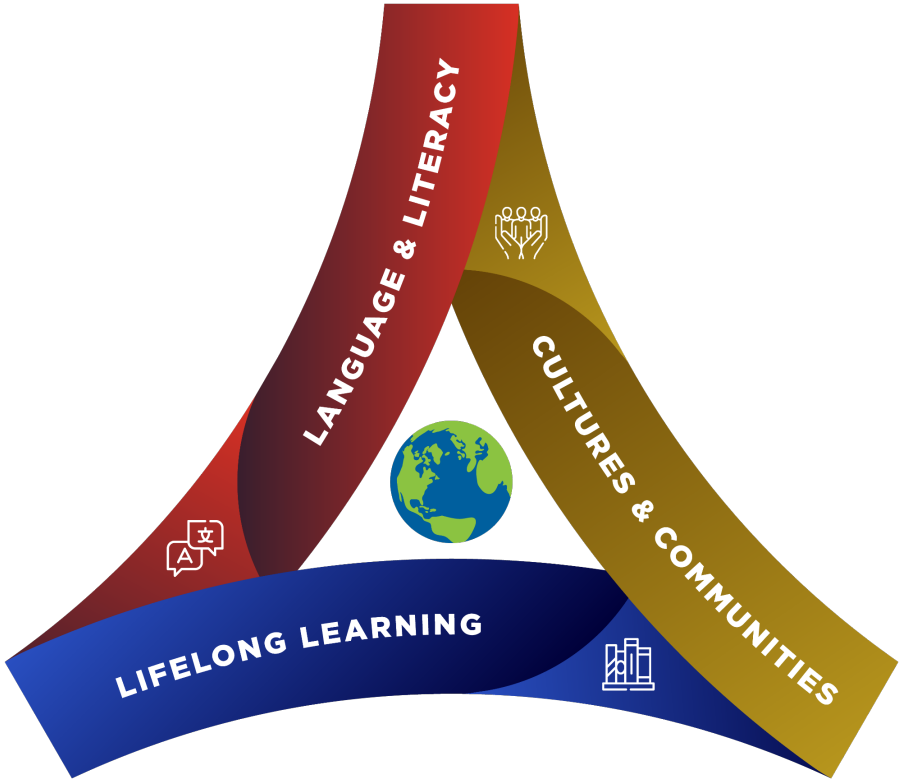
NEBRASKA
DEPARTMENT OF EDUCATION

Nebraska College and Career Ready Standards for World Languages



October 2026

Table of Contents

Table of Contents 2
Acknowledgements 4
Introduction 4
Content Area Standards Overview 5
Standards Design 6
Nebraska's Standards Organization 6
Coding 7
Key Features of the Standards 8
Integrated World Language Strands 8
Focus on Proficiency 9
Nebraska Instructional Materials Collaborative 9
Nebraska World Language Standards 11
Strand One: Language and Literacy 11
Strand Two: Cultures and Communities 11
Strand Three: Lifelong Learning 11
Novice Level Band 12
NE.WL.N.1 Language and Literacy 12
NE.WL.N.2 Cultures and Communities 16
NE.WL.N.3 Lifelong Learning 16
Intermediate Level Band 18
NE.WL.I.1 Language and Literacy 19
NE.WL.I.2 Cultures and Communities 22
NE.WL.I.3 Lifelong Learning 23
Advanced Level Band 25

NE.WL.A.1 Language and Literacy 26
NE.WL.A.2 Cultures and Communities 29
NE.WL.A.3 Lifelong Learning 30

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The Nebraska Department of Education would like to express warm gratitude to the educators and reviewers for their knowledge, expertise, and dedication to Nebraska's K-12 students. Through collaboration, professional knowledge, and careful consideration of current education practices, this team provided a clear and rigorous framework for teaching and learning in physical education.

Introduction

The 2026 Nebraska College and Career Ready Standards for World Languages represent Nebraska's commitment to preparing students for success in college, career, and life through meaningful communication in more than one language. These standards support the development of students' language proficiency across three communicative modes—Interpretive, Interpersonal, and Presentational—and promote cultural understanding, community engagement, and lifelong learning.

The standards are designed to support Nebraska educators in delivering high-quality instruction that fosters biliteracy, intercultural understanding, and academic achievement. The standards are aligned with the American Council on the Teaching of Foreign Languages (ACTFL)Proficiency Guidelines (2024). They are also developed with consideration for American Sign Language (ASL) and Indigenous languages, ensuring inclusivity and respect for diverse communities and their linguistic and cultural traditions.

Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade -level expectations for given conte nt areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources , and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The standards, written by teams of Nebraska educators and reviewed by subject matter experts, were developed with the following of indicators of quality as outlined in the Content Area Standards Reference Guide:

- **Measurable.** Standards provide benchmarks against which student progress toward learning goals can be measured.
- **Appropriately challenging.** Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.
- **Connected.** Student learning is most effective when it connects knowledge and skills to related topics and real -world applications.
- **Clearly worded.** Content area standards must effectively communicate what students should know and be able to do.
- **Scaffolded.** Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.
- **Specific.** Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

Standards Design

Nebraska's standards reflect the tiered structure common across all content areas. Grade -level or grade-band standards include broad, overarching content -based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college - and career-readiness. Indicators further describe what students must know and be able to do to meet the standard as well as provide guidance related to classr oom instruction. Nebraska's Content Area Standards Implementation Framework helps school districts implement the standards by providing examples that may be included in a locally determined curriculum.

Nebraska's Standards Organization

Nebraska's standards are organized into three levels of specificity:

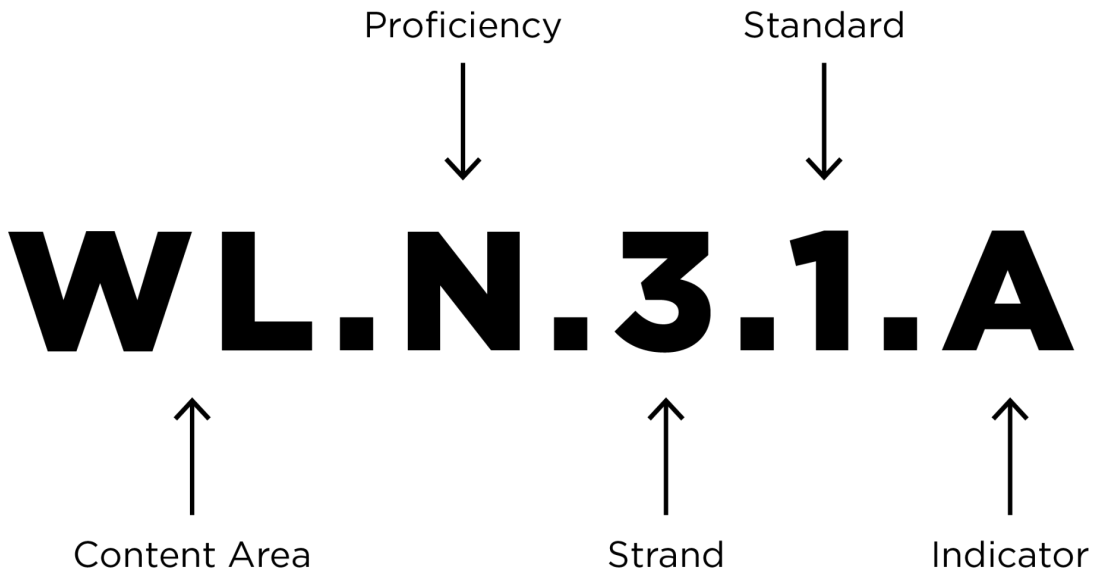
- **K-12 Content Strands.** Strands, sometimes known as learning domains or disciplines, are broad categories that are not specific to a grade level or grade band. They reflect major topics in a subject area.
- **Standards.** Standards are statements that describe grade -level expectations, or what students should know and be able to do by the end of each grade level or grade band. They are content -based benchmarks that define basic cognitive, affective, or psychomotor expectat ions.
- **Indicators.** Each broad content standard is accompanied by a set of one or more indicators. Indicators further describe what a student must know and be able to do to meet a given standard. They are more specific than standards and delineate expectations between grade levels or grade bands. Curricular indicators are performance-based statements that give educators a clearer understanding of the expected level of student learning.

Coding

The standards are organized using a coding system that includes the state, content area, proficiency level or band, strand, standard, and indicator.

NE.WL.N.3.1.A

(Nebraska | World Language | Proficiency Level | Strand | Standard | Indicator)



Key Features of the Standards

Integrated World Language Strands



A significant revision to the 2026 standards is their organization into three integrated strands, consolidating and reframing the legacy (2019) standards and aligned to the ACTFL World-Readiness Standards for Learning Languages.

