



Learning Standards for Modern World Languages

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Introduction

The District of Columbia Modern World Languages Standards, as outlined in this document, represent the collaborative effort and dedication of many District of Columbia Public School teachers and charter school teachers, university professors, administrators, parents, and members of the educational community. The Standards are adapted from the Indiana and Massachusetts content standards, are aligned with the ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language in the 21st Century, and reflect the realities and needs of DC's community of public school learners.

Our vision is for all students to graduate with communicative and intercultural competence in one or more languages other than English. Research shows that students who study a world language achieve greater cognitive development and higher scores on standardized tests in reading, language arts, and mathematics. Furthermore, early exposure to more than one language stimulates the neurons in the developing brain and literally expands students' learning capacity and cognitive ability. According to the College Board, high school students who study a foreign language have higher SAT test scores –as much as 100 points higher on each section of the test.

Students in the District of Columbia live and work among great cultural, linguistic and social diversity. Proficiency in more than one language and knowledge of more than one culture are necessary and desirable skills that will enable students to participate more fully in a dynamic world. The fact that the DC school system requires its students to successfully complete two years of the same world language in sequence is a testament to the system's commitment to language education.

Modern World Language Programs Currently Offered in the Public Schools

The language program of study is based on a PK–12 continuum and is comprised of Dual Language, Foreign Language in the Elementary School (FLES), Full Immersion, Heritage Language Immersion, Partial Immersion, and Traditional Language Instruction models. Following is a brief description of each:

- Dual Language programs provide equal emphasis on English and a non-English language for classes in which one- to two-thirds of the students are native speakers of a non-English language, with the remainder being native speakers of English. In some dual language programs, more subjects are taught in the target language at the start. Instruction in English usually increases each year, beginning with 10 percent English

instruction in PK and Kindergarten, and growing to 50 percent by 4th grade. Students in these programs are primarily target-language-dominant students.

- Foreign Language in the Elementary School (FLES) is an approach to language learning that supports the teaching of concepts in other subject areas in a world language at the student's grade level. Generally, these programs provide 30-60 minutes of instruction three-to-five times per week.
- Full Immersion programs teach all subjects in the lower elementary grades (K–2) in the world language. Instruction in English usually increases in the upper elementary grades (3–6) to 20–50 percent, depending on the program. Students in these programs are primarily English-dominant students.
- Language for Native Speakers programs offer students who are raised in a home where a non-English language is spoken the opportunity to become bi-literate and bilingual in the native language and in English.
- Partial Immersion programs provide that 50 percent of subjects be taught in the world language. In some programs, the material taught in the world language is reinforced in English. Students in these programs are primarily English-dominant students.
- Traditional Language Instruction begins in middle or high school—typically in the sixth or ninth grade—with instruction provided daily for one class period. It is labeled “traditional” mainly because it is the most commonly provided language instruction model in the U.S.

Organization

The content standards are grouped under seven strands: Person-to-Person Communication; Interpretive Listening and Reading; Oral and Written Presentations; Cultural Perspectives, Practices, and Products; Connections with Other Disciplines through Language; Comparisons Between and Among Cultures; and Communication Across Communities. Every learning standard has a unique proficiency level identifier as follows:

Pre-Literacy: Students at this proficiency level are either in the early primary years before the development of writing and reading skills or at below basic. Emphasis is placed on oral development. Language-learning activities focus heavily on comprehension and speaking at this stage.

Level 1: Novice low to mid: Students at this proficiency level understand isolated words and short, learned utterances and/or phrases. Speaking is minimal, using learned material. Students require long pauses for assimilation and request periodic repetition and/or a slower rate of speech. Reading involves identifying isolated

and highly contextualized words and/or phrases. Students are able to copy or transcribe familiar words or phrases from memory.

Level 2: Novice mid to high: Students at this proficiency level have mastered language skills listed in the earlier levels. They are able to understand sentence-length utterances with strong contextual support and clearly audible speech. In speaking, students expand learned utterances and materials and show signs of spontaneity. In reading, students can interpret written language in areas of practical need, and write simple fixed expressions and memorized materials and supply information on forms and documents.

