

WORLD LANGUAGES

Novice-High, 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 a variety of simple sentences (interpersonal mode).

Evidence Outcomes

Students Can:

- a. Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
- b. Interact with others to meet basic needs related to routine everyday activities using simple sentences most of the time.
- c. Express, ask about and react to preferences, opinions, or feelings using simple sentences most of the time and asking questions to keep the conversation on topic.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Exchange some personal information.
2. Exchange information using texts, graphs or pictures.
3. Ask for and give simple directions.
4. Make plans with others.
5. Interact with others in everyday 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 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 simple sentences (interpretive mode).

Evidence Outcomes

Students Can:

- a. Identify the topic and some isolated facts from simple sentences in informational texts.
- b. Identify the topic and some isolated elements from simple sentences in short fictional texts.
- c. Understand familiar questions and statements from simple sentences in conversations, discussions and other sources.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Understand simple questions or statements on familiar topics.
2. Understand simple information and/or simple descriptions when presented with pictures and graphs.
3. Understand the main topic of conversations that are heard and/or read in published materials.
4. Understand short simple messages on familiar topics.
5. Understand simple everyday notices in public places on familiar topics.

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 Present information on very familiar and everyday topics using a variety of simple sentences through spoken, written or signed language (presentational mode).

Evidence Outcomes

Students Can:

- a. Present personal information about their lives and activities using simple sentences most of the time.
- b. Express preferences on familiar and everyday topics of interest using simple sentences most of the time.
- c. Present on familiar and everyday topics using simple sentences most of the time.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Present information about personal life using phrases and simple sentences.
2. Tell about a familiar experience or event using phrases, simple sentences and/or practiced material.
3. Present basic information about a familiar person, place or thing using phrases and simple sentences.
4. Give basic instructions on how to make or do something using phrases and simple sentences.
5. Write information about daily life in a letter, blog, discussion board or e-mail message.

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 and 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 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-high 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-high 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-high 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-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Realize that studying cultural practices and perspectives enhances and facilitates knowledge of other disciplines (such as the arts, business, math and history).
2. Identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday or meal times, in the target culture and the student's own.

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 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-high 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-high 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-high 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-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Observe and demonstrate how products are used in the culture.
2. Realize that studying cultural products and perspectives enhances and facilitates knowledge of other disciplines (such as business, health, the arts, math and history).

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-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 Examine information 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 cultures when using the target language in the three modes at the novice-high range.
- b. Reinforce learning in other content areas while using authentic target language resources and the three modes at the novice-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Draw and mark maps of places students live and places where the target language is spoken to interact with geography.
2. Compare items in the target language on charts and visuals from 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-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 Relate information acquired from authentic resources to individual perspectives and experiences.

Evidence Outcomes

Students Can:

- a. Identify and/or apply selected information and skills from other content areas in experiences related to the target language and its culture(s) when using the target language in the three modes at the novice-high range.
- b. Reinforce and/or expand learning in other content areas while using authentic target language resources and the three modes at the novice-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Explore news and media and identify the subject areas and topics.
2. Discuss short texts and videos from the target culture.

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

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Inventory and compare idiomatic expressions in the target language and the student's own.
2. Identify similarities and differences between the sound and writing systems in the target language and the student's own.
3. Observe and compare registers of language (e.g., formal and informal) in greetings and leave-takings and other common social interactions (e.g., greetings and leave-takings) 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?

WORLD LANGUAGES

Novice-High, 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 Describe 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-high 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-high range.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1. Compare simple patterns of behavior in various cultural settings (e.g., transportation to school, eating habits).
2. Compare differences of products (e.g., toys, sports, equipment, food, rhymes, songs, holidays) of the target culture(s) and the student's own.
3. Identify, describe and compare/contrast products (e.g., tools, toys, clothing, homes, foods) and their use 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?