

# NEBRASKA WORLD LANGUAGE STANDARDS



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## Introduction

Language and intercultural skills are critical in preparing our students to engage and thrive in the globally interconnected world in which we find ourselves. The ability to communicate with other nations and cultures is a matter of national security, economic growth, environmental sustainability, and social well-being.

In order to compete in the 21<sup>st</sup> century, Nebraska students must be able to communicate and interact effectively in at least one other language and culture. Life in our globally diverse society requires language and intercultural skills to work together with individuals from other cultures who speak other languages. Our state's economy strongly depends on international trade and businesses who require globally competent individuals who can communicate effectively to compete in a highly competitive global market. Issues of national security require highly qualified language speakers to negotiate and interact competently with other nations. Building social neighborhoods within our diverse communities are necessary to work together to provide a quality life for all.

The social and intercultural skills honed through the learning of another language, include collaborating, negotiating meaning, and mediating misunderstandings, are truly needed in a diverse, multilingual world where worldviews, cultural customs and traditions often clash. It is in world language classes that students access the manifestations of another culture, develop the ability to use language appropriately in social situations, and gain insights into others' perspectives and worldview. Research has found that learning another language, particularly at a young age, has significant cognitive benefits, such as increased memory function, critical thinking, and mind-mapping skills, creativity, and flexibility of mind. Studies have shown that students who are learning another language out-score their non-foreign language-learning peers in the verbal and math sections of standardized tests. By engaging in learning a world language, students build 21<sup>st</sup> century literacy skills essential for their future.

College readiness requires that students have the pre-requisite coursework for admission and the knowledge and skills to succeed in entry-level classes. Nebraska universities require world language learning for admission. To ensure successful post-secondary success and job-preparedness in gaining language and cultural proficiency, the Nebraska World Language Standards serve as guidelines for schools, teachers, students and other stakeholders to ensure that students' learning opportunities are standards and proficiency based.

The newly revised Nebraska World Language Standards are aligned with the *World Readiness Standards for Learning Languages* and were adapted specifically to assist Nebraska language programs, teachers and learners to establish criteria to optimize language and cultural proficiency for all learners.

*Dr. Aleidine J. Moeller, Edith Greer Professor, University of Nebraska-Lincoln,  
President, American Council on the Teaching of Foreign Languages, 2018*

Approved by the Nebraska State Board of Education on September 6, 2019

## Content Area Standards

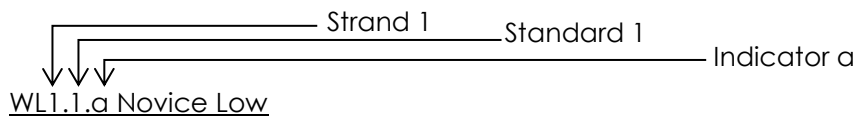
Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to "adopt measurable academic content standards for at least the grade levels required for statewide assessment" (Academic Content Standards, 2015). The statute specifies that those standards shall cover the subject areas of reading, writing, mathematics, science, and social studies, and, that the State Board of Education shall develop a plan to review and update standards for those subject areas every seven years. The revised statute is effective as of August 30, 2015. In addition to the content area standards required by statute, the Nebraska Department of Education (NDE) develops content area standards for Fine Arts, Physical Education, Health Education, and World Languages, as well as course-based content standards for Career and Technical Education. Although not required by law, the standards provide schools a framework for ensuring quality teaching and learning for all content areas offered in Nebraska schools.

The Nebraska World Language Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while locally defined curriculum and instructional materials are used to help students master the standards.

## Using the 2019 Standards

The overall structure of Nebraska's World Language Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. Standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards are sorted by strands, which are essential components to world language learning. Indicators further describe what students must know and be able to do to at a specific level of language learning to meet the standard and provide guidance related to classroom instruction.

### Reading the World Language Standards



Strand: Students communicate effectively in a variety of situations for multiple purposes.

Standard: Students exchange information through interaction and negotiation of meaning.

Indicator: Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

### **Strands: The “Five C’s” of World Language Learning**

There are five strands or “essential components” of world language learning:

- **Communication:** Students communicate effectively in a variety of situations for multiple purposes.
- **Culture:** Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.
- **Connections:** Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.
- **Communities:** Students can apply their world language skills to personal, community, and/or career experiences.
- **Cognition:** Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Each of these strands is interwoven, existing in correlation with and dependent on the others. While these essential components, or strands, are presented distinctly, it is important to remember that they cannot be used independently. All must be present in any world language classroom.

