

WORLD LANGUAGES

Intermediate-Mid, 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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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 some series of connected sentences to ask and answer a variety of questions (interpersonal mode).

Evidence Outcomes

Students Can:

- a. Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- b. Interact with others to meet personal needs in a variety of familiar situations creating sentences and series of sentences and asking a variety of follow-up questions.
- c. Exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Start, maintain and end a conversation on a variety of familiar topics.
2. Talk about daily activities and personal preferences.
3. Use language to handle tasks related to personal needs.
4. Exchange information about subjects of special interest.

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

Evidence Outcomes

Students Can:

- a. Understand the main idea and key information in short, straightforward informational texts.
- b. Understand the main idea and key information in short, straightforward fictional texts.
- c. Identify the main idea and key information in short, straightforward conversations, discussions and other sources.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Understand basic information in ads, announcements and other simple recordings and texts.
2. Understand the main idea of what is listened to, signed or read for personal enjoyment.
3. Understand messages related to everyday life.
4. Understand simple personal questions.
5. Read simple written exchanges between people.

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

Evidence Outcomes

Students Can:

- a. Tell a story about life, activities, events and other social experiences, using sentences and series of connected sentences.
- b. State viewpoints about familiar topics and give some reasons to support them, using sentences and series of connected sentences.
- c. Give straightforward presentations on a variety of familiar topics and some concrete researched topics, using sentences and series of connected sentences.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Present about personal and social experiences.
2. Write short reports and present on something learned or researched.
3. Present about common interests and issues and state viewpoints.
4. Write messages and announcements.
5. Compose communications for public distribution.

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 Examine 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-mid 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-mid 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-mid 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-mid range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Exchange information on patterns of behavior typical of one's peer group in the culture to reflect on the relationships between people in the target culture.
2. Compare how traditions and events influence music, art, sports, science, business, etc.
3. Use linguistic skills and multiple cultural viewpoints in order to contribute to a mutual understanding, a sense of global citizenship and a sense of personal fulfillment.

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 Examine 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-mid 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-mid 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-mid 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-mid range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Compare how food is organized on a nation's food plate/pyramid, based on factors such as geography, economy, or attitudes toward health.
2. Explain how stereotypes influence a country's products or marketing strategies.

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-Mid, 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 Analyze 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 cultures when using the three modes at the intermediate-mid 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-mid range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Draw on knowledge gained in other content areas to discuss topics in the target language.
2. Report on and evaluate information that comes from other content areas in a variety of formats.

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-Mid, 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 Analyze 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-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-mid range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Compare and contrast news articles in the media from the target cultures.
2. Compare and contrast publicity for products advertised in the United States with those of the target cultures.

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-Mid, Standard 4. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.



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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 Examine 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-mid range.
- b. Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-mid range.
- c. Recognize how different time frames are expressed in the target language in the three modes at the intermediate-mid 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-mid 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-mid range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Hypothesize about the similarities of languages based on their awareness of cognates and similar idioms.
2. Compare how different time frames are expressed in the target language and the student's own.
3. Identify and use borrowed words and cognates 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 Examine 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-mid 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-mid range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target culture(s) and the student's own.
2. Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices 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?