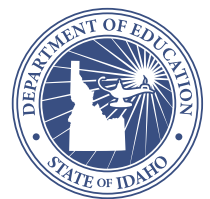


IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES
WORLD LANGUAGE



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World Language Standards

<u>World Language – Communication</u>	
<u>Goal</u>	<u>Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.</u>
<u>Enduring Understanding</u>	<u>Communication and collaboration in more than one language is vital for success in an interconnected world.</u>
<u>Essential Questions</u>	<ul style="list-style-type: none"> • <u>What is the purpose of language?</u> • <u>What do humans do with language and to what end?</u> • <u>How does an increasingly interconnected world impact language learning?</u>

Standards and Objectives:

Interpersonal Communication Standard COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.

- a. Objective COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

Interpretive Communication Standard COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.

- a. Objective COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication Standard COMM 3: Utilize appropriate media to present an idea to an audience.

- a. Objective COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- b. Objective COMM 3.2: Adapt presentation to various audiences of listeners, readers, or viewers.

<u>World Language – Cultures</u>	
<u>Goal</u>	<u>Interact with cultural competence and understanding in an interconnected world.</u>
<u>Enduring Understanding</u>	<u>The study of culture is deeply intertwined with the study of other languages. Developing an understanding and awareness of other cultures' perspectives is critical in the development of global competence.</u>

<u>Essential Questions</u>	<ul style="list-style-type: none"> • <u>How do a variety of cultures impact our daily lives?</u> • <u>Why is cultural sensitivity an important part of gaining global competence?</u> • <u>What is their perspective?</u> • <u>How does their perspective influence what people do/create?</u>
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Standards and Objectives:

Relating cultural practices to perspective Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.

- a. Objective CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- b. Objective CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.
- c. Objective CLTR 1.3: Function appropriately in diverse contexts within the target culture.

Relating cultural products to perspective Standard CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.

- a. Objective CLTR 2.1: Analyze the significance of a product (art, music, literature, etc.) in a target culture.
- b. Objective CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the culture.
- c. Objective CLTR 2.3: Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.

<u>World Language – Connections</u>	
<u>Goal</u>	<u>Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.</u>
<u>Enduring Understanding</u>	<u>Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.</u>
<u>Essential Questions</u>	<ul style="list-style-type: none"> • <u>What role does language learning play in the educational experience of students?</u>

	<ul style="list-style-type: none"> • <u>How does connecting to other disciplines make students well-informed global citizens?</u> • <u>How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?</u>
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Standards and Objectives:

Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

- a. Objective CONN 1.1: Compare and contrast information acquired from other content areas.
- b. Objective CONN 1.2: Relate information studied in other subjects to the target language and culture.

Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

- a. Objective CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.
- b. Objective CONN 2.2: Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
- c. Objective CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

<u>World Language – Comparisons</u>	
<u>Goal</u>	<u>Develop insight and understanding of target culture and language in order to interact with cultural competence.</u>
<u>Enduring Understanding</u>	<u>Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.</u>
<u>Essential Questions</u>	<ul style="list-style-type: none"> • <u>How does the target language differ from the learner’s first language?</u> • <u>How do the target culture’s perspectives compare to the learner’s perspective?</u>

Standards and Objectives:

Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.

- a. Objective COMP 1.1: Observe formal and informal forms of language.
- b. Objective COMP 1.2: Identify patterns and explain discrepancies the sounds and the writing system in the target language.
- c. Objective COMP 1.3: Compare and analyze idiomatic expressions in the target language.

Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.

- a. Objective COMP 2.1: Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.
- b. Objective COMP 2.2: Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.
- c. Objective COMP 2.3: Compare and contrast authentic materials from the target culture with the learner's culture.

<u>World Language – Communities</u>	
<u>Goal</u>	<u>Communicate and interact with cultural competence in multilingual communities at home and around the world.</u>
<u>Enduring Understanding</u>	<u>The increasing interconnectedness of the world's economy requires that United States citizens continue to become proficient in other languages and adept at understanding and communicating appropriately in cultural contexts.</u>
<u>Essential Questions</u>	<ul style="list-style-type: none"> • <u>How are language proficiency and cultural competence developed?</u> • <u>How do continued opportunities to learn and use language increase language proficiency over a period of time?</u> • <u>What personal benefits are there to becoming a lifelong language learner?</u>

Standards and Objectives:

School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.

- a. Objective COMT 1.1: Participate in multilingual communities at home and around the world.
- b. Objective COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom.

- c. Objective COMT 1.3: Utilize knowledge of the target language to tutor English language learners that know the target language.

Lifelong learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.

- a. Objective COMT 2.1: Interpret materials and/or use media from the language and culture for enjoyment.
- b. Objective COMT 2.2: Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.

World Language Performance Indicators

Communication 1: Interpersonal

Interact with others in the target language and gain meaning from interactions in the target language.