Level 3: Intermediate low to mid: Students at this proficiency level have mastered language skills listed in the earlier levels. They are able to understand utterances in a limited number of content areas. Repetition and rewording may be necessary. They are able to handle uncomplicated communicative tasks and they understand main ideas and/or some facts from connected and linguistically noncomplex texts. In writing, students are able to meet a number of practical writing needs with a collection of sentences on a given topic.

Level 4: Intermediate mid to high: Students at this proficiency level have mastered language skills listed in the earlier levels. They are able to understand longer stretches of connected discourse or conversation on a number of topics pertaining to different times and places. They can initiate, sustain, and close a general conversation in a range of circumstances. Students are able to read and get main ideas and information from texts featuring description and narration. In writing, they can take notes in some detail and write descriptions, narrations, and compositions in paragraphs.

Level 5: Intermediate high to Advanced low: Students at this proficiency level have mastered language skills listed in the earlier levels. They are able to understand the main ideas and details of connected discourse or conversation on a variety of topics. Students can communicate facts and talk about topics of current public and personal interest. They can read longer prose of several paragraphs in length and get the main ideas and facts, but may miss some details. Students have sufficient writing vocabulary to write routine social correspondence and join sentences in discourse of at least several paragraphs in length.

MODERN WORLD LANGUAGES

Strand 1: Person-to-Person Communication

Students engage in person-to-person communication in the target language.

Pre-Literacy

PL.1.1 Demonstrate understanding and use appropriate forms of address, such as greetings and farewells, in the target language.

PL.1.2 Respond orally to introductions, presenting classmates, family members, and friends in the target language.

PL.1.3 Demonstrate understanding of simple questions and give one- to two-word answers to simple questions in the target language.

PL.1.4 Respond nonverbally to routine requests made in the target language in the classroom and in public places.

PL.1.5 Follow simple multiple-step oral directions, instructions, and commands in the target language.

Strand 1: Person-to-Person Communication				
Students engage in person-to-person communication in the target language.				
Level 1 Novice low to mid	Level 2 Novice mid to high	Level 3 Intermediate low to mid	Level 4 Intermediate mid to high	Level 5 Intermediate high to Advanced low
<p>1.1.1 Exchange basic personal information orally, with emphasis on present time in the target language.</p> <p>1.1.2 Initiate brief conversations in the target language, applying basic language patterns, and familiar phrases and sentences (e.g., "How are you?").</p> <p>1.1.3 Ask and answer simple questions about basic personal information and the student's immediate environment in the target language (e.g., name, age, address).</p> <p>1.1.4 Use culturally appropriate gestures to convey and comprehend messages.</p> <p>1.1.5 Give and respond to basic commands in the target language in classroom settings.</p>	<p><i>Perform Level 1 Learning Standards.</i></p> <p>2.1.1 Exchange information and ideas orally on everyday topics with emphasis on present, past, and future time in the target language.</p> <p>2.1.2 Initiate and close short conversations in the target language, applying familiar, recombined phrases and sentences and expressions for managing conversations.</p> <p>2.1.3 Ask and answer questions in the target language to clarify information regarding routine and familiar activities.</p> <p>2.1.4 Use culturally appropriate non-verbal behaviors and simple paraphrasing in the target language to convey and comprehend messages.</p>	<p><i>Perform Level 1 and Level 2 Learning Standards.</i></p> <p>3.1.1 Exchange information on personal events, familiar topics, and memorable experiences in the target language, with emphasis on a variety of time frames.</p> <p>3.1.2 Initiate, sustain, and close conversations in the target language, applying familiar vocabulary and structures to new situations.</p> <p>3.1.3 Ask and answer factual questions on a variety of topics in the target language.</p> <p>3.1.4 Use culturally appropriate expressions and requests for clarification in the target language in order to convey and comprehend messages.</p>	<p><i>Perform Level 1–Level 3 Learning Standards.</i></p> <p>4.1.1 Exchange opinions and preferences on a wide variety of contemporary topics and events in the target language.</p> <p>4.1.2 Sustain conversations in the target language, applying new vocabulary and structures to common situations.</p> <p>4.1.3 Ask and answer factual and interpretive questions on a wide range of topics in the target language.</p> <p>4.1.4 Use culturally appropriate expressions, paraphrasing, and circumlocution in the target language to comprehend the main ideas of messages.</p>	<p><i>Perform Level 1–Level 4 Learning Standards.</i></p> <p>5.1.1 Exchange and support perspectives on a wide variety of topics dealing with contemporary and historical topics and events in the target language.</p> <p>5.1.2 Participate in extended conversations in the target language, applying new vocabulary and structures to common and new situations.</p> <p>5.1.3 Ask and answer questions that require follow-up questions and make requests for more information on a wide range of topics in the target language.</p>

