

WORLD LANGUAGES

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



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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 Participate in spontaneous spoken, written or signed conversations on very familiar topics creating simple sentences to ask and answer a variety of questions (interpersonal mode).

Evidence Outcomes

Students Can:

- a. Request and provide information in conversations on familiar topics by creating questions and simple sentences and asking appropriate follow-up questions.
- b. Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
- c. Express, ask about and react with some details to preferences, feelings or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Have a simple conversation on a variety of everyday topics.
2. Ask and answer questions about familiar topics.
3. Use the language to meet basic needs in familiar situations.

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 idea and some pieces of information from simple sentences within texts that are spoken, written or signed on familiar topics (interpretive mode).

Evidence Outcomes

Students Can:

- a. Identify the topic and related information from simple sentences in short informational texts.
- b. Identify the topic and related information from simple sentences in short fictional texts.
- c. Identify the main idea and related information in short conversations, discussions and other sources.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Understand the basic purpose of a message.
2. Understand messages related to their basic needs.
3. Understand questions and simple statements on everyday topics when they are part of the conversation.
4. Understand messages in which the writer tells or asks them about topics of personal interest.
5. Identify some simple information needed on forms.
6. Identify some information from news media.

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, discussions and other sources?

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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 Communicate information, make presentations and express thoughts about familiar topics, using simple sentences through spoken, written, or signed language (presentational mode).

Evidence Outcomes

Students Can:

- a. Present personal information about life, activities and events, using simple sentences.
- b. Express preferences on familiar and everyday topics of interest and explain why one feels that way, using simple sentences.
- c. Present on familiar and everyday topics, using simple sentences.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Present about people, activities, events and experiences.
2. Express needs and wants.
3. Present and write information about plans, instructions and directions.
4. Present songs, short skits or dramatic readings.
5. Prepare materials for a presentation.
6. Present about topics of interest.

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 Investigate and compare practices to help understand perspectives in the target cultures and the student's own.

Evidence Outcomes

Students Can:

- a. Compare practices related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-low range.
- b. Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range.
- c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders when using the target language in the three modes at the intermediate-low range.
- d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Seek opportunities and interact with people who speak other languages and who have different cultural practices and perspectives.
2. Observe patterns of behavior typical of one's peer group in the culture such as observing how different ways of greeting and leave-taking reflect on the relationships between people in the target culture.

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 Investigate and compare products to help understand perspectives in the target cultures and the student's own.

Evidence Outcomes

Students Can:

- a. Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-low range.
- b. Converse with peers from the target cultures in familiar situations at school, work or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range.
- c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-low range.
- d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Experience products of the target cultures such as stories, poetry, music, paintings, dance, drama, etc., and explain the origin and importance of these products in today's culture.
2. Compare how buying and selling products and services reflects local and community customs.

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

Intermediate-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 Use information gathered from target language resources for application in other content areas.

Evidence Outcomes

Students Can:

- a. Transfer and apply information and skills from other content areas to experiences related to the target language and its culture(s) when using the three modes at the intermediate-low range.
- b. Apply information gathered through target language resources to other content areas in order to supplement learning when using the three modes at the intermediate-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Share information in the target language about topics from other content areas.
2. Make oral or written presentations in the target language on topics being studied in other classes.

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

Intermediate-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 Examine information and viewpoints present in authentic resources.

Evidence Outcomes

Students Can:

- a. Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its culture(s) when using the three modes at the intermediate-low range.
- b. Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Compare preferences related to daily life of people in the student's community and people in the target cultures.
2. Research important figures from history, science or the arts and expand student knowledge.

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 Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the student's own language.

Evidence Outcomes

Students Can:

- a. Compare similarities and differences in the target language and the student's own language in the three modes at the intermediate-low range.
- b. Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-low range.
- c. Recognize how different time frames are expressed in the target language in the three modes at the intermediate-low range.
- d. 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 intermediate-low range.
- e. Compare similarities in formal and informal requirements for language between the target language and their language in the three modes at the intermediate-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Compare word order in the target language to student's own language.
2. Notice how different time frames (e.g., present, past, future) are expressed in the target language.
3. Identify words in the target language that have no translation in English and vice versa.

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 Compare the similarities and differences between the target culture(s) and the student's own culture.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Compare and contrast practices relating to everyday life in the target culture(s) to the student's own.
2. Identify, investigate, compare and contrast the function of everyday objects (e.g., household items, tools, foods, clothing) produced in the target culture(s) and the student's own.
3. Compare and contrast the role of technology 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?