1. **Language & Literacy** *(previously Communication)*
   Focuses on interpretive, interpersonal, and presentational communication across modalities, emphasizing language functions, text types, and literacy development.
2. **Cultures & Communities** *(previously two strands: Cultures and Communities)*
   Emphasizes intercultural understanding, interaction with multilingual communities, and the ability to navigate cultural products, practices, and perspectives in authentic contexts.
3. **Lifelong Learning** (*previously two strands: Connections and Cognition)*
   Promotes lifelong learning through meta-cognitive strategies, cross-disciplinary transfer, career connections, and sustained language development beyond the classroom.

Together, the strands position world language learning as an integrated process that supports communication, cultural understanding, and lifelong growth.

Focus on Proficiency

Strand 1. In addition to the standards and indicators, this document is organized by proficiency levels and proficiency bands. Proficiency levels are specific to the *Language and Literacy Strand* and are consistent with the 2024 ACTFL Proficiency Guidelines.

- **Novice** learners rely on memorized language and contextual support to communicate basic meaning.
- **Intermediate** learners use language more independently to sustain interaction and convey meaning in familiar and less familiar contexts.
- **Advanced** learners communicate with greater precision, flexibility, and control across a wide range of time frames and contexts, including academic, professional, and community settings.

Strands 2 and 3. The Cultures and Communities Strand and the Lifelong Learning Strand are also organized by Novice, Intermediate, and Advanced levels. However, these strands are not directly tied to communicative proficiency.

Within each goal area, standards and indicators are articulated by a proficiency range rather than by grade levels. This design acknowledges that students enter and progress through language learning at different points and at different rates, especially in programs that serve heritage speakers, dual language learners, and late-start language learners. Each indicator describes the expected performance at a specific proficiency range based on the ACTFL scale (Novice, Intermediate, Advanced).

Nebraska Instructional Materials Collaborative

Every Nebraska student deserves the opportunity to learn from high -quality, standards-aligned instructional materials to prepare for success in college, career, and civic life. While the revised standards lay out a roadmap for the acquisition of 21st centu ry skills, standards-aligned instructional materials, along with a well-crafted, locally determined curriculum, are essential to assuring students meet grade-level benchmarks.

NEBRASKA INSTRUCTIONAL MATERIALS COLLABORATIVE

The Nebraska Instructional Materials Collaborative (NIMC) provides tools and resources so that all Nebraska students have access to high-quality materials. This includes learning the content outlined in Nebraska's college - and career-

ready standards but also includes opportunities for students to discover and explore their passions within the context of postsecondary interests. The NIMC provides a variety of tools for the selection and implementation of core and supplementary arts instructional materials. The Artful Selection collection offers key actions and considerations as districts navigate the process of choosing materials that meet their local needs and align to the expectations outlined in Nebraska's college and career-ready standards.

Nebraska World Language Standards

Strand One: Language and Literacy

NE.WL.1.1 Understand, interpret, and analyze what is read, heard, viewed, or signed.

NE.WL.1.2. Present written, spoken, or signed information and ideas.

NE.WL.1.3 Exchange information and negotiate meaning through written, spoken, or signed interactions.

Strand Two: Cultures and Communities

NE.WL.2.1 Interact with cultural competence in a way that shows familiarity with, and value for, the cultures and speakers of the language.

NE.WL.2.2 Students can apply their language skills to experiences in their communities.

Strand Three: Lifelong Learning

NE.WL.3.1 Use the language of study to gain deeper understandings, develop critical thinking, and solve problems while building, reinforcing, and expanding knowledge of other disciplines.

NE.WL.3.2 Connect knowledge and skills acquired through the study of language and culture to personal, educational, and career plans.

NE.WL.3.3 Students demonstrate lifelong learning skills through goal setting, action planning, effortful use of effective learning strategies, progress monitoring, accurate self-assessment, and self-reflection.

Novice Level Band

The novice level is characterized by a student's ability to use language to express basic personal information and satisfy a limited number of personal needs using formulaic language. Performance is primarily limited to words, phrases, and simple sentences with familiar or predictable topics.

WL 1. In the Language and Literacy Strand (WL 1), novice learners focus on literal comprehension and practiced production. In the Interpretive Mode (WL 1.1), students identify the most basic information through isolated words and phrases in highly familiar contexts, relying heavily on visual or contextual support. In the Presentational Mode (WL 1.2), students communicate basic personal information using predictable and formulaic words and phrases about their immediate environment. In the Interpersonal Mode (WL 1.3), students participate in basic exchanges by responding with high-frequency words or constructing simple questions and answers in structured contexts.

