

WORLD LANGUAGES

Advanced-Low, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.



COLORADO
Department of Education

Prepared Graduates:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (interpersonal mode).

Range Level Expectation:

1.1 Maintain spontaneous spoken, written or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions (interpersonal mode).

Evidence Outcomes

Students Can:

- a. Exchange information and ideas on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.
- b. Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.
- c. Maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate in conversations on a wide variety of topics that go beyond everyday life.
2. Compare and contrast life in different locations and in different times.
3. Resolve an unexpected complication that arises in a familiar situation.
4. Conduct or participate in interviews.

Inquiry Questions:

1. How can I exchange information and ideas in conversations?
2. How can I meet my needs or address situations in conversations?
3. How can I express, react to, and support preferences and opinions in conversations?

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Prepared Graduates:

2. Understand, interpret and analyze what is heard, read or viewed on a variety of topics (interpretive mode).

Range Level Expectation:

1.2 Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed (interpretive mode).

Evidence Outcomes

Students Can:

- a. Identify the underlying message and some supporting details in descriptive informational texts across time frames.
- b. Identify the underlying message and some supporting details in fictional texts across time frames.
- c. Identify the underlying message and some supporting details in conversations and discussions across time frames.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Find and use information for practical purposes.
2. Read texts that compare and contrast information.
3. Understand descriptions and stories of events that have happened or will happen.
4. Understand the main idea of popular genres.

Inquiry Questions:

1. What can I understand, interpret or analyze in authentic informational texts?
2. What can I understand, interpret or analyze in authentic fictional texts?
3. What can I understand, interpret or analyze in conversations and discussions?

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Prepared Graduates:

3. Present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

Range Level Expectation:

1.3 Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written or signed language (presentational mode).

Evidence Outcomes

Students Can:

- a. Tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- b. State a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.
- c. Deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Present on a variety of academic and workplace topics.
2. Present on a variety of social and cultural topics.
3. Explain issues of public and community interest, including different viewpoints.
4. Present to a specific audience.

Inquiry Questions:

1. How can I present information to narrate about my life, experiences and events?
2. How can I present information to give a preference, opinion or persuasive argument?
3. How can I present information to inform, describe or explain?

Prepared Graduates:

4. Use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.

Range Level Expectation:

2.1 Explain some diversity among practices and how it relates to perspectives in the target cultures and the student's own.

Evidence Outcomes

Students Can:

- a. Explain how a variety of practices within familiar and social situations are related to perspectives when using the target language in the three modes at the advanced-low range.
- b. Converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences when using the target language in the three modes at the advanced-low range.
- c. Demonstrate awareness of subtle differences among cultural behaviors and adjust the student's behavior accordingly in familiar and some unfamiliar situations when using the target language in the three modes at the advanced-low range.
- d. Interact at a competent level in familiar and some unfamiliar cultural contexts when using the target language in the three modes at the advanced-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Investigate opportunities to explore the world in order to expand linguistic proficiency and cultural understanding (such as study abroad, gap year experiences, immersion camps, etc.).
2. Adjust language, behaviors and messages to acknowledge audiences with different cultural backgrounds.

Inquiry Questions:

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

Prepared Graduates:

5. Use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.

Range Level Expectation:

2.2 Explain some diversity among products and how it relates to perspectives in the target cultures and the student's own.

Evidence Outcomes

Students Can:

- a. Explain how a variety of products of public and personal interest are related to perspectives when using the target language in the three modes at the advanced-low range.
- b. Converse comfortably with others from the target culture, in familiar and some unfamiliar situations and show some understanding of cultural differences when using the target language in the three modes at the advanced-low range.
- c. Demonstrate awareness of subtle differences among cultural behaviors and adjust the student's behavior accordingly, in familiar and some unfamiliar situations when using the target language in the three modes at the advanced-low range.
- d. Interact at a competent level in familiar and some unfamiliar cultural contexts when using the target language in the three modes at the advanced-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explain how globalized products impact society and individual lifestyles.
2. Research in detail the role and importance of products from the target cultures.
3. Recognize the contributions of other cultures to the world and the possible solutions to common global challenges.

Inquiry Questions:

1. How can I use my target language skills to investigate the world beyond my immediate environment?
2. How can I use my target language skills to recognize and understand others' ways of thinking as well as my own?
3. How can I use my target language skills and cultural understandings to interact in a cultural context other than my own?

WORLD LANGUAGES

Advanced-Low, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



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Prepared Graduates:

6. Build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Range Level Expectation:

3.1 Evaluate information gathered from target language resources connected to other content areas.

Evidence Outcomes

Students Can:

- a. Interpret information and apply skills from other content areas to experiences related to the target language and its cultures when using the three modes at the advanced-low range.
- b. Research target language resources in order to analyze and synthesize information acquired from authentic target language sources for use in other content areas when using the three modes at the advanced-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explore, discuss and debate topics from other content areas (e.g., political and historical concepts, worldwide health issues, and environmental concerns).
2. Identify and analyze characteristics of different text types and genres.

Inquiry Questions:

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

WORLD LANGUAGES

Advanced-Low, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.



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Prepared Graduates:

7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

Range Level Expectation:

3.2 Evaluate information and viewpoints present in authentic resources.

Evidence Outcomes

Students Can:

- a. Research authentic target language resources, analyze the content, and acquire unique information available only through the target language and its cultures when using the three modes at the advanced-low range.
- b. Use authentic sources to analyze the distinctive perspectives of the target language and its cultures when using the three modes at the advanced-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Research an issue of global importance in order to provide insights from the perspective of the target cultures.
2. Read a piece of literature in the target language and analyze the universality of the message.

Inquiry Questions:

1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations?
2. How can I acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations?

Prepared Graduates:

8. Use the language to investigate, explain and reflect on the nature of language through comparisons of the target language and the student's own language.

Range Level Expectation:

4.1 Reflect on the significance of the similarities and differences between the target language and the student's own language.

Evidence Outcomes

Students Can:

- a. Analyze similarities and differences in the target language and the student's own language in the three modes at the advanced-low range.
- b. Use appropriate idiomatic expressions in a variety of settings in the three modes at the advanced-low range.
- c. Compare differences in formal and informal requirements for language between the target language and their language in the three modes at the advanced-low range.
- d. Recognize how different time frames are expressed in the target language in the three modes at the advanced-low range.
- e. Use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the advanced-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Recognize that cognates have the same as well as different meanings among languages.
2. Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English.
3. Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.
4. Identify and analyze lexical and grammatical changes in the language they are learning and the student's own.

Inquiry Questions:

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?



Prepared Graduates:

9. Use the language to investigate, explain and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture.

Range Level Expectation:

4.2 Reflect on the significance of the similarities and differences between the target culture(s) and the student's own culture.

Evidence Outcomes

Students Can:

- a. Analyze cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the advanced-low range.
- b. Analyze cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the advanced-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Compare and contrast the values (e.g., work and leisure time) in the target culture(s) and the student's own.
2. Compare and contrast behaviors (e.g., health and wellness) in the target culture(s) and the student's own.
3. Compare and contrast attitudes (e.g., youth and aging) in the target culture(s) and the student's own.
4. Compare and contrast the importance placed on individual needs versus community/global needs in the target culture(s) and the student's own.
5. Identify and discuss social, economic and political institutions and related perspectives in the target culture(s) and the student's own.

Inquiry Questions:

1. How do I develop insight into the nature of language in order to interact with cultural competence?
2. How do I develop insight into the concept of culture in order to interact with cultural competence?