### **Standards: The Expectations of World Language Learning**

Each of the five strands contains several components that are long-term goals for learning. These broad, overarching content-based statements that describe the basic cognitive, affective expectations of students are standards. There are ten standards.

When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations. Notations have been made after certain standards that may need special treatment in order to be applicable to specific language groups.

### **Indicators: Language Performance Expectations by Level**

For each standard, there is an indicator that establishes the level of expectation appropriate for a given performance level. Indicators are not labeled by language courses. Course titles, such as “French Two”, most often represent the level of progression in the district’s world language curriculum and are often insufficient in describing the actual performance of students.

The Nebraska World Language Standards use three performance level indicators: novice, intermediate, and advanced. Each performance level indicator can be further divided into a low, mid, and high range. The definitions of novice, intermediate, and advanced are as follows:

Novice:

Novice students are beginning to use the language. Their performance is limited to words, phrases, and simple sentences on familiar or highly predictable topics. They may be difficult to understand. Novice listeners understand key words, true aural cognates, and formulaic expressions. Novice writers and speakers can use isolated words and phrases to identify typical cultural elements. They can use resources in the language to make connections to other content areas or to greater language communities by identifying predictable elements of a message, using cognates, and/or using extralinguistic supports. Novice learners identify and describe what they can do in language study using simple words and phrases.

Intermediate:

Intermediate students have gaps in knowledge but are able to use the language with an understanding of need and purpose. Intermediate listeners understand the main ideas and supporting details. Speakers can meet practical needs, ask and answer simple questions. Presenters can communicate information and express their own thoughts about familiar topics. Intermediate students can investigate, describe and compare their culture with those of the culture studied. These students can apply simple and concrete language to learning about other content areas and communicating within their greater language communities. They have created their own language goals and are able to articulate, if only in simple language, their personal language journey.

Advanced:

Advanced students are comfortable in using the language to provide details, to reflect, and to elaborate on both concrete and abstract information and ideas. Writers can write routine informal and some formal correspondence using major time frames, paraphrasing, and elaboration. Listeners can understand the main ideas and most details on variety of general interest topics. Readers understand a wide variety of texts characterized by one or more of the following: high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Advanced students can use the language to navigate appropriately in various cultural settings within greater language communities. These students are able to analyze their language learning and to elaborate on their plans for the future.

### **Applying Performance Level Expectations for World Language Programming**

As schools and districts move forward in establishing programming that aligns with the World Language Standards, they must first ask, "What is the ultimate expectation for language knowledge and skills at the completion of the world language program?" Once an ultimate goal has been determined, the school can dedicate the time and resources necessary to meet the goal. The critical factor to consider in this process is the level of language needed to negotiate successfully in life, careers, and academia.

Colleges and universities, and even individual departments within colleges and universities, have specific language entrance and graduation requirements. The average expectation is that incoming college freshmen will have had a minimum of two years of high school world language. This expectation, however, does not clarify the level of performance students should have. Colleges and universities usually conduct placement tests that allow students to enroll in their corresponding level of language study.

The ability to communicate in multiple languages has a proven economic value. Local, regional, national, and international markets are actively seeking employees who can respond to customers and negotiate agreements. In the graphic on the following page, The American Council on the Teaching of Foreign Languages shares a comparison of oral proficiency levels needed in the workplace in order to be career ready. Cashiers, sales clerks, and receptionists who wish to interact with clientele in a language other than English must be prepared to function at a level of Intermediate in the other language. A banking and investment customer service representative, medical interpreter, and human resource benefit specialist must be prepared to function at a level of Advanced.

Technical language, or language specific to a given profession or skill, is the ultimate preparation to apply language to careers or to community life. However, technical language classes require a strong foundation in the language and in the technical or career skill area.

Not to be disregarded, the ability to function bilingually also strongly affects one's quality of life. Language function dramatically increases cognitive function well into older age. Bilinguals have greater ability to see and understand nuances, to investigate actively, to use critical thinking, and to seek a more profound level of communication.