WL 2. In the Cultures and Communities Strand (WL 2), students begin to build cultural awareness by recognizing cultural products, practices, and perspectives. They identify and describe these elements (WL 2.1) and explore cultures and community relationships.

WL 3. In the Lifelong Learning Strand (WL 3), novice students use the language to identify simple concepts from other disciplines (WL 3.1) using isolated words and predictable structures. They also begin to identify college and career options supported by langu age skills (WL 3.2) and begin to set short-term learning goals with support (WL 3.3).

NE.WL.N.1 Language and Literacy

NE.WL.1.1 Understand, interpret, and analyze what is read, heard, viewed, or signed.

NE.WL.1.1.A Interpret meaning from spoken, signed, and viewed communication.

NE.WL.NL.1.1.A (Novice Low) Identify isolated words and phrases of heard/viewed communications containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

NE.WL.NM.1.1.A (Novice Mid) Identify elements of the explicit meaning of heard/viewed communications containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

NE.WL.NH.1.1.A (Novice High) Identify the explicit meaning of heard/viewed communications containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

NE.WL.1.1.B Interpret meaning from written communication.

NE.WL.NL.1.1.B (Novice Low) Identify isolated words and phrases of read communications containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

NE.WL.NM.1.1.B (Novice Mid) Identify elements of the explicit meaning of read communications containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

NE.WL.NH.1.1.B (Novice High) Identify the explicit meaning of read communications containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

NE.WL.1.2 Present written, spoken, or signed information and ideas.

NE.WL.1.2.A Present information, concepts, ideas, and perspectives through spoken or signed communication.

NE.WL.NL.1.2.A (Novice Low) Present spoken/signed communication using predictable and formulaic words and/or phrases about topics related to the self and immediate environments.

NE.WL.NM.1.2.A (Novice Mid) Present spoken/signed communication using a string of predictable and formulaic words and/or phrases about topics related to the self and immediate environments.

NE.WL.NH.1.2.A (Novice High) Present spoken/signed communication using complex, predictable, and memorized phrases about topics related to the self and immediate environments.

NE.WL.1.2.B Present information, concepts, ideas, and perspectives through written communications.

NE.WL.NL.1.2.B (Novice Low) Present written communication using predictable and formulaic words and/or phrases about topics related to the self and immediate environments.

NE.WL.NM.1.2.B (Novice Mid) Present written communication using a string of predictable and formulaic words and/or phrases about topics related to the self and immediate environments.

NE.WL.NH.1.2.B (Novice High) Present written communication using complex, predictable, and formulaic words and/or phrases about topics related to the self and immediate environments.

NE.WL.1.3 Exchange information and negotiate meaning through written, spoken, or signed interactions.

NE.WL.1.3.A Engage in spoken or signed exchanges to communicate and interact with others.

NE.WL.NL.1.3.A (Novice Low) Exchange spoken/signed communication with isolated, predictable, and formulaic responses such as gestures, body language, words, and/or phrases about topics related to the self and immediate environments.

NE.WL.NM.1.3.A (Novice Mid) Exchange spoken/signed communication by using predictable and formulaic responses such as gestures, body language, and/or phrases about topics related to the self and immediate environments.

NE.WL.NH.1.3.A (Novice High) Exchange spoken/signed communication by participating in conversations with predictable and formulaic questions, gestures, body language, and/or simple sentences about topics related to the self and immediate environments.

NE.WL.1.3.B Engage in written exchanges to communicate and interact with others.

NE.WL.NL.1.3.B (Novice Low) Exchange written communication using predictable and formulaic questions, words, and/or phrases about topics related to the self and immediate environments.

NE.WL.NM.1.3.B (Novice Mid) Exchange written communication using a string of predictable and formulaic questions and/or phrases about topics related to the self and immediate environments.

NE.WL.NH.1.3.B (Novice High) Exchange written communication using complex, predictable, and formulaic questions and/or phrases about topics related to the self and immediate environments.

NE.WL.N.2 Cultures and Communities

NE.WL.2.1 Interact with cultural competence in a way that shows familiarity with, and value for, the cultures and speakers of the language.

NE.WL.N.2.1.A (Novice) Observe the products and practices of one's own culture(s) and the culture studied to build an understanding of different perspectives.

NE.WL.N.2.1.B (Novice) Identify expressions and behaviors in cultures studied and respond in culturally appropriate ways.

NE.WL.2.2 Apply language skills to experiences in one's own community.

NE.WL.N.2.2.A (Novice) Identify and explore cultural activities and customs in authentic contexts.

NE.WL.N.2.2.B (Novice) Identify and explore various facets of community relationships.

