the student's own culture.	Identify <del>the</del> ways in which various cultures interact within the student's own community.
<b>D</b>	Identify expressive and utilitarian forms of the target culture(s).	Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

**At the intermediate level, students are expected to:**

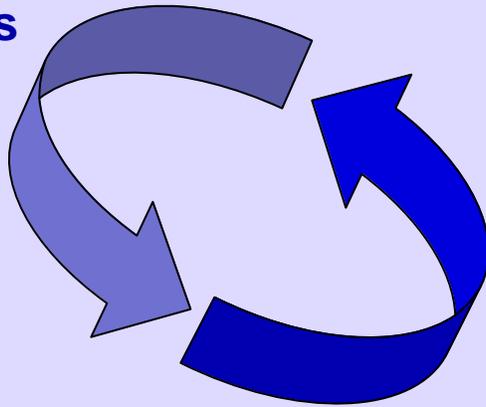
	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student’s daily life. Share knowledge of target language with others.	Respond to the target language encountered in the student’s daily life.	Interact appropriately in the target language in real-life situations.
<b>B</b>	Locate connections with the target culture through the use of technology, media, and authentic sources.	Establish connections with the target culture through the use of technology, media, and authentic sources.	Maintain connections with the target culture through the use of technology, media, and authentic sources.
<b>C</b>	Locate resources in the community to research the target culture.	Use resources in the community to research the target culture.	Collaborate with resources in the community.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

# Grades 13-16

## Foreign Language Major

Foreign Language  
Frameworks



Articulated from a  
PreK-16 Perspective

Thoughts from the committee:

- Look closely at the use of “the” where it makes concepts too specific, i.e. “understand THE contributions...”
- It is assumed that college students function at higher levels of cognitive development.
- College students also have significant life experiences and background knowledge that younger students may lack.
- Clarify the definition of “analyze,” “evaluate” and other similar expressions relating to cognitive functioning.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

**At the intermediate/advanced level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.	Elaborate on needs. Interact in basic survival situations.	Manage unforeseen circumstances and complicated situations.
<b>B</b>	Express basic courtesies.	Incorporate appropriate gestures into conversations.	Converse using language and behaviors that are appropriate to the setting.
<b>C</b>	Express state of being.	Create simple descriptions within a context.	Create detailed oral descriptions within a context.
<b>D</b>	Express likes and dislikes.	Qualify likes and dislikes.	Exchange personal feelings and ideas for the purpose of persuading others.
<b>E</b>	Express agreement and disagreement.	Support opinions. Describe a problem. Make suggestions and recommendations.	Express individual perspectives and defend opinions. Collaborate to develop and propose solutions to problems. Negotiate a compromise.
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	Initiate, sustain, and conclude conversations on a wide variety of topics.
<b>G</b>	Ask and answer simple questions	Provide and request clarification. Use different ways to express the same idea (circumlocution).	Ask and respond to open-ended questions. Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).
<b>H</b>	Make and respond to simple requests.	Give and follow directions in a familiar context.	Give and follow directions in an unfamiliar situation.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

**At the intermediate/advanced level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	Respond appropriately to complex directions, instructions, and commands intended for native speakers.
<b>B</b>	Make an identification based on simple oral and/or written descriptors.	Respond appropriately to complex oral and/or written descriptors.	Analyze information based on complex oral and/or written descriptors.
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	Interpret and analyze cause and effect, relationships, and sequences in authentic materials.
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	Respond to speech of native speakers who are not used to communicating with second-language learners.
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	Apply diverse strategies to derive meaning and detail from unfamiliar material.
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.	Comprehend and respond to formal written communications such as business or official documents.	Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication.
<b>G</b>	Identify main ideas and key words in oral and written material.	Comprehend speech on familiar topics with some repetition.  Identify the main idea with supporting details in written material.	Summarize or restate secondary conversations.  Interpret and analyze the main idea and significant details from authentic materials and literary samples.  Research and synthesize information from a variety of sources.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**At the intermediate/advanced level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and instructions.	Explain a process based on prior knowledge and/or experience.	Explain a complex process incorporating detailed instructions.
<b>B</b>	Give a description orally and in writing using simple phrases.	Give a description orally and in writing using complex sentences.	Give a description orally and in writing using complex, detailed paragraphs.
<b>C</b>	Write a personal communication such as a note, letter, or invitation.	Produce formal and informal written communication.	Produce a written sample to convey a mood, implied meaning, or abstract idea.
<b>D</b>	Summarize main idea of selected authentic and/or contextualized material.	Interpret information from authentic material to an audience.	Create an analysis of authentic media or literary samples and present it to an audience.  Formulate and defend a position on a researched issue.
<b>E</b>	Present prepared material to an audience.	Speak or write spontaneously.  Narrate present, past, and future events.	Elaborate on present, past, and future events.