# ORAL PROFICIENCY LEVELS IN THE WORKPLACE

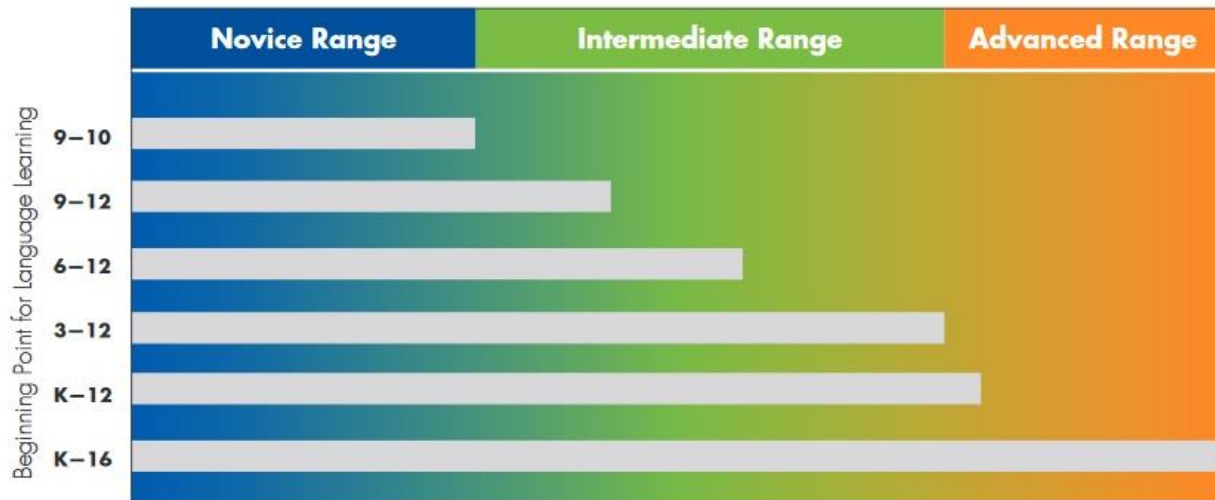
ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	<b>5</b>	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
	<b>4</b>			
<b>Superior</b>	<b>3</b>	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	<b>2+</b>	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	<b>1+</b>	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>				
<b>Novice High</b>	<b>0+</b>	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K–6</li> </ul>
<b>Novice Mid</b>	<b>0</b>			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>				

\*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.





Once a district has determined an expectation for the ultimate level of language performance, programming needs will be considered. There is a definite correlation between the level of language expectation and the amount of time given to study and practice. The following model, provided by the American Council on the Teaching of Foreign Languages, shows how time is a critical component to developing language performance.



Source: "Figure 4: Time as a Critical Component for Developing Language Performance", ACTFL Performance Descriptors for Language Learners, 2012 Edition, Alexandria, VA: ACTFL, p. 6.

Students with twelve years of language study will be able to communicate information, express their thoughts, investigate, describe and elaborate on both concrete and abstract information and ideas. These students will find success using language daily in teaching, social services, medical careers, retail, and business.

In equipping students to be community volunteers, world travelers, entrepreneurs, and communicators, it is important to remember the correlation between time and ability. Essentially, a stronger investment in the duration and depth of a language program will result in higher and more useful levels of language performance.

## Nebraska World Language Standards

### **Strand One: Communication (p. 10)**

**Students communicate effectively in a variety of situations for multiple purposes.**

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

### **Strand Two: Culture (p. 17)**

**Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.**

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

### **Strand Three: Connections (p. 20)**

**Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.**

- 3.1 Students apply the language of study to discuss other content areas of study.

### **Strand Four: Communities (p. 23)**

**Students can apply their world language skills to personal, community, and career experiences.**

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

### **Strand Five: Cognition (p. 26)**

**Students explain what they know and are able to monitor their own learning journey with support from their teachers.**

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

## **Strand One: Communication**

Students communicate effectively in a variety of situations for multiple purposes.

### **Key point:**

- Students should use language for a meaningful, communicative purpose.