Novice:

- a. Express self in conversations that are based upon very familiar topics. Can access a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
- b. Respond to basic questions about self and others using a series of highly practiced or memorized phrases.
- c. Communicate about self, others, and everyday life using a series of highly practiced or memorized phrases.

Intermediate:

- a. Express self and actively participates in conversations on familiar topics using single sentences or a series of sentences.
- b. Handle short social interactions in everyday situations by asking and answering a variety of questions.
- c. Communicate about self, others, and everyday life.

Advanced:

- a. Express self fully to maintain conversations on familiar topics and new concrete academic, social and work related topics.
- b. Handle changes in situations confidently and share one's point of view in discussions.
- c. Communicate in more in-depth conversations about self, others, or events with detail and organization.
- d. Interact with others in the target language and gain meaning from interactions in the target

Communication 2: Interpretive

Discover meaning from what is heard, read or viewed on a variety of topics in the target language.

Novice:

- a. List key characters and main events from developmentally appropriate narratives based on familiar themes.
- b. Report out the content of brief written messages and short personal notes on familiar topics, such as family, school events, and celebrations.
- c. Interpret the meaning of gestures, intonation, and other visual or auditory clues.

Intermediate:

- a. Identify the principal characters and discuss the main idea and themes with a piece of literature.
- b. Locate key ideas/items in authentic materials and relate them to people and objects in one's own life.
- c. Restate information and react to messages within short articles or multi-media clips from

the target culture.

Advanced:

- a. Discuss main ideas and key details of live/recorded discussions, lectures, and presentations from the target culture.
- b. Analyze main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
- c. Compare and contrast cultural nuances of meaning in written and spoken language as expressed by native speakers from the target culture in both formal and informal settings.

Communication 3: Presentational

Utilize appropriate media to present an idea to an audience.

Novice:

- a. Present information about self or others using simple sentences or memorized phrases.

Intermediate:

- a. Express opinions and state facts about self, using a series of sentences.

Advanced:

- a. Deliver an organized presentation about a variety of topics that is appropriate for an audience. CUES

Cultures 1: Cultural Practices

Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.

Novice:

- a. Use appropriate gestures within the classroom environment.
- b. Imitate appropriate etiquette from the target culture.
- c. List cultural practices observed in a video from the target culture.
- d. Role-play simple interactions in stores and restaurants in the target culture.

Intermediate:

- a. Use formal and informal forms of address appropriately in rehearsed situations.
- b. Adjust language and message gradually to acknowledge audiences with varied cultural backgrounds.
- c. Suggest reasons for connecting cultural practices to associated products and perspectives.
- d. Role-play culturally appropriate interactions (e.g., with shop keepers, ticket sellers, waiters, taxi drivers) in the target culture.

Advanced:

- a. Use formal and informal forms of address appropriately in unrehearsed situations.
- b. Adjust language, message, and behavior to acknowledge audiences with varied cultural

- backgrounds.
- c. Provide evidence based reasoning for connecting cultural practices to associated products and perspectives.
- d. Utilize culturally appropriate behaviors and language in a variety of situations in the target language.

Cultures 2: Cultural Products

Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.

Novice:

- a. Give simple reasons for the role and importance of products from the target culture.
- b. Identify the author/country of origin for short poems, stories, or plays from the target culture.
- c. Make simple connections between cultural products, associated practices, and possible perspectives from the target culture.

Intermediate:

- a. Identify, investigate, and analyze the function of everyday objects produced in the culture.
- b. Identify and analyze cultural products found in literature, news stories, and films from the target culture.
- c. Create connections based on background knowledge between cultural products, associated practices, and perspectives.

Advanced:

- a. Research in detail the role and importance of products from the target cultures.
- b. Identify and analyze the role and importance of cultural products found in literature, news stories, and film.
- c. Provide evidence-based insights connecting cultural products, associated practices, and perspectives.

Connections 1: Making Connections

Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

Novice:

- a. Use skills gained in other content areas to study key figures/events in the target culture.
- b. Use skills gained in other content areas to convert currencies, weights, and measures from the United States' standard to that of the target culture in order to understand prices, size and distance.
- c. Use skills gained in other content areas to identify the similarities and differences between the cultural norm in the United States and that of the target culture (e.g., food, clothing, music).
- d. Read text from the target culture, such as maps, using skills gained in other content areas.

Intermediate:

- a. Seek out sources in the target language for content presently or previously studied in history and English.
- b. Use skills gained in other content areas to analyze the impact of currencies rates, and measurement systems on the global economy.
- c. Analyze and discuss the similarities and differences between the cultural norm in the United States and that of the target culture (e.g. food, clothing, music) using knowledge from other content areas.
- d. Analyze text from the target culture using skills gained in other content areas.

