

WORLD LANGUAGES

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

Evidence Outcomes

Students Can:

- a. Exchange information in conversations and some discussions on a variety of familiar and some concrete topics that have been researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- b. Interact with others to meet needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- c. Explain preferences, opinions and emotions and provide advice on a variety of familiar and some concrete researched topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Exchange information related to areas of mutual interest.
2. Use language to do a task that requires multiple steps.
3. Use language to handle a situation that may have a complication.

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 on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed (interpretive mode).

Evidence Outcomes

Students Can:

- a. Usually follow the main message in various time frames in straightforward and sometimes descriptive, paragraph-length informational texts.
- b. Usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- c. Usually understand the main idea and flow of events expressed in various time frames in conversations, discussions and other sources.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Understand accounts of personal events or experiences.
2. Follow short, written instructions.
3. Understand the main ideas of and a few supporting facts in informational and fictional texts.
4. Easily understand straightforward information or interactions.
5. Understand details in ads, announcements and other simple recordings.
6. Understand situations with complicating factors.

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 sentences and series of connected sentences through spoken, written or signed language (presentational mode).

Evidence Outcomes

Students Can:

- a. Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- b. State viewpoints on familiar or researched topics and provide reasons to support them, using a few short paragraphs, often across various time frames
- c. Give detailed presentations on a variety of familiar topics and some concrete researched topics, using a few short paragraphs, often across various time frames.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Present information on academic and work topics.
2. Present about events, activities and topics of particular interest.
3. Present points of view and provide reasons to support them.

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 Interpret 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-high 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-high 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-high 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-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Analyze patterns of behavior typical of one's peer group in the culture to reflect on the relationships between people in the target culture.
2. Recognize that learning about cultural perspectives contributes to a mutual understanding, a sense of global citizenship and a sense of personal fulfillment.
3. Understand that heritage communities are supported when their languages and cultures are valued.
4. Compare attitudes and beliefs as an individual to others.

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 Interpret 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-high 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-high 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-high 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-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify and compare the values that promote globalized products such as efficiency and comfort.
2. Identify globalized products that impact society and individual lifestyles.

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-High, 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 Make inferences using information gathered from target language resources connected to 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 cultures in the three modes at the intermediate-high range.
- b. Apply information gathered through target language resources to other content areas in order to supplement learning in the three modes at the intermediate-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Create a review of a movie from the target cultures.
2. Design an innovation/invention to improve the quality of life of people around the world.

Inquiry Questions:

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

WORLD LANGUAGES

Intermediate-High, 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 Make inferences using 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 cultures when using the three modes at the intermediate-high range.
- b. Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Analyze instructional websites and authentic resources and compare them to instructional resources in the United States.
2. Find, compare and discuss coverage of current events in the target cultures and in the United States.
3. Present on an internationally known person from history, science or the arts using target language resources.

Inquiry Questions:

1. How do I connect with other disciplines in order to use the language to function in academic and career-related situations?
2. How do I acquire information and diverse perspectives in order to use the 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 Analyze the significance of the similarities and differences between the target language and 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-high range.
- b. Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-high range.
- c. Recognize how different time frames are expressed in the target language in the three modes at the intermediate-high range.
- d. Use knowledge of sound and writing systems in the target language to better understand their own language in the three modes at the intermediate-high range.
- e. Compare differences in formal and informal requirements for language between the target language and their language in the three modes at the intermediate-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Compare and analyze idiomatic expressions in the target language and the student's own and hypothesize about their origin.
2. Identify and compare language appropriate to specific social groups and situations in the target language and the student's own.
3. Identify patterns and explain discrepancies between the sound and writing systems in the target language and the student's own.
4. Compare syntax functions (e.g., word order and inflections) to express meaning in the target language 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 Analyze the significance of 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-high 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-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Document and contrast verbal and nonverbal behavior in daily activities among peers or mixed groups in the target culture(s) and the student's own.
2. Compare and contrast authentic materials (e.g., creative works, news, social media) from the target culture(s) and their own to identify and analyze practices and perspectives of the target culture(s) and the student's own.
3. Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, forms of literature) by analyzing selected products from 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?