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**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

**At the intermediate/advanced level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and react to cultural perspectives and practices in the culture studied.	Describe and analyze cultural characteristics and behaviors of everyday life.  Identify differences in cultural practices among same-language cultures.	Analyze the development of different cultural practices.  Compare and contrast cultural practices among same-language cultures.
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.	Produce language and behaviors that are appropriate to the target culture.	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<b>C</b>	Identify some commonly held generalizations about the culture studied.	Analyze some commonly held generalizations about the culture studied.	Evaluate some commonly held generalizations about the culture studied.
<b>D</b>	Identify social and geographic factors that affect cultural practices.	Discuss social and geographic factors that affect cultural practices.	Analyze social and geographic factors that affect cultural practices.
<b>E</b>	Identify common words, phrases, and idioms that reflect the culture.	Interpret the cultural connotations of common words, phrases, and idioms.	Integrate culturally embedded words, phrases, and idioms into everyday communication.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**FL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

**At the intermediate/advanced level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language.
<b>B</b>	Identify and explain how the needs, behaviors and beliefs of the culture that are reflected in the products/contributions of the culture.	Discuss and analyze external factors which affect products and contributions.	Analyze contributions of diverse groups within the target culture.
<b>C</b>	Identify the expressive forms of the target culture.	Analyze the expressive forms of the target culture such as art, literature, music, dance, etc.	Evaluate the expressive forms of the target culture such as art, literature, music, dance, etc.
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	Analyze the cultural significance of objects, images, and symbols of the target culture.
<b>E</b>	Recognize <del>the</del> contributions of the target culture.	Analyze <del>the</del> contributions of the target culture.	Evaluate the effects of the target culture's contributions on other societies.
<b>F</b>	Identify <del>the</del> products of the target country/countries.	Identify <del>the</del> economic/social impact of products on the world market.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

**At the intermediate/advanced level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom <del>and</del> to other disciplines.	Transfer and apply to other disciplines, within a limited context, information and skills common to the language classroom.	Apply to other disciplines, within an unfamiliar context, information and skills common to the language classroom.
<b>B</b>	Identify, through foreign language resources, information for use in other disciplines.	Analyze the information gathered through foreign language resources for use in other disciplines.	Locate foreign language resources and synthesize information for use in other disciplines.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**FL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

**At the intermediate/advanced level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.	Analyze and apply information from sources intended for native speakers of the language.	Acquire and synthesize information from sources intended for native speakers of the language.
<b>B</b>	Use authentic sources to identify the perspectives of the target cultures.	Use authentic sources to analyze the perspectives of the target cultures.	Use authentic sources to synthesize the perspectives of the target cultures.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency. Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

**At the intermediate/advanced level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	Apply, in a variety of contexts, the sound patterns of the target language.
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
<b>C</b>	Identify <del>the</del> idiomatic expressions of the target language.	Compare and contrast idiomatic expressions of the target language and the student's own language.	Use idiomatic expressions of the target language in the correct context.
<b>D</b>	Identify connections among languages.	Explain the changing nature of languages.	