NE.WL.N.3 Lifelong Learning

NE.WL.3.1 Use the language of study to gain deeper understandings, develop critical thinking, and solve problems while building, reinforcing, and expanding knowledge of other disciplines.

NE.WL.N.3.1.A (Novice) Use the language to build knowledge of other disciplines (e.g., arts, social studies, science, mathematics, language arts, etc.).

NE.WL.N.3.1.B (Novice) Identify and explain basic concepts from other disciplines (e.g., arts, social studies, science, mathematics, language arts, etc.) and recognize patterns or connections between the language and cultures studied and one's own.

NE.WL.3.2 Connect knowledge and skills acquired through the study of language and culture to personal, educational, and career plans.

NE.WL.N.3.2.A (Novice) Identify ways that language proficiency and intercultural understanding enrich personal, educational, and career opportunities.

NE.WL.N.3.2.B (Novice) Identify and explore opportunities available through bilingualism/multilingualism and intercultural understanding that align with personal, educational, and career goals.

NE.WL.N.3.2.C (Novice) Identify and explore opportunities available through bilingualism/multilingualism and intercultural understanding that align with personal, educational, and career goals.

NE.WL.3.3 Demonstrate lifelong learning through goal setting, planning, strategic action, progress monitoring, and reflective self -assessment.

NE.WL.N.3.3.A (Novice) Set short-term goals using familiar strategies with support.

NE.WL.N.3.3.B (Novice) Use familiar learning strategies, monitor progress when prompted, and begin to ask for help and feedback when needed.

NE.WL.N.3.3.C (Novice) Use simple self-assessment tools (e.g., rubrics, Likert scales, thumbs-up/down) to evaluate performance and begin linking effort and strategies to learning outcomes.

NE.WL.N.3.3.D (Novice) Begin to use self-assessment results and feedback to make simple changes to the learning process.

Intermediate Level Band

Intermediate students are defined by their ability to use language creatively, moving beyond memorized phrases to function with an understanding of need and purpose. They participate in short conversations on predictable or familiar topics and handle simple transactions using sentence-level communication. Their discourse typically consists of discrete sentences and strings of sentences.

WL 1. Within the Language and Literacy Strand (WL 1), students begin to create with the language. Interpretively (WL 1.1), they comprehend the main idea and some supporting details from short, connected communications, relying on familiar vocabulary and structures. Presentational (WL 1.2) students express personal meaning by combining and recombining familiar vocabulary into simple, straightforward, connected sentences about personal experiences. Interpersonally (WL 1.3), they can initiate, sustain, and conclude exchanges on familiar topics and meet practical or transactional needs. They develop strategies such as using known language to compensate for unknown vocabulary (circumlocution).

WL 2. In the Cultures and Communities Strand (WL 2), intermediate learners transition from identifying to analyzing and comparing cultures. They investigate, compare, and provide insights into cultural products, practices, and perspectives, recognizing that significant differences may exist among them.

WL 3. In the Lifelong Learning Strand (WL 3), students strengthen interdisciplinary connections. They describe familiar concepts from other disciplines and begin to independently set clear short-term goals and create action plans to monitor their progress.

NE.WL.I.1 Language and Literacy

NE.WL.1.1 Understand, interpret, and analyze what is read, heard, viewed, or signed.

NE.WL.1.1.A Interpret meaning from spoken, signed, and viewed communication.

NE.WL.IL.1.1.A (Intermediate Low)	Comprehend simple strands of meaning in heard/viewed communications on familiar topics that contain familiar vocabulary and language structures.
NE.WL.IM.1.1.A (Intermediate Mid)	Comprehend strands of meaning in heard/viewed communications on familiar topics that contain contextualized or familiar vocabulary and language structures.
NE.WL.IH.1.1.A (Intermediate High)	Comprehend various strands of meaning in heard/viewed communications on familiar topics that contain low -frequency vocabulary, varied language structures, and/or contextual clues.

NE.WL.1.1.B Interpret meaning from written communication.

NE.WL.IL.1.1.B (Intermediate Low)	Comprehend simple strands of meaning in read communications on familiar topics that contain familiar vocabulary and language structures.
NE.WL.IM.1.1.B (Intermediate Mid)	Comprehend strands of meaning in read communications on familiar topics that contain contextualized or familiar vocabulary and language structures.
NE.WL.IH.1.1.B (Intermediate High)	Comprehend various strands of meaning in read communications on familiar topics that may contain low -frequency vocabulary, varied language structures, and/or contextual clues.