<p>1.1.6 Express likes, dislikes, and basic needs to others in the target language.</p>	<p>2.1.5 Give and follow a short list of commands and directions in the target language in order to complete simple tasks in a variety of familiar situations.</p> <p>2.1.6 Express likes, dislikes, needs, and emotions in the target language, with some explanation.</p>	<p>3.1.5 Give and follow a series of commands and directions in the target language in order to complete tasks in a variety of familiar situations in public places.</p> <p>3.1.6 Express one's state of being and feelings in the target language, with elaboration on the causes.</p>	<p>4.1.5 Give and follow a series of detailed instructions in the target language in unfamiliar or novel situations.</p> <p>4.1.6 Express and support opinions, desires, and preferences in the target language, with elaboration and substantiation.</p>	<p>5.1.4 Use culturally appropriate words in the target language and demonstrate culturally appropriate behavior in diverse settings to express and comprehend ideas.</p> <p>5.1.5 Give, follow, and restate an extended series of detailed directions or instructions in the target language in unfamiliar or novel situations.</p> <p>5.1.6 Express, support, and justify opinions and preferences and elicit the opinions/preferences of others in the target language.</p>
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MODERN WORLD LANGUAGES

Strand 2: Interpretive Listening and Reading

Students listen and respond to passages in the target language for understanding and enjoyment.

Pre-Literacy

PL.2.1 Identify people and objects based on visual cues, props, and prompts in the target language.

PL.2.2 Listen attentively and respond to stories in the target language.

PL.2.3 Demonstrate understanding of basic ideas and familiar details expressed in the target language.

PL.2.4 Obtain information and knowledge from simple printed materials accompanied by visual cues in the target language.

PL.2.5 Listen to and interpret simple stories and poems read aloud or told in the target language.

PL.2.6 Respond to oral directions and routine requests in the classroom and public places in the target language.

Strand 2: Interpretive Listening and Reading

Students listen to and read age appropriate passages in the target language for understanding and enjoyment.