Communication is the most elemental purpose of language learning. As simple as a child's first word or as complex as a discourse on the impacts of science and technology, communication is invariably tied to need, situation, purpose, and mode. These concepts are represented in later strands. Strand One focuses on the dexterity of manipulating the language and language structures in various modes of communication. The Modes of Communication are Interpersonal, Interpretive, and Presentational. The Interpersonal Mode represents negotiation of information among two or more parties. The Interpretive Mode requires an interpretation of meaning. The Presentational Mode refers to the creation of a message that others will have to interpret. All modes of communication might be conducted in written or oral format.

**WL 1.1: Students exchange information through interaction and negotiation of meaning.**

WL 1.1.a Novice Low

Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

WL 1.1.b Novice Mid

Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing.

WL 1.1.c Novice High

Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.

WL 1.1.d Intermediate Low

Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.

WL 1.1.e Intermediate Mid

Initiate, sustain, and conclude exchanges about familiar topics with focused structures in a series of connected sentences.

WL 1.1.f Intermediate High

Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures.

WL 1.1.g Advanced Low

Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.

WL 1.1.h Advanced Mid

Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.

WL 1.1.i Advanced High

Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames.

**Specific Considerations for Ancient and Classical Languages (ACL):**

The 2017 Standards for Classical Language Learning state, "There are philosophical differences that govern the various approaches to using interpersonal communications in the Latin classroom. Some teachers use interpersonal communication intermittently, some use it frequently, and some use it as the basis of the entire educational platform. There is growing evidence that the use of spoken Latin in the classroom facilitates student comprehension of the language, which facilitates reading it. Whichever approach a teacher uses will determine the ultimate level of proficiency that learners attain in the interpersonal mode."

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.1:</p> <p>Students exchange information through interaction and negotiation of meaning.</p> <p><b>WIDA "Los Descriptores Podemos" Concrete Use of Language "Discutir" Descriptor:</b></p> <p>Dialogue and converse with others in order to jointly create knowledge and deepen understanding.</p>
<p>Nebraska WL1.1.a Novice Low</p> <p>Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.</p> <p><b>WIDA "Podemos" (translated), Grade 1, Level 1 Discussion, Oral:</b></p> <p>Use drawings or other visual media to share or clarify ideas. Follow the rules of appropriate conversation (i.e.: listening attentively to others, speaking one at a time)</p>
<p>Nebraska WL1.1.d Intermediate Low</p> <p>Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.</p> <p><b>WIDA "Podemos" (translated), Grade 6-8, Level 1 Discussion, Oral:</b></p> <p>Follow the appropriate rules of the context of discussion. (i.e.: taking turns). Prepare notes or written contributions.</p>
<p>Nebraska WL1.1.g Advanced Low</p> <p>Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.</p> <p><b>WIDA "Podemos" (translated), Grade 9-12, Level 1 Discussion, Oral:</b></p> <p>Prepare points or commentary in order to participate in the conversation. Use images or other supports to support your message or commentary.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

**WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

WL1.2.a Novice Low

Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL1.2.b Novice Mid

Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.c Novice High

Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.d Intermediate Low

Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.

WL 1.2.e Intermediate Mid

Comprehend the main idea and some supporting details of messages on familiar topics that contain contextualized or familiar vocabulary and language structures.

WL 1.2.f Intermediate High

Comprehend and summarize main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.g Advanced Low

Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.h Advanced Mid

Analyze the implicit meaning literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.

WL 1.2.i Advanced High

Analyze the implicit meaning literal meaning, and purpose of messages containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

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Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.2:</p> <p>Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor:</p> <p>Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.2.a Novice Low</p> <p>Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Listening:</p> <p>Identify words related to characters, animals or objects described orally.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify main characters. Recognize familiar or memorized language.</p>
<p>Nebraska WL1.2.d Intermediate Low</p> <p>Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Listening:</p> <p>Identify familiar objects or places in oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify principle ideas in short texts. Point out texts and posters in the classroom and school that are related to familiar stories.</p>
<p>Nebraska WL1.2.g Advanced Low</p> <p>Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Listening:</p> <p>Match common and technical words and expressions with images, photos, and graphics. Identify texts, resources, products or named figures from oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Reading:</p> <p>Highlight descriptive words and expressions in short statements. Identify formatting components in order to locate information.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

**WL 1.3: Students present ideas and information according to a variety of purposes and audiences.**

WL1.3.a Novice Low

Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.

WL1.3.b Novice Mid

Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts.