NE.WL.1.2 Present written, spoken, or signed information and ideas.

NE.WL.1.2.A Present information, concepts, ideas, and perspectives through spoken or signed communication.

NE.WL.IL.1.2.A (Intermediate Low) Present spoken/signed communication to share information, weaving together a series of simple sentences appropriate to various situations and environments.

NE.WL.IM.1.2.A (Intermediate Mid) Present spoken/signed communication to share information, weaving a series of connected sentences appropriate to various situations and environments.

NE.WL.IH.1.2.A (Intermediate High) Present spoken/signed communication to share information, weaving a well - structured paragraph appropriate to various situations and environments.

NE.WL.1.2.B Present information, concepts, ideas, and perspectives through written communications.

NE.WL.IL.1.2.B (Intermediate Low) Present written communication to share information, weaving a series of simple sentences appropriate to various situations and environments.

NE.WL.IM.1.2.B (Intermediate Mid) Present written communication to share information, weaving a series of connected sentences appropriate to various situations and environments.

NE.WL.IH.1.2.B (Intermediate High) Present written communication to share information, weaving a well - structured paragraph appropriate to various situations and environments.

NE.WL.1.3 Exchange information and negotiate meaning through written, spoken, or signed interactions.

NE.WL.1.3.A Engage in spoken or signed exchanges to communicate and interact with others.

NE.WL.IL.1.3.A (Intermediate Low) Exchange spoken/signed communication by expressing ideas with original and creative questions, gestures, and/or sentences appropriate to various situations and environments.

NE.WL.IM.1.3.A (Intermediate Mid) Exchange spoken/signed communication by sharing ideas and following up with original and creative questions, gestures, and/or sentences appropriate to various situations and environments.

NE.WL.IH.1.3.A (Intermediate High) Exchange spoken/signed communication by initiating, sustaining, and concluding conversations with complex original and creative questions, gestures, and/or sentences appropriate to various situations and environments.

NE.WL.1.3.B Engage in written exchanges to communicate and interact with others.

NE.WL.IL.1.3.B (Intermediate Low) Exchange written communication to share information using original and creative questions and/or sentences appropriate to various formal and informal social situations and contexts.

NE.WL.IM.1.3.B (Intermediate Mid) Exchange written communication to share ideas and follow up using original and creative questions and/or sentences appropriate to various situations and environments.

NE.WL.IH.1.3.B (Intermediate High) Exchange written communication to initiate, sustain, and conclude conversations using complex, original, and creative questions and/or sentences in various situations and environments.

NE.WL.I.2 Cultures and Communities

NE.WL.2.1 Interact with cultural competence in a way that shows familiarity with, and value for, the cultures and speakers of the language.

NE.WL.I.2.1.A (Intermediate) Reflect on the various facets of one's own culture(s) and the culture studied to deepen understanding of perspectives.

NE.WL.I.2.1.B (Intermediate) Engage appropriately in common situations using culturally specific language and behaviors, and identify relevant social norms.

NE.WL.2.2 Apply language skills to experiences in one's own community.

NE.WL.I.2.2.A (Intermediate) Participate in level-appropriate and culturally authentic activities and customs.

NE.WL.I.2.2.B (Intermediate) Participate in meaningful cultural collaborations within school-based communities.

NE.WL.I.3 Lifelong Learning

NE.WL.3.1 Use the language of study to gain deeper understandings, develop critical thinking, and solve problems while building, reinforcing, and expanding knowledge of other disciplines.

NE.WL.I.3.1.A (Intermediate) Interpret and analyze authentic texts in the language to reinforce and expand knowledge of other disciplines (e.g., arts, social studies, science, mathematics, language arts, etc.).

NE.WL.I.3.1.B (Intermediate) Interpret and analyze concepts from other disciplines using insights (e.g., historical, scientific, artistic, literary, etc.) gleaned from other languages and cultures.

NE.WL.3.2 Connect knowledge and skills acquired through the study of language and culture to personal, educational, and career plans.

NE.WL.I.3.2.A (Intermediate) Develop plans to enhance and integrate language proficiency and intercultural understanding into personal, educational, and career preparation.

NE.WL.I.3.2.B (Intermediate) Explain the value of bi-/multilingualism and intercultural understanding to enrich opportunities in personal, educational, and career settings.

NE.WL.I.3.2.C (Intermediate) Apply knowledge and skills acquired through the study of language and culture for lifelong learning (e.g., personal enjoyment, educational/career advancement).