Level 1 Novice low to mid	Level 2 Novice mid to high	Level 3 Intermediate low to mid	Level 4 Intermediate mid to high	Level 5 Intermediate high to Advanced low
<p>1.2.1 Demonstrate understanding of principal messages on familiar topics contained within a variety of target-language media, such as illustrated texts, posters, and advertisements.</p> <p>1.2.2 Use verbal and non-verbal cues to understand simple target-language messages.</p> <p>1.2.3 Recognize basic ideas and familiar details when reading and listening to target-language passages that are accompanied by strong visual support.</p> <p>1.2.4 Identify key characters and events in simple target-language print and non-print materials.</p>	<p><i>Perform Level 1 Learning Standards.</i></p> <p>2.2.1 Demonstrate understanding of announcements on familiar and unfamiliar topics contained within a variety of target-language media, such as magazines, newspapers, or television commercials.</p> <p>2.2.2 Interpret gestures and other body language in order to clarify target-language messages.</p> <p>2.2.3 Identify essential ideas and details when reading and listening to highly contextualized passages in the target language.</p> <p>2.2.4 Identify key characters and events in target-language narratives, such as personal anecdotes and fairy tales based on familiar themes.</p>	<p><i>Perform Level 1 and Level 2 Learning Standards.</i></p> <p>3.2.1 Demonstrate understanding of the main ideas related to current events reported in a variety of target-language media.</p> <p>3.2.2 Interpret verbal and non-verbal cues in order to clarify and summarize target-language messages and text.</p> <p>3.2.3 Describe main ideas and pertinent details when reading or listening to target-language passages with little or no support from visual aids.</p> <p>3.2.4 Describe the key characters and events in target-language narratives based on unfamiliar themes.</p>	<p><i>Perform Level 1–Level 3 Learning Standards.</i></p> <p>4.2.1 Demonstrate understanding of the main ideas and supporting details related to current or past events reported in a variety of target-language media.</p> <p>4.2.2 Interpret intonation, voice inflection, body language, and common idioms in order to clarify and summarize target-language messages and text.</p> <p>4.2.3 Explain the purpose, main ideas, and pertinent details in authentic target-language print and non-print-materials on a range of topics .</p> <p>4.2.4 Compare and contrast major themes and essential details of target language print and non-print materials.</p>	<p><i>Perform Level 1–Level 4 Learning Standards.</i></p> <p>5.2.1 Draw inferences from live or recorded discussions, short lectures, and articles found in newspapers, magazines, or on the Internet in the target language on topics of current or historical importance.</p> <p>5.2.2 Interpret and make inferences from regional idioms and other cultural nuances in order to clarify and summarize target-language messages and text.</p> <p>5.2.3 Analyze principal elements of the target language’s print and non-print presentations of current and historical importance to target-language speakers.</p>

<p>1.2.5 Identify the general tone when reading and listening to target-language passages that are accompanied by strong visual support.</p>	<p>2.2.5 Identify the tone of a highly contextualized oral and written communications in the target language.</p>	<p>3.2.5 Interpret the tone and meaning of oral and written communications in the target language with little or no support from visual aids-</p>	<p>4.2.5 Respond appropriately to the tone and meaning in oral and written communications in the target language found in a variety of authentic sources dealing with a diversity of topics.</p>	<p>5.2.4 Analyze plots, theme, setting, and characters of authentic target-language literary text, using textual evidence to support interpretations.</p> <p>5.2.5 Evaluate the tone and implied meaning of oral and written communications in the target language found in a variety of authentic sources dealing with a diversity of topics.</p>
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MODERN WORLD LANGUAGES

Strand 3: Oral and Written Presentations

Students develop oral and written presentations on a variety of topics in the target language.

Pre-Literacy

PL.3.1 Participate in choral poems and story-retelling activities in the target language.

PL.3.2 Sing simple songs of the target culture(s) in the target language.

PL.3.3 Reproduce short memorized responses for classroom activities in the target language.

PL.3.4 Match words in the target language to the concrete objects they represent.

Strand 3: Oral and Written Presentations

Students develop oral and written presentations on a variety of topics in the target language.