WL 1.3.c Novice High

Present information on familiar and everyday topics using simple sentences in structured contexts.

WL 1.3.d Intermediate Low

Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.

WL 1.3.e Intermediate Mid

Express personal meaning on familiar topics by creating combinations of language and structure specific to purpose and audience.

WL 1.3.f Intermediate High

Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary.

WL 1.3.g Advanced Low

Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.

WL 1.3.h Advanced Mid

Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames.

WL 1.3.i Advanced High

Create and deliver information on familiar and unfamiliar topics, elaborating and clarifying detailed and organized ideas.

**Specific Considerations for Ancient and Classical Languages (ACL):**

The 2017 Standards for Classical Language Learning state, "The presentational mode focuses on the creation of messages to inform, to tell a story, to give an explanation, or to persuade...Communication in the presentational mode may include writing, speaking, or a combination of one of these with visual communication."



**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.3: Students present ideas and information according to a variety of purposes and audiences.</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor: Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.3.a Novice Low Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Speaking: Name words that represent familiar objects. Repeat short, typical phrases in oral narrations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Draw and tag academic events or situations. Tag story scenes using key words.</p>
<p>Nebraska WL1.3.d Intermediate Low Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Speaking: Name school and community events using visual supports. Respond to simple, closed questions relating to familiar topics.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Reproduce words and brief phrases related to familiar topics. Tag photos and illustrations that represent ideas studied in class.</p>
<p>Nebraska WL1.3.g Advanced Low Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Speaking: Use technical vocabulary to explain processes, cycles, or phenomena.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Writing: Describe photos, illustrations, and models using technical vocabulary. Explain historical events or events in sequence.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

## **Strand Two: Culture**

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

### **Key points:**

- The culture of the target language is fundamental to all language instruction and can be taught through implicit instruction as well as explicit instruction.
- Elements of culture can, and should be, taught in the target language whenever appropriate and feasible.
- Learners must have insight into cultural perspectives, and the ability to behave appropriately in a variety of cultural contexts, in order to be effective communicators.

Interculturality is the ability to understand the underlying histories, values, attitudes, beliefs, practices, and views that affect communication and understanding among people. It is the essence of 'it's not what was said; but how it was said'. Strand Two illustrates that true language proficiency requires an awareness of and familiarity with the connotations, social cues, and perceptions associated with language in order to communicate the desired message. Intercultural competence often results in empathy, closer introspection, greater self-awareness, and active listening.

**WL 2.1: Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.**

WL2.1.a Novice Low

Identify and describe products, practices and perspectives using isolated words and phrases.

WL2.1.b Novice Mid

Identify products, practices, and perspectives using high-frequency vocabulary and phrases.

WL 2.1.c Novice High

Identify and describe products, practices, and perspectives using simple sentences in structured contexts.

WL 2.1.d Intermediate Low

Investigate, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures.

WL 2.1.e Intermediate Mid

Investigate and compare products, practices, and perspectives using familiar vocabulary and creating combinations of limited and advanced language structures.

WL 2.1.f Intermediate High

Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.1.g Advanced Low

Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas.

WL 2.1.h Advanced Mid

Analyze and explain the products, practices and perspectives of various groups using focused or context-specific vocabulary and organized and detailed ideas.

WL 2.1.i Advanced High

Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures.

**Specific Considerations for Ancient and Classical Languages (ACL):**

Although many common products have been lost to historical record, it may be possible to investigate historical artifacts. Possible products include: clothing, jewelry, dwellings, sports, literature, artwork, tools, pottery. Products may be discoverable through ancient artwork, ruins, or other artefacts.

**WL 2.2: Students identify and apply culturally-appropriate language and behavior.**

WL2.2.a Novice Low

Identify expressions unique to the cultures studied.

WL2.2.b Novice Mid

Identify and react with simple expressions and idioms unique to the languages and cultures studied.

WL 2.2.c Novice High

Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.

WL 2.2.d Intermediate Low

Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios.

WL 2.2.e Intermediate Mid

Interact with culturally appropriate learned behaviors, familiar vocabulary and combinations of limited and advanced language structures.

WL 2.2.f Intermediate High

Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.2.g Advanced Low

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language.

WL 2.2.h Advanced Mid

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both familiar and unfamiliar language.