NE.WL.3.3 Demonstrate lifelong learning through goal setting, planning, strategic action, progress monitoring, and reflective self -assessment.

NE.WL.I.3.3.A (Intermediate) Set clear short-term goals and create action plans using effective learning strategies.

NE.WL.I.3.3.B (Intermediate) Use familiar learning strategies, monitor progress individually, adjust learning strategies when prompted, and seek assistance and feedback as needed.

NE.WL.I.3.3.C (Intermediate) Use self-assessment tools (e.g., rubrics, checklists) to evaluate performance and deliberately connect learning outcomes to the effective use of strategies.

NE.WL.I.3.3.D (Intermediate) Regularly apply self-assessment results and feedback to refine and improve the learning process.

Advanced Level Band

The Advanced Level of proficiency is characterized by a student's comfort in using the language to provide details, reflect, and elaborate on both concrete and abstract information and ideas. Advanced learners communicate effectively by narrating and describing in the present, past, and future time frames, generally utilizing paragraph-level communication. Learners communicate with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.

WL 1. In the Language and Literacy Strand (WL 1), advanced learners demonstrate sophisticated linguistic control. Interpretively (WL 1.1), learners analyze the deeper meaning and purpose of communications that contain complex language structures and contextualized, interdisciplinary, or unfamiliar vocabulary. Learners synthesize interdisciplinary knowledge and integrate new information into their personal schema. Presentational (WL 1.2) learners create a clear, coherent, and well-reasoned discourse on subjects related to their field of interest, producing organized, detailed paragraphs across all major time frames, with cohesion and fluidity. Interpersonally (WL 1.3), learners engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics and are able to effectively handle unexpected complications.

WL 2. Across the Cultures and Communities Strand (WL 2) and the Lifelong Learning Strand (WL 3), learners apply deep knowledge and critical thinking. They function at a competent level in intercultural contexts by analyzing and explaining how diversity in cultural products and practices relates to perspectives and cultural norms (WL 2).

WL 3. In Lifelong Learning, learners synthesize interdisciplinary insights to generate informed solutions to complex local and global issues (WL 3.1). Furthermore, advanced learners independently set meaningful short and long-term goals and actively analyze how their language and cultural skills support personalized, purposeful educational and career pathways (WL 3.2, 3.3).

NE.WL.A.1 Language and Literacy

NE.WL.1.1 Understand, interpret, and analyze what is read, heard, viewed, or signed.

NE.WL.1.1.A Interpret meaning from spoken, signed, and viewed communication.

NE.WL.AL.1.1.A (Advanced Low) Analyze the implicit meaning, explicit meaning, and purpose of heard/viewed communications containing low -frequency vocabulary, complex language structures, and/or contextual clues.

NE.WL.AM.1.1.A (Advanced Mid) Analyze the implicit meaning, explicit meaning, and purpose of heard/viewed communications containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.

NE.WL.AH.1.1.A (Advanced High) Analyze the implicit meaning, explicit meaning, and purpose of heard/viewed communications containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.

NE.WL.1.1.B Interpret meaning from written communication.

NE.WL.AL.1.1.B (Advanced Low) Analyze the implicit meaning, explicit meaning, and purpose of read communications containing low -frequency vocabulary, complex language structures, and/or contextual clues.

NE.WL.AM.1.1.B (Advanced Mid) Analyze the implicit meaning, explicit meaning, and purpose of read communications containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.

NE.WL.AH.1.1.B (Advanced High) Analyze the implicit meaning, explicit meaning, and purpose of read communications containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.

NE.WL.1.2 Present written, spoken, or signed information and ideas.

NE.WL.1.2.A Present information, concepts, ideas, and perspectives through spoken or signed communication.

NE.WL.AL.1.2.A (Advanced Low) Present spoken/signed communication to analyze familiar and unfamiliar topics, creating connected paragraphs across all major time frames with confidence.

NE.WL.AM.1.2.A (Advanced Mid) Present spoken/signed communication to synthesize familiar and unfamiliar topics, creating a series of well-connected paragraphs across all major time frames with confidence and fluidity.

NE.WL.AH.1.2.A (Advanced High) Present spoken/signed communication tailored to a specific audience that provides an original, well-supported argument, including detailed evidence in support of a point of view across all time frames with confidence and cohesion.

NE.WL.1.2.B Present information, concepts, ideas, and perspectives through written communications.

NE.WL.AL.1.2.B (Advanced Low) Present written communication to analyze familiar and unfamiliar topics, creating connected paragraphs across all major time frames with confidence.