Level 1 Novice low to mid	Level 2 Novice mid to high	Level 3 Intermediate low to mid	Level 4 Intermediate mid to high	Level 5 Intermediate high to Advanced low
<p>1.3.1 Prepare brief descriptions about people, places, and things, and share them with the audience orally and in writing in the target language.</p> <p>1.3.2 Tell or retell familiar stories orally and in writing in the target language.</p> <p>1.3.3 Recite and dramatize rehearsed, culturally authentic materials, including short songs, short anecdotes, and simple poetry in the target language.</p> <p>1.3.4 Present information orally and in writing that contains familiar vocabulary, phrases, and structural patterns in simple sentences with accurate word order, using present and past time, in the target language.</p>	<p><i>Perform Level 1 Learning Standards.</i></p> <p>2.3.1 Prepare illustrated reports about activities or events in the environment, and share them with the audience orally and in writing in the target language.</p> <p>2.3.2 Present original short stories with illustrations, descriptions, and details in the target language.</p> <p>2.3.3 Recite and dramatize rehearsed, culturally authentic materials, including short skits, poems, plays, narratives, and/or songs, with some attention to form and accuracy in intonation and pronunciation in the target language.</p>	<p><i>Perform Level 1 and Level 2 Learning Standards.</i></p> <p>3.3.1 Present information gathered from formal and informal conversations, interviews, class presentations, and readings, using a variety of multimedia supports orally and in writing in the target language.</p> <p>3.3.2 Create short stories based on culturally authentic themes, and d share them with the audience orally and in writing in the target language.</p> <p>3.3.3 Produce and dramatize original culturally authentic materials, including skits, poems, plays, narratives, and/or songs, with considerable attention to accuracy in intonation and pronunciation in the target language.</p>	<p><i>Perform Level 1–Level 3 Learning Standards.</i></p> <p>4.3.1 Present and defend opinions on a variety of issues, with documentation from primary sources orally and in writing in the target language.</p> <p>4.3.2 Prepare narratives about situations, events, and experiences, with sufficient descriptive detail, and share them with the audience orally and in writing in the target language.</p> <p>4.3.3 Perform scenes and/or recite poems or excerpts from culturally authentic works, with attention to form and accurate phrasing, intonation, and pronunciation in the target language.</p>	<p><i>Perform Level 1–Level 4 Learning Standards.</i></p> <p>5.3.1 Prepare comparisons, interpretations, and critical analyses on a variety of topics, with documentation, and share them with the audience orally and in writing in the target language.</p> <p>5.3.2 Prepare narratives using language, mood, tone, and style appropriate to the audience and the purpose of the presentation orally and in writing in the target language.</p> <p>5.3.3 Perform student adaptations of culturally authentic narratives, monologues, and dialogues, using phrasing, tone, and style appropriate to the audience and the purpose in the target language.</p>

	<p>2.3.4 Present information orally and in writing that contains learned as well as original language in simple sentences and paragraphs, with accurate word order and spelling, using present, past, and future time, in the target language.</p>	<p>3.3.4 Present information orally and in writing that contains learned as well as original language in more complex sentences and paragraphs with accurate word order, punctuation, accents and other diacritical marks, and spelling, using a variety of time frames, in the target language.</p>	<p>4.3.4 Present information orally and in writing that is well-organized and contains complex grammatical structures and language and tone appropriate to the audience and purpose, using a wide variety of time frames, in the target language.</p>	<p>5.3.4 Present information orally and in writing that contains well-developed ideas and complex grammatical structures and includes language, tone, and style appropriate to the audience, style, and purpose, using a full range of time frames, in the target language.</p>
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MODERN WORLD LANGUAGES

Strand 4: Cultural Perspectives, Practices, and Products

Students gain knowledge and understanding of the target culture(s).

Pre-Literacy

- PL.4.1 Demonstrate greeting and leave-taking behaviors in classroom situations, using gestures and/or appropriate words, phrases, and expressions in the target language.
- PL.4.2 Interact appropriately in group activities that are typical of the target culture(s).
- PL.4.3 Identify distinctive tangible products representative of the target culture(s).
- PL.4.4 Participate in artistic activities representative of the target culture(s).
- PL.4.5 Develop awareness that people in different countries may speak different languages.

Strand 4: Cultural Perspectives, Practices, and Products

Students gain knowledge and understanding of the target culture(s).