WL 2.2.i Advanced High

Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.

**Specific Considerations for Ancient and Classical Languages (ACL):**

Daily life, idioms, and regional variations in the language may not have been recorded or may not be available to allow students to interact with these elements today. ACL educators are encouraged to present and discuss what unique expressions, idioms, and cultural language points are available.

### **Strand Three: Connections**

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

#### **Key Points:**

- Scaffolding and structure support the use of appropriately chosen authentic materials.
- Using authentic materials contextualizes the language, expands lexicon through production, and validates the learning of the language and the learning of the content.

Languages bring the power to communicate a message to an exponentially larger audience. Languages are a mechanism that support access to resources, opportunities, and careers. In making connections to other content areas, students will expand vocabulary, contextualize the language, and begin to seek out a pathway to personalized language learning. Strand One and Strand Two are about the finesse and use of language. Strand Three and Strand Four are about the purpose of language study: to make connections, and to apply the skills students have learned.

**WL 3.1: Students apply the language of study to discuss other content areas of study.**

WL3.1.a Novice Low

Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL3.1.b Novice Mid

Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.c Novice High

Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.d Intermediate Low

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using familiar vocabulary and language structures in short, connected sentences.

WL 3.1.e Intermediate Mid

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 3.1.f Intermediate High

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 3.1.g Advanced Low

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low-frequency vocabulary, higher-level language structures, and various time frames.

WL 3.1.h Advanced Mid

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures and various time frames.

WL 3.1.i Advanced High

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have

academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" or "Spanish Language Development Standards" may provide a richer expectation for heritage language study.

<p>Nebraska WL 3.1: Students apply the language of study to discuss other content areas of study.</p> <p style="text-align: center;">→</p> <p>WIDA Spanish Language Development Standards ↓</p>	<p><a href="#">WL3.1.a Novice Low</a> Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.</p> <p><a href="#">WL 3.1.i Advanced High</a> Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.</p>
<p><b>Standard 1: Social and Instructional Language</b> Emergent bilinguals communicate for social and instructional purposes within the school setting</p>	<p><b>Grade 1, Level 1</b> Follow oral instructions using modeling and sensory supports and partner engagement.</p> <p><b>Grade 11-12, Level 1</b> Sort information found in illustrated texts with a partner using graphic organizers and following a model.</p>
<p><b>Standard 2 – The Language of Language Arts</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of language arts</p>	<p><b>Grade 1, Level 1</b> Describe the use of syntactic aspects using sentence schemas, word banks, and with support from L1.</p> <p><b>Grade 11-12, Level 1</b> Create a graphic legend using literary resources and continuing to use interactive models and supports, including L1 and L2.</p>
<p><b>Standard 3 – The Language of Mathematics</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of mathematics</p>	<p><b>Grade 1, Level 1</b> Identify strategies according to the information graphic texts using sensory supports and L1.</p> <p><b>Grade 11-12, Level 1</b> Label the steps to solve quadratic equations using banks of illustrated words.</p>
<p><b>Standard 4 – The Language of Science</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of science</p>	<p><b>Grade 1, Level 1</b> Draw and label illustrations of observations of experiments using Banks of illustrated words.</p> <p><b>Grade 11-12, Level 1</b> Identify the effects of the pollutants presented in an oral discourse and in banks of illustrated words to complete a scheme.</p>
<p><b>Standard 5 – The Language of Social Studies</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of social studies</p>	<p><b>Grade 1, Level 1</b> Name an advantage of the use of means of transport using audio-visual aids, models, banks of illustrated words and L1 if necessary.</p> <p><b>Grade 11-12, Level 1</b> Name the advantages and disadvantages of economic systems using sentence frames and word banks in L1 and L2.</p>

Source: WIDA Spanish Language Development Standards. WIDA, 2013, *The Spanish Language Development Standards*

## **Strand Four: Communities**

Students can apply their world language skills to personal, community, and career experiences.

### **Key Points:**

- Providing a connection to world languages outside of the school setting is critical to student motivation and engagement.
- Community involvement builds empathy, respect for diversity, and self-awareness.
- When there is an awareness of the world, it is far easier to find one's place within it.