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**FL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

**At the intermediate/advanced level, students are expected to:**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Explain the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
<b>B</b>	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's own culture.
<b>C</b>	Identify <del>the</del> contributions of the target culture(s) to the student's own culture.	Identify the impact of <del>the</del> contributions of the target culture(s) on the student's own culture.	Analyze the impact of the contributions of the target culture(s) on the student's own culture.  Identify <del>the</del> ways in which various cultures interact within the student's own community.
<b>D</b>	Identify expressive and utilitarian forms of the target culture(s).	Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	Use utilitarian forms of the target culture(s) and the student's culture appropriately.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

**FL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

**At the intermediate/advanced level, students are expected to:**

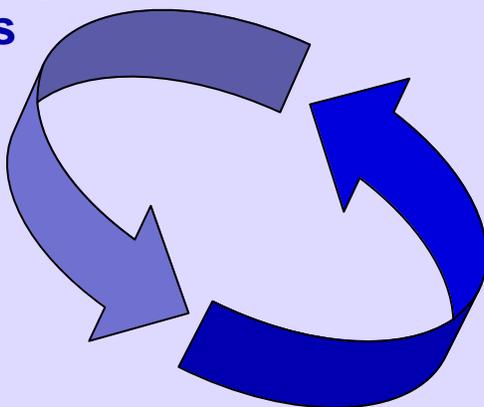
	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the target language in the student's daily life.  Share knowledge of target language with others.	Respond to the target language encountered in the student's daily life.	Interact appropriately in the target language in real-life situations.
<b>B</b>	Locate connections with the target culture through the use of technology, media, and authentic sources.	Establish connections with the target culture through the use of technology, media, and authentic sources.	Maintain connections with the target culture through the use of technology, media, and authentic sources.  Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources.  Analyze the interdependence that exists between the student's own culture and the world.
<b>C</b>	Locate resources in the community to research the target culture.	Use resources in the community to research the target culture.	Collaborate with resources in the community.

It is assumed that materials and activities are developmentally appropriate for this level of language development. The original text may have been modified to reflect the level of proficiency.

Strikethroughs indicate deletions and italics indicate additions.

# Grades PreK-16

Foreign Language  
Frameworks



Articulated from a  
PreK-16 Perspective

**WL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**WL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Express basic needs.	Elaborate on needs. Interact in basic survival situations.	Manage unforeseen circumstances and complicated situations.
<b>B</b>	Express basic courtesies.	Incorporate appropriate gestures into conversations.	Converse using language and behaviors that are appropriate to the setting.
<b>C</b>	Express state of being.	Create simple descriptions within a context.	Create detailed oral descriptions within a context.
<b>D</b>	Express likes and dislikes.	Qualify likes and dislikes.	Exchange personal feelings and ideas for the purpose of persuading others.
<b>E</b>	Express agreement and disagreement.	Support opinions. Describe a problem. Make suggestions and recommendations.	Express individual perspectives and defend opinions. Collaborate to develop and propose solutions to problems. Negotiate a compromise.
<b>F</b>	Respond to one-on-one interactions.	Exchange information with peers and others.	Initiate, sustain, and conclude conversations on a wide variety of topics.
<b>G</b>	Ask and answer simple questions	Provide and request clarification. Use different ways to express the same idea (circumlocution).	Ask and respond to open-ended questions. Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).
<b>H</b>	Make and respond to simple requests.	Give and follow directions in a familiar context.	Give and follow directions in an unfamiliar situation.

**WL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**WL K12.1.2 Students understand and interpret written and spoken language on a variety of topics.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Respond appropriately to directions, instructions, and commands.	Respond appropriately to a series of directions, instructions, and commands.	Respond appropriately to complex directions, instructions, and commands intended for native speakers.
<b>B</b>	Make an identification based on simple oral and/or written descriptors.	Respond appropriately to complex oral and/or written descriptors.	Analyze information based on complex oral and/or written descriptors.
<b>C</b>	Read and respond to developmentally appropriate material.	Derive meaning from selected authentic materials.	Interpret and analyze cause and effect, relationships, and sequences in authentic materials.
<b>D</b>	Respond to speech of peers and familiar adults on a given topic.	Respond to speech of persons sympathetic to second-language learners.	Respond to speech of native speakers who are not used to communicating with second-language learners.
<b>E</b>	Identify aural, visual, and context clues.	Use aural, visual, and context clues to derive meaning.	Apply diverse strategies to derive meaning and detail from unfamiliar material.
<b>F</b>	Comprehend and respond to simple personal written communications such as notes, invitations, and letters.	Comprehend and respond to formal written communications such as business or official documents.	Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication.
<b>G</b>	Identify main ideas and key words in oral and written material.	<p>Comprehend speech on familiar topics with some repetition.</p> <p>Identify the main idea with supporting details in written material.</p>	<p>Summarize or restate secondary conversations.</p> <p>Interpret and analyze the main idea and significant details from authentic materials and literary samples.</p> <p>Research and synthesize information from a variety of sources.</p>