NE.WL.AM.1.2.B (Advanced Mid) Present written communication to synthesize familiar and unfamiliar topics, creating a series of well-connected paragraphs across all major time frames with confidence and fluidity.

NE.WL.AH.1.2.B (Advanced High) Present written communication tailored to a specific audience that provides an original, well-supported argument, including detailed evidence in support of a point of view across all time frames with confidence and cohesion.

NE.WL.1.3 Exchange information and negotiate meaning through written, spoken, or signed interactions.

NE.WL.1.3.A Engage in spoken or signed exchanges to communicate and interact with others.

NE.WL.AL.1.3.A (Advanced Low) Exchange spoken/signed communication by analyzing and adapting conversations with complex questions, gestures, and/or sentences to support and justify perspectives in various contexts across a multitude of time frames with confidence.

NE.WL.AM.1.3.A (Advanced Mid) Exchange spoken/signed communication by synthesizing and adapting conversations with complex questions, gestures, and/or sentences to thoroughly elaborate in various contexts across a multitude of time frames with confidence and fluidity.

NE.WL.AH.1.3.A (Advanced High) Exchange spoken/signed communication by anticipating and adapting conversations with complex questions, gestures, and/or sentences to engage holistically in various contexts across all time frames with confidence and cohesion.

NE.WL.1.3.B Engage in written exchanges to communicate and interact with others.

NE.WL.AL.1.3.B (Advanced Low) Exchange written communication that analyzes and adapts conversations using complex questions and/or sentences to support and justify perspectives in various contexts across all major time frames with confidence.

NE.WL.AM.1.3.B (Advanced Mid) Exchange written communication that synthesizes and adapts conversations using complex questions and/or sentences to thoroughly elaborate in various contexts across all major time frames with confidence and fluidity.

NE.WL.AH.1.3.B (Advanced High) Exchange written communication that anticipates and adapts conversations using complex questions and/or sentences to engage holistically in various contexts across all time frames with confidence and cohesion.



NE.WL.A.2 Cultures and Communities

NE.WL.2.1 Interact with cultural competence in a way that shows familiarity with, and value for, the cultures and speakers of the language.

NE.WL.A.2.1.A (Advanced) Analyze the relationships between the products and practices of one's own culture(s) and the culture studied.

NE.WL.A.2.1.B (Advanced) Recognize cultural differences and adjust behavior appropriately in different situations.

NE.WL.2.2 Apply language skills to experiences in one's own community.

NE.WL.A.2.2.A (Advanced) Engage in and reflect upon culturally authentic activities and customs.

NE.WL.A.2.2.B (Advanced) Engage in meaningful and lasting cultural collaborations within and beyond the school setting.

NE.WL.A.3 Lifelong Learning

NE.WL.3.1 Use the language of study to gain deeper understandings, develop critical thinking, and solve problems while building, reinforcing, and expanding knowledge of other disciplines.

NE.WL.A.3.1.A (Advanced) Analyze authentic texts in the language and synthesize the information gathered to reinforce and expand knowledge in other disciplines (e.g., arts, social studies, science, mathematics, language arts).

NE.WL.A.3.1.B (Advanced) Synthesize and apply interdisciplinary insights to create informed solutions to complex local and global issues using multiple sources.

NE.WL.3.2 Connect knowledge and skills acquired through the study of language and culture to personal, educational, and career plans.

NE.WL.A.3.2.A (Advanced) Envision and create detailed paths toward language proficiency and intercultural understanding that align with personal, educational, and career plans.

NE.WL.A.3.2.B (Advanced) Analyze the broader impacts of bi-/multilingualism and intercultural understanding on personal, educational, career, and societal outcomes.

NE.WL.A.3.2.C (Advanced) Integrate knowledge and skills acquired through the study of language and culture for lifelong learning (e.g., personal enjoyment, educational/career advancement).

NE.WL.3.3 Demonstrate lifelong learning through goal setting, planning, strategic action, progress monitoring, and reflective self-assessment.

NE.WL.A.3.3.A (Advanced) Set meaningful short and long-term goals independently and create a personalized, flexible plan including a variety of learning strategies.

NE.WL.A.3.3.B (Advanced) Use multiple learning strategies, regularly monitor progress, independently adjust strategies as needed, and proactively seek help and feedback.

NE.WL.A.3.3.C (Advanced) Independently and consistently self-assess performance using a variety of tools to identify growth.

NE.WL.A.3.3.D (Advanced) Independently and consistently self-assess performance using a variety of tools to identify growth.