

WORLD LANGUAGES

Novice-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 Communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics using practiced or memorized words and phrases (interpersonal mode).

Evidence Outcomes

Students Can:

- a. Provide information by answering simple questions on very familiar topics using practiced or memorized words and phrases, with the help of gestures or visuals.
- b. Express some basic needs using practiced or memorized words and phrases, with the help of gestures and visuals.
- c. Express basic preferences or feelings using practiced or memorized words and phrases, with the help of gestures and visuals.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Greet others.
2. Introduce self to someone.
3. Answer a few simple questions.

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?

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 Identify the general topic and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts, by recognizing memorized words or familiar words (interpretive mode).

Evidence Outcomes

Students Can:

- a. Identify memorized or familiar words when they are supported by gestures or visuals in informational texts.
- b. Identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.
- c. Understand memorized or familiar words when they are supported by gestures or visuals in conversations, discussions and other sources.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify the sound of a character or word.
2. Understand isolated words that they have memorized particularly when accompanied by pictures or gestures.
3. Recognize a few letters or characters.
4. Connect some words, phrases or characters to their meanings.

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 Present information on very familiar and everyday topics using a variety of practiced or memorized words through spoken, written or signed language.

Evidence Outcomes

Students Can:

- a. Introduce self, using practiced or memorized words and phrases with the help of gestures or visuals.
- b. Express likes and dislikes using practiced or memorized words and phrases with the help of gestures or visuals.
- c. Name very familiar people, places and objects using practiced or memorized words and phrases with the help of gestures or visuals.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Recite, write or sign learned words and phrases.
2. State and label the names of familiar people, places and objects.
3. Introduce self to a group.
4. Recite short memorized phrases, parts of poems and rhymes.
5. Copy or sign some characters, letters and words.

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

Evidence Outcomes

Students Can:

- a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range.
- b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range.
- c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-low range.
- d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Identify social practices such as greetings, introductions, leave-takings and thanking people.
2. Recognize that people from different cultures can interact with each other in multiple ways.

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

Evidence Outcomes

Students Can:

- a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range.
- b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range.
- c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-low range.
- d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Participate in or simulate age-appropriate cultural activities such as games, birthday celebrations, storytelling and dramatizations.
2. Identify products that are different from the student's own 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?

WORLD LANGUAGES

Novice-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 Identify information that can be gathered from target language resources connected to other content areas.

Evidence Outcomes

Students Can:

- a. Identify selected information and skills from other content areas in experiences related to the target language and its cultures when using the target language in the three modes at the novice-low range.
- b. Reinforce learning in other content areas while using authentic resources when using the target language in the three modes at the novice-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Read or listen to illustrated stories from the target culture(s) and recognize similarities to familiar stories from the same genre (e.g., folklore, fables, myths, legends).
2. Use authentic resources (e.g., maps, charts, infographics, weather reports, graphs) to identify information connected to other content areas.

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

Novice-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 Use authentic resources to locate basic information.

Evidence Outcomes

Students Can:

- a. Extract information about the target cultures from selected authentic sources when using the target language in the three modes at the novice-low range.
- b. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture when using the target language in the three modes at the novice-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Read, listen to, or talk about age-appropriate school content such as social studies, sciences, the arts, physical education and health.
2. Expand vocabulary for working with school content through illustrated visuals (e.g., planets, anatomy, timelines, maps).

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 Identify similarities and differences of the target language and the student's own language.

Evidence Outcomes

Students Can:

- a. Use examples of words that are similar in the target language and the student's own language in the three modes at the novice-low range.
- b. Recognize identified idiomatic expressions that cannot be directly translated into the student's own language in the three modes at the novice-low range.
- c. Identify differences in formal and informal requirements for language between the target language and the student's own language in the three modes at the novice-low range.
- d. Use basic grammatical structures in context and recognize similarities and differences in the student's own language when using the target language in the three modes at the novice-low range.
- e. Identify and compare the sound and writing systems of the target language with the student's own language, including stress, intonation and punctuation in the three modes at the novice-low range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Observe and identify formal and informal forms of language in greetings and leave-takings.
2. Observe differences and similarities between the sound and writing systems of 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 nature of culture in order to interact with cultural competence?

WORLD LANGUAGES

Novice-Low, 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:

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 Identify and recognize the concept of culture through comparisons of the target culture(s) and the student's own culture.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Greet friends, family or acquaintances with appropriate words and gestures.
2. Compare simple patterns of behavior in various cultural settings (e.g., transportation to school, eating habits).
3. Identify differences of products of 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?