**WL K12.1 COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**WL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Give directions, commands, and instructions.	Explain a process based on prior knowledge and/or experience.	Explain a complex process incorporating detailed instructions.
<b>B</b>	Give a description orally and in writing using simple phrases.	Give a description orally and in writing using complex sentences.	Give a description orally and in writing using complex, detailed paragraphs.
<b>C</b>	Write a personal communication such as a note, letter, or invitation.	Produce formal and informal written communication.	Produce a written sample to convey a mood, implied meaning, or abstract idea.
<b>D</b>	Summarize main idea of selected authentic and/or contextualized material.	Interpret information from authentic material to an audience.	<p>Create an analysis of authentic media or literary samples and present it to an audience.</p> <p>Formulate and defend a position on a researched issue.</p>
<b>E</b>	Present prepared material to an audience.	Speak or write spontaneously. Narrate present, past, and future events.	Elaborate on present, past, and future events.

**WL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**WL K12.2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and react to cultural perspectives and practices in the culture studied.	Describe and analyze cultural characteristics and behaviors of everyday life.  Identify differences in cultural practices among same-language cultures.	Analyze the development of different cultural practices.  Compare and contrast cultural practices among same-language cultures.
<b>B</b>	Recognize and interpret language and behaviors that are appropriate to the target culture.	Produce language and behaviors that are appropriate to the target culture.	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<b>C</b>	Identify some commonly held generalizations about the culture studied.	Analyze some commonly held generalizations about the culture studied.	Evaluate some commonly held generalizations about the culture studied.
<b>D</b>	Identify social and geographic factors that affect cultural practices.	Discuss social and geographic factors that affect cultural practices.	Analyze social and geographic factors that affect cultural practices.
<b>E</b>	Identify common words, phrases, and idioms that reflect the culture.	Interpret the cultural connotations of common words, phrases, and idioms.	Integrate culturally embedded words, phrases, and idioms into everyday communication.

**WL K12.2 GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

**WL K12.2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as art, literature, music, dance, etc.	Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language.
<b>B</b>	Identify and explain how the needs, behaviors and beliefs of the culture that are reflected in the products/contributions of the culture.	Discuss and analyze external factors which affect products and contributions.	Analyze contributions of diverse groups within the target culture.
<b>C</b>	Identify the expressive forms of the target culture.	Analyze the expressive forms of the target culture such as art, literature, music, dance, etc.	Evaluate the expressive forms of the target culture such as art, literature, music, dance, etc.
<b>D</b>	Identify objects, images and symbols of the target culture.	Explain objects, images, and symbols of the target culture.	Analyze the cultural significance of objects, images, and symbols of the target culture.
<b>E</b>	Recognize the contributions of the target culture.	Analyze the contributions of the target culture.	Evaluate the effects of the target culture's contributions on other societies.
<b>F</b>	Identify the products of the target country/countries.	Identify the economic/social impact of products on the world market.	Assess the economic/social impact of products on the world market.

**WL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**WL K12.3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines.
<b>B</b>	Identify, through foreign language resources, information for use in other disciplines.	Analyze the information gathered through foreign language resources for use in other disciplines.	Locate foreign language resources and synthesize information for use in other disciplines.