Level 1 Novice low to mid	Level 2 Novice mid to high	Level 3 Intermediate low to mid	Level 4 Intermediate mid to high	Level 5 Intermediate high to Advanced low
<p>1.4.1 Recognize and identify customs and traditions of the target culture(s), such as greetings, leave-takings, and common forms of courtesy expressions.</p> <p>1.4.2 Identify tangible products of the target culture(s), such as toys, contemporary dress, dwellings, foods, currencies, and other everyday items.</p> <p>1.4.3 Recognize the prominent artistic expressions of the target culture(s), with an emphasis on the visual and performing arts.</p> <p>1.4.4 Identify some common beliefs and attitudes within the target culture(s), such as social etiquette or the role of the family.</p>	<p><i>Perform Level 1 Learning Standards.</i></p> <p>2.4.1 Interact in group cultural activities using appropriate patterns of behavior and courtesy expressions in the target language.</p> <p>2.4.2 Investigate and describe the function of various useful-everyday objects in the target culture(s).</p> <p>2.4.3 Describe the function of various artistic styles (e.g., jewelry, ceramics, stone carvings) in the target culture(s) from various historical periods.</p> <p>2.4.4 Identify common beliefs and attitudes within the target culture(s) and compare them to the student's own beliefs and attitudes.</p>	<p><i>Perform Level 1 and Level 2 Learning Standards.</i></p> <p>3.4.1 Engage appropriately in real or simulated cultural events, such as family and community activities, from the target culture(s).</p> <p>3.4.2 Investigate and describe the relevance of various products, artifacts, and symbols of the target culture(s) that are used day-to-day, and the ideas or perspectives related to them.</p> <p>3.4.3 Identify, read, and respond to the ideas and perspectives of the target culture(s) as evidenced through artistic expressions, such as children's songs, stories, rhymes, and folktales.</p>	<p><i>Perform Level 1–Level 3 Learning Standards.</i></p> <p>4.4.1 Discuss patterns of behavior typically associated with the target culture(s), such as rites of passage, national ceremonies, and celebrations, and the perspectives associated with them.</p> <p>4.4.2 Analyze how various products, artifacts, and symbols from the target culture(s) reflect the ideas and perspectives of the target culture(s).</p> <p>4.4.3 Analyze examples of the literary, visual, and performing arts of the target culture(s), including stories, poetry, music, paintings, dance, and drama, and describe how they reflect cultural themes and perspectives.</p>	<p><i>Perform Level 1–Level 4 Learning Standards.</i></p> <p>5.4.1 Examine, analyze and discuss the perspectives and patterns of behavior from the target culture(s) related to various life stages (e.g., dating, marrying, pursuing studies), including any recent evolution in those perspectives and patterns.</p> <p>5.4.2 Analyze the historical background and significance of objects and symbols and how they came to represent the target culture(s).</p> <p>5.4.3 Analyze and evaluate the impact of artistic expressions from the target culture(s) on artistic expressions in other regions of the world.</p>

<p>1.4.5 Identify individuals associated with important historical and contemporary events from the target culture(s).</p>	<p>2.4.5 Identify historical and/or contemporary figures from the target culture(s) and describe their contributions.</p>	<p>3.4.4 Identify opinions on contemporary issues held generally by the target culture(s) and compare them to opinions generally held in the student's own culture.</p> <p>3.4.5 Describe the significance of important historical events in regions of the world where the target language is spoken, and place them in chronological order.</p>	<p>4.4.4 Compare, contrast and analyze the treatment of controversial issues in both the target culture(s) and the student's own culture.</p> <p>4.4.5 Evaluate the impact historical factors have had on the evolution and/or preservation of key cultural practices and perspectives in regions of the world where the target language is spoken.</p>	<p>5.4.4 Analyze and synthesize various perspectives of the target culture(s) related to important issues of current events using authentic sources.</p> <p>5.4.5 Analyze and discuss the international repercussions of recent historical, political, or economic events in regions of the world where the target language is spoken.</p>
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MODERN WORLD LANGUAGES

Strand 5: Connections with Other Disciplines through Languages

Students reinforce and further their knowledge of other disciplines through the target language.

Pre-Literacy

PL.5.1 Use the target language to reinforce concepts in other content areas.

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Strand 5: Connections with Other Disciplines through Languages

Students reinforce and further their knowledge of other disciplines through the target language.