Advanced:

- a. Write a critical analysis for a movie where the target language is spoken.
- b. Research and discuss how various governmental structures might impact global issues.
- c. Explore, discuss, and debate topics from other academic subjects (e.g., political and historical concepts, worldwide health issues, and environmental concerns).
- d. Write and/or produce an original work that highlights a challenge facing people in countries where the target language is spoken.

Connections 2: Acquiring Information/Perspectives

Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Novice:

- a. Interpret main idea from infographics showing statistics, such as number of endangered species, or changes in population.
- b. Identify main idea of current events reported in the news about the target culture.
- c. Access short texts and multi-media from the target culture.

Intermediate:

- a. Access charts and surveys about daily life in the target culture and compare this information with similar events in the United States.
- b. Compare current events reported in the news to similar events in the United States.
- c. View publicity and promotional information from the target culture.

Advanced:

- a. Research an issue of global importance and provide insight into the issue from the perspective of the target culture.
- b. Research and debate current events in the target culture.
- c. Compare, analyze, and discuss how and why advertisements for the same product differ in the target culture and the United States.

Comparisons 1: Language

Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Novice:

- a. Compare word order and sentence structure between one's own language and the target language.
- b. Observe the use of formal and informal structures in the target language.
- c. Report similarities and differences between the sound and writing systems of one's own language and the target language.

Intermediate:

- a. Hypothesize regarding the similarities of languages based on the use of cognates and idioms.
- b. Match groups of people with ways of expressing respect in the target culture.
- c. Identify patterns and explain discrepancies between the sound and writing systems of one's own language and the target language.

Advanced:

- a. Compare the choice/use of particular grammatical structures among languages.
- b. Identify, compare, and analyze how language reflects culture and regional/national linguistic patterns in the target language.
- c. Compare the writing system of the target language to one's own, and discuss the nature of other writing systems.

Comparisons 2: Culture

Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.

Novice:

- a. Compare daily routines, celebrations etc. in one's culture and the target culture.
- b. Identify, describe, and compare/contrast products and their use in the target culture and one's own (e.g., toys, clothing, and food).
- c. Observe, identify, and compare/contrast simple patterns of behavior or interactions in various settings in the target culture and one's own.
- d. Identify and discuss similarities and differences in themes and techniques in creative works from the target cultures and one's own.

Intermediate:

- a. Compare and contrast the role of family, schools schedules, value of social media etc. in one's culture and the target culture.
- b. Identify, investigate, and compare/contrast the function of everyday objects (e.g., toys, tools, clothing, food) produced in the target culture and one's own.
- c. Document and contrast verbal and non- verbal behavior in daily activities among peers or mixed groups in the target culture and one's own.
- d. Hypothesize regarding the relationship between cultural perspectives and expressive products (e.g., visual arts, music, and literature) through analyzing selected products for the target culture and one's own.

Advanced:

- a. Compare and contrast the value placed on work, leisure time, health and wellness, the environment, and technology in one's culture and the target culture.
- b. Identify, analyze, and discuss tangible and intangible products and their use in the target culture and one's own as represented through authentic materials.
- c. Compare cultural nuances of meanings of words, idioms, and vocal inflections in the target language and one's own.
- d. Identify, examine, and analyze the relationship between cultural products, practices, and perspectives in the target culture and one's own by conducting research, observations, or interviews.

Communities 1: School and Global Communities

Interact and collaborate in communities and the globalized world both within and beyond the classroom.

Novice:

- a. Communicate on a personal level with speakers of the language in person or via email, video chats, or other electronic means.
- b. Identify professions that require proficiency in another language.
- c. Simulate interactions that might take place in a community setting using the target culture/language

Intermediate:

- a. Present information gained from a native speaker about a cultural event or topic of interest in the target language.
- b. Discuss steps to becoming a professional in a field requiring language proficiency.
- c. Discuss preferences/opinions concerning leisure activities and current events, in written form or orally, with peers who speak the target language and/or students in class.

Advanced:

- a. Communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concerns.
Participate in a career exploration or school- to-work project which requires proficiency in the language and culture.
- b. Discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in class.

Communities 2: Lifelong Learning

Reflect on progress using languages for enjoyment, enrichment, and advancement.

Novice:

- a. Reflect on one's progress in communication skills and collect evidence to support.
- b. Explore and interpret media and materials from the target culture for enjoyment.
- c. Attend cultural or social events from the target culture.

Intermediate:

- a. Collect evidence showing that learning targets for each unit have been met.

- b. Exchange information with native speakers, and use various media to view cultural events for entertainment/learning.
- c. Seek community /online activities that foster an interaction with native speakers of the target language

Advanced:

- a. Document language growth through collecting evidence and records that support meeting or exceeding the learning targets for each unit.
- b. Attend events or use media from the target culture for entertainment or personal growth.
- c. Explore online resources to find sites of personal interest, using the target language to maintain and increase one's language skills.