**WL K12.3 CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

**WL K12.3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Extract information from sources intended for native speakers of the language.	Analyze and apply information from sources intended for native speakers of the language.	Acquire and synthesize information from sources intended for native speakers of the language.
<b>B</b>	Use authentic sources to identify the perspectives of the target cultures.	Use authentic sources to analyze the perspectives of the target cultures.	Use authentic sources to synthesize the perspectives of the target cultures.

**WL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**WL K12.4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the sound patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the sound patterns of the target language.	Apply, in a variety of contexts, the sound patterns of the target language.
<b>B</b>	Identify the structural patterns of the target language and compare them to the student's own language.	Apply, within limited contexts, the structural patterns of the target language.	Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
<b>C</b>	Identify the idiomatic expressions of the target language.	Compare and contrast idiomatic expressions of the target language and the student's own language.	Use idiomatic expressions of the target language in the correct context.
<b>D</b>	Identify connections among languages.	Explain the changing nature of languages.	Describe how languages influence each other.

**WL K12.4 DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**WL K12.4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	Explain the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
<b>B</b>	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's own culture.
<b>C</b>	Identify the contributions of the target culture(s) to the student's own culture.	Identify the impact of the contributions of the target culture(s) on the student's own culture.	Analyze the impact of the contributions of the target culture(s) on the student's own culture.  Identify the ways in which various cultures interact within the student's own community.
<b>D</b>	Identify expressive and utilitarian forms of the target culture(s).	Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	Use utilitarian forms of the target culture(s) and the student's culture appropriately.  Analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture.

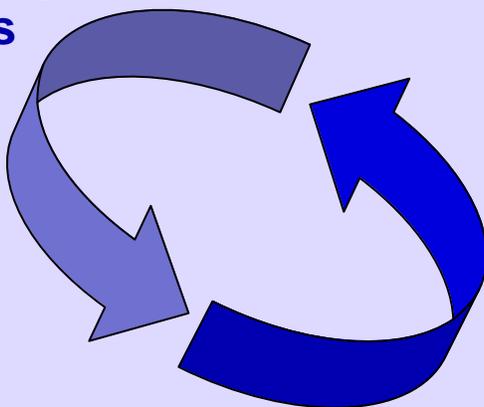
**WL K12.5 PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

**WL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.**

	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>
<b>A</b>	<p>Identify the target language in the student's daily life.</p> <p>Share knowledge of target language with others.</p>	<p>Respond to the target language encountered in the student's daily life.</p>	<p>Interact appropriately in the target language in real-life situations.</p>
<b>B</b>	<p>Locate connections with the target culture through the use of technology, media, and authentic sources.</p>	<p>Establish connections with the target culture through the use of technology, media, and authentic sources.</p>	<p>Maintain connections with the target culture through the use of technology, media, and authentic sources.</p> <p>Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources.</p> <p>Analyze the interdependence that exists between the student's own culture and the world.</p>
<b>C</b>	<p>Locate resources in the community to research the target culture.</p>	<p>Use resources in the community to research the target culture.</p>	<p>Collaborate with resources in the community.</p>

# Appendices

**Foreign Language  
Frameworks**



**Articulated from a  
PreK-16 Perspective**

**Appendix A: The World Language Learning Sphere**

**Appendix B: ACTFL Proficiency Guidelines - Speaking**

**Appendix C: ACTFL Realistic Performance Outcomes**

## **The World Language Learning Sphere A Holistic View of World Language Learning & Teaching**

*by Jeanne Kwan, Chinese Teacher, Lincoln High School*

The goal of the Nebraska PreK-16 Initiative is to ensure that all students are properly instructed on a continual basis in order to prepare them for the challenges of college and work. As our world becomes a global village, skill in a second language is vital for the future success of our students. The Nebraska Foreign Languages PreK-16 Initiative looks into the process of world language learning with such a mission in mind. The World Language Learning Sphere is designed as a visual aid for a bird's-eye view of the whole process of second language learning. A student's knowledge in a target language is symbolized with a sphere that expands over the years of study. The layers have been labeled as beginning, developing and expanding to indicate proficiency. The layers may also be labeled as novice, intermediate low, intermediate high, advance low and advance high levels. As the student continues to improve, the sphere gradually expands into the world of the native speaker.