<p align="center">Level 1 Novice low to mid</p>	<p align="center">Level 2 Novice mid to high</p>	<p align="center">Level 3 Intermediate low to mid</p>	<p align="center">Level 4 Intermediate mid to high</p>	<p align="center">Level 5 Intermediate high to Advanced low</p>
<p>1.5.1 Name the geographic features of regions of the world where the target language is spoken, such as key mountains, rivers, and cities, and identify the climate of those regions, using maps.</p> <p>1.5.2 Identify key historical events being studied, using the target language.</p> <p>1.5.3 Describe personal health and well-being in the target language.</p> <p>1.5.4 Describe different weather and environmental conditions being studied, using the target language.</p> <p>1.5.5 Apply basic math number concepts, using the target language.</p>	<p><i>Perform Level 1 Learning Standards.</i></p> <p>2.5.1 Recognize and identify the location(s) and major geographical features of regions of the world where the target language is spoken.</p> <p>2.5.2 Sequence major historical events being studied, using the target language.</p> <p>2.5.3 Present information about health issues being studied, using the target language.</p> <p>2.5.4 Present information on environmental issues being studied, using the target language.</p> <p>2.5.5 Apply basic math concepts to daily activities, using the target language.</p>	<p><i>Perform Level 1 and Level 2 Learning Standards.</i></p> <p>3.5.1 Discuss how cultural traditions form perspectives that are shaped by geography and climate in regions of the world where the target language is spoken.</p> <p>3.5.2 Compare and contrast historical events being studied, using the target language.</p> <p>3.5.3 Compare and contrast different approaches to health issues being studied, using the target language.</p> <p>3.5.4 Compare and contrast diverse opinions on environmental issues being studied, using the target language.</p> <p>3.5.5 Present factual mathematical data, using the target language.</p>	<p><i>Perform Level 1–Level 3 Learning Standards.</i></p> <p>4.5.1 Analyze how socio-economic, historical, and geographical factors affect cultural practices and perspectives in regions of the world where the target language is spoken.</p> <p>4.5.2 Analyze historical events being studied, using the target language.</p> <p>4.5.3 Analyze the causes of contemporary health issues, using the target language.</p> <p>4.5.4 Analyze environmental issues, using various sources in the target language.</p> <p>4.5.5 Analyze mathematical data, using the target language.</p>	<p><i>Perform Level 1–Level 4 Learning Standards.</i></p> <p>5.5.1 Analyze and explain how socio-economic, climatic, environmental, and/or geographical issues affect the cultural practices and opinions in regions of the world where the target language is spoken.</p> <p>5.5.2 Acquire historical information from a variety of sources written in the target language about topics being studied, and recognize the distinctive viewpoints that are only available through the target language and culture(s).</p> <p>5.5.3 Analyze health initiatives designed to address contemporary health issues, using the target language.</p>

				<p>5.5.4 Analyze the causes, consequences, and possible solutions to environmental issues, using various sources in the target language.</p> <p>5.5.5 Draw conclusions from mathematical data, using the target language.</p>
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MODERN WORLD LANGUAGES

Strand 6: Comparisons Between and Among Cultures

Students develop insights into the nature of the target language and culture(s) and make comparisons to their own.

Pre-Literacy

PL.6.1 Demonstrate awareness that behaviors such as gestures and greetings may differ among cultures.

PL.6.2 Identify similarities and differences between products (tangible and intangible) of the target culture and the student's own culture.

PL. 6.3 Recognize similarities and differences between speaking and writing systems of the target and home languages.

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Strand 6: Comparisons Between and Among Cultures

Students develop insights into the nature of the target language and culture(s) and make comparisons to their own.