Our global world and impact continue to expand. Language skills bring global connections closer to home, allowing students to connect across the world or at the market on the corner. Strand Four emphasizes participation in multilingual communities around us. With another language, students can be aware of the world and their role within it, have an understanding of community needs and concerns, and be able to take responsibility for their development as a member of their community.



**WL 4.1: Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.**

WL4.1.a Novice Low

Identify college and career options that incorporate the language studied using isolated words and phrases.

WL4.1.b Novice Mid

Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures.

WL 4.1.c Novice High

Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.

WL 4.1.d Intermediate Low

Relate, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences.

WL 4.1.e Intermediate Mid

Relate and describe careers that align with personal skills and interests by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 4.1.f Intermediate High

Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 4.1.g Advanced Low

Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level language structures.

WL 4.1.h Advanced Mid

Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures.

WL 4.1.i Advanced High

Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures.

**WL 4.2: Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.**

WL4.2.a Novice Low

Use digital tools to select, categorize, and paraphrase information that tends to use isolated, high-frequency words and/or phrases and extra-linguistic supports.

WL4.2.b Novice Mid

Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts.

WL 4.2.c Novice High

Use digital tools to select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics.

WL 4.2.d Intermediate Low

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in short statements.

WL 4.2.e Intermediate Mid

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in connected sentences.

WL 4.2.f Intermediate High

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary.

WL 4.2.g Advanced Low

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 4.2.h Advanced Mid

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, contextualized interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

WL 4.2.i Advanced High

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

## **Strand Five: Cognition**

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

### **Key Points:**

- Learning is a partnership between the student and the teacher.
- Learning to learn establishes processes and connections that more efficiently route information to its destination.
- Using the language of study to define expectations, discuss language acquisition, and to set learning goals increases the ability to place language in context.
- Taking an active role in planning for language study propels students to higher levels of proficiency.

First language learning and acquisition is a process that begins in infancy and lasts a lifetime. Second language learning and acquisition is both similar and more dynamic than first language learning. Language learning is the natural absorption of language that is firmly rooted in situational and contextual surroundings. Infants come to associate “mama”, “papa”, and “bottle” with things that they need. Language acquisition is a formalized study of language and its functions. It will be years before those same children understand “nouns” and can manipulate them in sentences. Strand Five serves to help educators and students remember that language learning and acquisition is a process. By learning the cognition of language study, students will be better able to engage in and take responsibility for their own learning.

**WL 5.1: Students self-assess growth in language learning, practice, and understanding.**

WL5.1.a Novice Low

Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned.

WL5.1.b Novice Mid

Use simple words or phrasing to identify what concepts, skills, or information have been learned.

WL 5.1.c Novice High

Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.

WL 5.1.d Intermediate Low

Reflect on how personal learning, practice, and understanding are evident.

WL 5.1.e Intermediate Mid

Reflect on how personal learning, practice, and understanding are evident and how learning might be improved.

WL 5.1.f Intermediate High

Reflect on personal learning, practice, and understanding in response to pre-determined goals, outcomes, or expectations.

WL 5.1.g Advanced Low

Analyze how personal learning, practice, and understanding have developed over time.

WL 5.1.h Advanced Mid

Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth.

WL 5.1.i Advanced High

Analyze how personal learning, practice, and understanding can be sustained for future growth.

**WL 5.2: Students set language learning goals and organize priorities.**

WL5.2.a Novice Low

Identify what concepts, skills, or information are desired using isolated words, phrasing, or images.

WL5.2.b Novice Mid

Identify what concepts, skills, or information are desired using simple words or phrasing.

WL 5.2.c Novice High

Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.

WL 5.2.d Intermediate Low

Create simple, short-term goal statements in response to units of study or other focused needs.

WL 5.2.e Intermediate Mid

Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs.

WL 5.2.f Intermediate High

Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.

WL 5.2.g Advanced Low

Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

WL 5.2.h Advanced Mid

Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals.

WL 5.2.i Advanced High

Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

## Summary of World Language Strands and Standards

The World Language Standards represent all languages, for all learners, at all levels. Although each language group has distinct linguistic components, these standards are meant to provide direction in the kinds of skills that students should accomplish at a particular level. When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations.

Students communicate effectively in a variety of situations for multiple purposes.

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

- 3.1 Students apply the language of study to discuss other content areas of study.

Students can apply their world language skills to personal, community, and career experiences.

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.