The amount of time it will take for a student to complete the whole process depends on the several factors. First, the type and duration of the program in which the student participates is a very important determinant. In general, the longer the student stays in the program the better the outcome. Also, the type of the program, whether it is an immersion program, a short crash course, a public school K-12 world language course or exploratory type is immensely significant. Secondly, all the world language teachers the student encounters in the learning process influences student achievement. Do teachers have adequate knowledge about the target language, know their students, and have proper training? Of course, the most important factor is the student who participates in the program. There is an old saying: "You can lead a horse to water, but you can't make him drink."

### **The Many Layers of the World Language Sphere**

**Core:** This layer represents individual students of different ages, backgrounds, cognitive development, maturity, interests, motivation, and knowledge of the target language.

**Beginning Sphere:** This layer involves teacher-provided appropriate learning experiences in the target language for beginning learners. World language teachers can be near-native speakers to native speakers. However, all teachers must understand their students' cognitive development and learning style. Finding the developmentally appropriate teaching materials and methods are critical to students' success. It is natural that students may experience several teachers in the process of learning. As long as all teachers have the same vision in world language education, the learning process will be smooth and effective. The beginning sphere can also be labeled as novice.

#### *Three Dimensions of the Beginning Sphere:*

A sphere is a three dimensional geometric shape. Three elements for successful learning of the target language are the three dimensions necessary for holding the sphere shape.

- 1) The first dimension evolves around the skills of reading, writing, listening, and speaking by the student in his or her native language. Hopefully, these are tools the student already has, and the teacher should utilize them fully. In the case of very young students, teachers of world language also need to help students develop these four skills.

- 2) The second dimension is the materials used to teach in the target language. The content needs to be presented in context format for easier learning. The total area of the cross section of the sphere can be divided into a pie chart to include various topics in the curriculum. Depending on the teacher and the different textbooks used, the pie chart might be somewhat different, but all language teachers should agree upon the priority of different topics based on the readiness of their students.
- 3) The third dimension is the culture of the target language. Culture is embedded in every aspect of the content area. It is the essence of the target language. Without culture, learning a world language will be a pretty boring task. On the other hand, fluency in another language requires the cultural knowledge.