<p align="center">Level 1 Novice low to mid</p>	<p align="center">Level 2 Novice mid to high</p>	<p align="center">Level 3 Intermediate low to mid</p>	<p align="center">Level 4 Intermediate mid to high</p>	<p align="center">Level 5 Intermediate high to Advanced low</p>
<p>1.6.1 Identify and compare different forms of address used in the target and home languages.</p> <p>1.6.2 Identify the languages spoken by groups of people within the target culture(s) and those spoken by groups of people in the United States.</p> <p>1.6.3 Compare and contrast daily living patterns in the target culture(s) and the student's own culture.</p> <p>1.6.4 Compare cultural beliefs, opinions, and perspectives related to daily life in the target culture(s) and the student's own culture.</p>	<p><i>Perform Level 1 Learning Standards.</i></p> <p>2.6.1 Recognize differences and similarities between the sound and writing systems of the target and home languages.</p> <p>2.6.2 Identify and recognize words that are borrowed from the target language as well as cognates in English and the target language.</p> <p>2.6.3 Compare and contrast the cultural traditions and celebrations in the target culture(s) and the student's own culture.</p> <p>2.6.4 Compare popular oral and written traditions from the target culture(s) and from the students' own culture.</p>	<p><i>Perform Level 1 and Level 2 Learning Standards.</i></p> <p>3.6.1 Recognize differences and similarities between the grammatical structures of the target and home languages.</p> <p>3.6.2 Compare the various meanings of words in different contexts in English and the target language.</p> <p>3.6.3 Compare and contrast the importance of certain products (tangible and expressive) to the target culture(s) and the student's own culture.</p> <p>3.6.4 Compare and contrast opinions on issues that are of contemporary or historical interest in the target culture(s) and the student's own culture.</p>	<p><i>Perform Level 1–Level 3 Learning Standards.</i></p> <p>4.6.1 Analyze differences and similarities between the grammatical structures and idiomatic expressions of the target and home languages.</p> <p>4.6.2 Explain differences and similarities in idiomatic expressions between English and the target language.</p> <p>4.6.3 Compare and contrast cultural institutions, such as government, schools, and religion, in the target culture(s) and the student's own culture.</p> <p>4.6.4 Compare and contrast the treatment of controversial issues in both the target culture(s) and the student's own culture.</p>	<p><i>Perform Level 1–Level 4 Learning Standards.</i></p> <p>5.6.1 Evaluate changes that have affected the grammatical structures and idiomatic expressions of the target and home languages.</p> <p>5.6.2 Compare and contrast idioms, colloquialisms, culturally embedded humor, and sarcasm in media and other presentations in English and the target language.</p> <p>5.6.3 Explain and evaluate the impact of the target culture(s) to the student's own and other world culture(s) and vice versa.</p> <p>5.6.4 Use authentic sources to analyze and compare perspectives on important current world events from the target culture(s) and the student's own culture.</p>

MODERN WORLD LANGUAGES

Strand 7: Communication Across Communities

Students use the target language both within and beyond the school setting.

Pre-Literacy

PL.7.1 Use the target language in school-wide activities, such as performances, field trips, and/or art displays.

PL.7.2 Perform and/or participate in a school or community celebration in the target language.

PL.7.3 Visit places in person or via technology that provide opportunities to use the target language and/or to experience the target culture(s).

PL.7.4 Visit and listen to various forms of media that utilize the target language and reflect other target culture(s).

DRAFT

Strand 7: Communication Across Communities

Students use the target language both within and beyond the school setting.

Level 1 Novice low to mid	Level 2 Novice mid to high	Level 3 Intermediate low to mid	Level 4 Intermediate mid to high	Level 5 Intermediate high to Advanced low
<p>1.7.1 Identify local community resources (embassies and other organizations) that represent the target culture(s).</p> <p>1.7.2 Perform skits and songs in the target language for school and community celebrations.</p>	<p><i>Perform Level 1 Learning Standards.</i></p> <p>2.7.1 Use community resources to research topics of personal and community concerns related to the target culture(s).</p> <p>2.7.2 Practice the target language (oral and written) with family, friends, and peers.</p>	<p><i>Perform Level 1 and Level 2 Learning Standards.</i></p> <p>3.7.1 Research, organize, and engage in family, school, and community events and/or celebrations in order to promote understanding of culture(s) that speak the target language.</p> <p>3.7.2 Share knowledge of the target language and culture(s) with classmates and with younger students who may be learning the target language.</p>	<p><i>Perform Level 1–Level 3 Learning Standards.</i></p> <p>4.7.1 Identify careers that are enhanced by knowledge of the target language and culture(s), and interview target language speakers of the local community to learn how they use the language in their various fields of work.</p> <p>4.7.2 Listen to music, and view films and television programs in the target language and interact with others about what is heard, seen, and experienced.</p>	<p><i>Perform Level 1- Level4 Learning Standards.</i></p> <p>5.7.1 Use local and international community resources to research a cultural and linguistic topics related to the target-language-speaking community.</p> <p>5.7.2 Initiate contact with native target-language speakers in the community in order to discuss topics of personal, community, or world interest.</p>

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