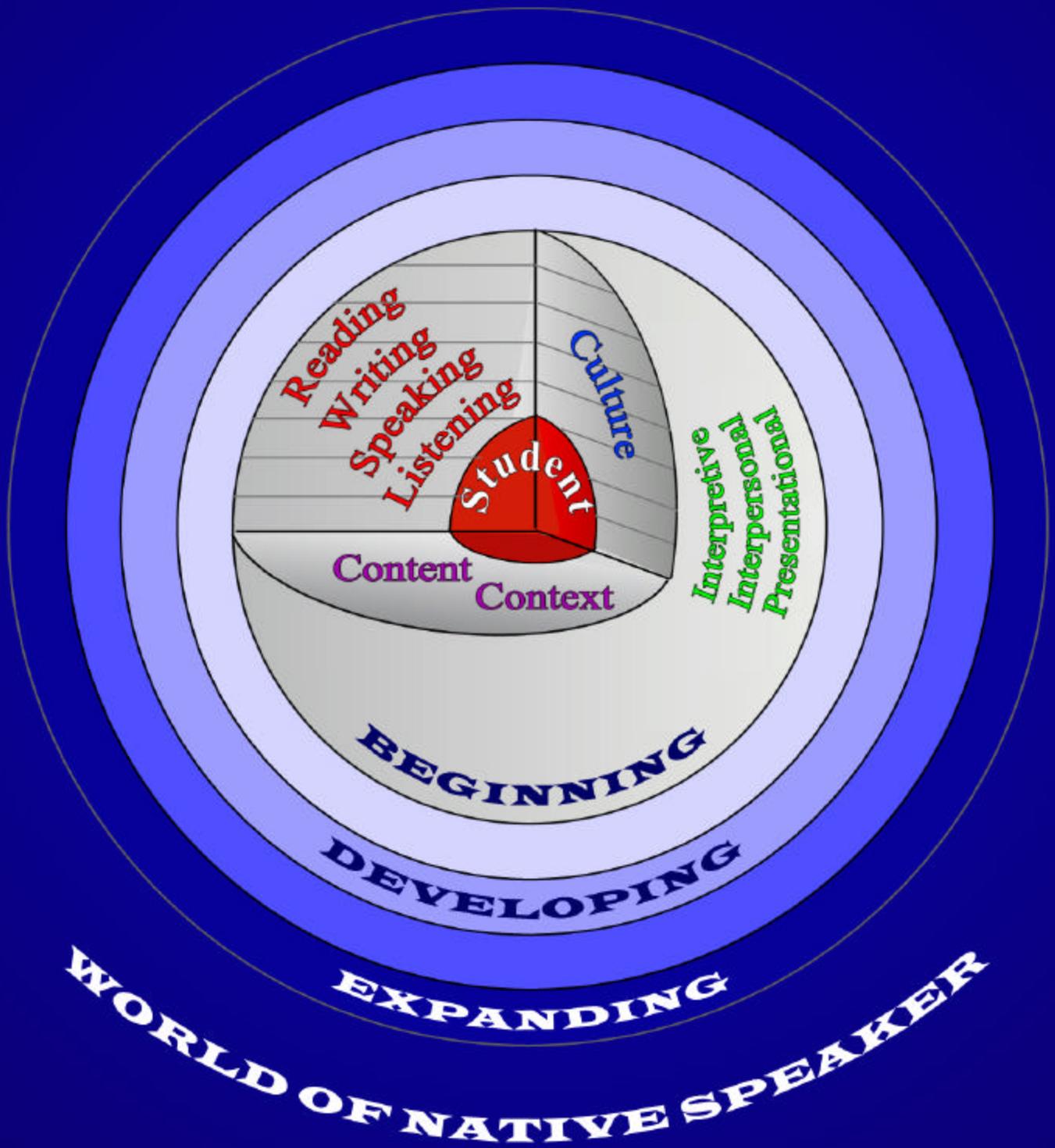
These three basic elements are required to maintain a well-rounded sphere shape, no matter what size the sphere is. In measuring the success of a learner, one should emphasize the three communicative modes—interpersonal, interpretive, and presentational—used in the ACTFL Performance Guidelines for K-12 Learners.

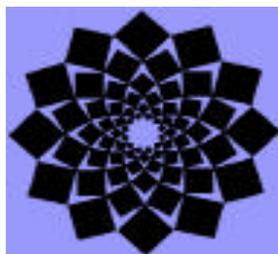
**Developing Sphere:** As the student continues to mature in person and grow in his or her knowledge of the target language, the teacher needs to add the depth and introduce new topics in the content area accordingly. The new material should be rolled over the old material like a snowball increasing in size. This will help the student see the connection between previously learned knowledge and their new curriculum. The sphere layers can also be labeled as intermediate low and high levels in some other cases.

**Expanding Sphere:** As the student progresses further along in the learning process, the snowball effect should still be in place. It is necessary to increase the amount of authentic materials and intricate details of cultural information for students. The teacher should also increase the opportunity and the degree of difficulty in problem solving by students using the target language. Eventually, the expanding sphere of the student merges with the world of native speaker in the target language.

In conclusion, no matter what age and developmental stage the student is in or what level the teacher is working on along the PreK-16 articulation, the World Language Learning Sphere helps us remember the basic elements necessary in achieving student success. It is up to the school board and the availability of our educational funding to provide an equal opportunity for all students to pursue skills in world language learning.

# World Language Learning Sphere





## ACTFL PROFICIENCY GUIDELINES - SPEAKING

Revised 1999

The *ACTFL Proficiency Guidelines - Speaking* (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. Based on years of experience with oral testing in governmental institutions and on the descriptions of language proficiency used by Interagency Language Roundtable (ILR), the *ACTFL Guidelines* were an adaptation intended for use in academia (college and university levels particularly) in the United States. For this reason, the authors of the *Provisional Guidelines* (1982) conflated the top levels (ILR 3-5), expanded the descriptions of the lower levels (ILR 0-1), and defined sublevels of competency according to the experience of language instructors and researchers accustomed to beginning learners. Their efforts were further modified and refined in the *ACTFL Proficiency Guidelines* published in 1986.

After additional years of oral testing and of interpretation of the *Guidelines*, as well as numerous research projects, scholarly articles, and debates, the time has come to reevaluate and refine the *Guidelines*, initially those for Speaking, followed by those for the other skills. The purposes of this revision of the *Proficiency Guidelines - Speaking* are to make the document more accessible to those who have not received recent training in ACTFL oral proficiency testing, to clarify the issues that have divided testers and teachers, and to provide a corrective to what the committee perceived to have been possible misinterpretations of the descriptions provided in earlier versions of the *Guidelines*.

An important example is the treatment of the Superior level. The ILR descriptions postulate a spectrum of proficiency abilities from 0 which signifies no functional competence, to 5 which is competence equivalent to that of a well-educated native speaker. Due to the language levels most often attained by adult learners, the *ACTFL Guidelines* do not include descriptions of the highest ILR levels. The ACTFL Superior level, roughly equivalent to the ILR 3 range, is thus to be seen as a baseline level; that is, it describes a particular set of functional abilities essential to that level, but not necessarily the whole range of linguistic activities that an educated speaker with years of experience in the target language and culture might attain. Keeping this distinction in mind reduces the tendency to expect the Superior speaker to demonstrate abilities defined at higher ILR levels.

For this reason, among others, the committee has broken with tradition by presenting this version of the Speaking Guidelines - in **descending** rather than ascending order. This top-down approach has two advantages. First, it emphasizes that the High levels are more closely related to the level above than to the one below, and represents a considerable step towards accomplishing the functions at the level above, not just excellence in the functions of the level itself. Second, it allows for fewer negatives and less redundancy in the descriptions when they refer, as they must, to the inability of a speaker to function consistently at a higher level.

Another significant change to the 1986 version of the *Guidelines* is found in the division of the Advanced level into the High, Mid, and Low sublevels. This decision reflects the growing need in both the academic and commercial communities to more finely delineate a speaker's progress through the Advanced level of proficiency. The new descriptors for **Advanced Mid and Advanced Low** are based on hundreds of Advanced-level language samples from OPI testing across a variety of languages.

The committee has also taken a slightly different approach to the presentation of these *Guidelines* from previous versions. The full **prose descriptions** of each level (and, when applicable, its sub-levels) are preceded by clearly delineated **thumb-nail sketches** that are intended to alert the reader to the major features of the levels and to serve as a quick reference, but not in any way to replace the full picture presented in the descriptions themselves. Indeed, at the lower levels they refer to the Mid rather than to the baseline proficiency, since they would otherwise describe a very limited profile and misrepresent the general expectations for the level.

This revision of the *ACTFL Proficiency Guidelines - Speaking* is presented as an additional step toward more adequately describing speaking proficiency. Whereas this effort reflects a broad spectrum of experience in characterizing speaker abilities and includes a wide range of insights as a result of on-going discussions and research within the language teaching profession, the revision committee is aware that there remain a number of issues requiring further clarification and specification. It is the hope of the committee that this revision will enhance the *Guidelines'* utility to the language teaching and testing community in the years to come.

## Acknowledgments

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The *ACTFL Proficiency Guidelines-Speaking (Revised 1999)* may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

## **SUPERIOR**

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

## **ADVANCED HIGH**

Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

## **ADVANCED MID**

Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

## **ADVANCED LOW**

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain "grammatical roughness." The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

## **INTERMEDIATE HIGH**

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

## **INTERMEDIATE MID**

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and service. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

## **INTERMEDIATE LOW**

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

## **NOVICE HIGH**

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

## **NOVICE MID**

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

## **NOVICE LOW**

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

# REALISTIC PERFORMANCE OUTCOMES

Chart 1



ACTFL  
Proficiency  
Guidelines

K-12  
Performance  
Guidelines

