

Kansas Model Curricular Standards for World Languages

Kansas State Board of Education Approved July 2008

Kansas	World	Language	Curricular	Standards

July 2008

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The use of the standards is voluntary; however, each world language teacher is encouraged to consider carefully how the standards can best be used within each school setting.

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Introduction

Vision Statement

Studying another language and culture provides powerful keys for successful communication: "knowing how, when, and why, to say what to whom" (National Standards, 1996). The organizing principle for language study is communication, which highlights the social, linguistic, and cultural aspects of language. The approach to second language instruction endorsed here is designed to facilitate meaningful interaction with others, whether they are on another continent, across town, within the neighborhood, or in the classroom.

Purpose

This document has been created to assist Kansas educators in developing local curricula for world languages. These standards set forth high, yet realistic expectations. Each educational entity should develop and adapt curricula based on these approved standards and adapt them. This model clarifies the close alignment of second language acquisition with other core subjects and with basic literacy. These standards are not a curriculum, no more than a textbook is a curriculum. They provide guidance for instruction, assessment, staff development, and teacher preparation. Underlying this document is the belief that both subject knowledge and teaching expertise are essential for effective instruction.

Background

The Kansas State Board of Education adopted Kansas Curricular Standards for Foreign Language in 2000. They were developed by the Kansas Foreign Language Association in cooperation with the Kansas Department of Education beginning in 1998 and based on the National Standards for Foreign Language Learning: Preparing for the 21st Century published in 1996 by American Council on the Teaching of Foreign Languages (ACTFL). The writers of this revised document have benefited from the ongoing national standards project as well as other state standards projects. Kansas standards are aligned with the national document and rely heavily on almost two decades of defining proficiency levels and student competencies in using the target language in real life situations. The following conclusions have been drawn from research over the past two decades:

- A. Second language study...
 - 1. .benefits all children because all can learn and experience success.
 - 2. is best begun in kindergarten and continued without interruption through Grade 12 and beyond.
 - 3. provides the vision and skills necessary to be a global citizen.
 - 4. .develops critical-thinking skills.
 - 5. .has a goal of real-life communication.
 - 6. should be part of the core curriculum.
- B. Assessment should reflect proficiency objectives of the state and national standards.

The Five C's redefine listening, speaking, reading, and writing



Communication

In the rapidly shrinking, interdependent world of the 21st century, business and economic communities, as well as various governmental sectors need citizens prepared with real-world language skills. Being able to talk about the language, to explain grammar rules, and to recognize sounds or signs are not enough. Students must speak/view, read, and comprehend spoken/signed and written language proficiently. * Kansas recognizes American Sign Language as a foreign language according to state statute 72-1121, L1990 Ch. 253, P.2, July 1.

They must be prepared to participate in face-to-face interaction with people of other cultures and to interpret concepts, ideas, and opinions expressed through their media and literature. The communication standard has three components:

- interpersonal / conversational (listening and speaking skills), (rule states, if they are not complete sentences, do not capitalize the first word of the bullet)
- interpretive (listening and reading skills)
- presentational (speaking and writing for an audience)



Cultures

The study of another language enables students to understand a different culture *on its own terms*. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who know both. The culture standard includes three components:

- products (tangible and intangible)
- practices (patterns of social interaction)
- perspectives (meanings, attitudes, values, and ideas)



Connections

Studying a world language expands the educational experience by connecting with other disciplines. The conscious effort to connect the world language curriculum with other academic disciplines opens doors to information and experiences that enrich students on an academic and personal level. The connections standard reinforces knowledge and skills in the following content areas:

- reading, writing
- math
- history, government, economics, geography
- science
- music
- art
- health
- technology



Comparisons

Students benefit from discovering patterns among language systems and cultures. By comparing languages, learners develop a greater understanding of their own language and culture and of language and culture in the broadest sense. Rather than making naïve assumptions based solely on their own language, students are open to and can anticipate linguistic and cultural differences. What students learn about the nature of language and its interaction with culture carries over into future contacts with other languages and cultures. The comparison standard includes:

- languages; and
- cultures.



Communities

Students must be prepared to apply language skills, and cultural knowledge and sensitivity in the real world. They benefit from an awareness and appreciation of the multi-lingual people around them, in Kansas communities, and across the United States. The community standard addresses:

- Application use of the language in the larger community
- Exploration lifelong interest in learning the language

Organization of this document

Standards are general statements of what the student should know and be able to do. Benchmarks are specific statements of what the student should know or be able to do. They are used to measure a student's progress toward meeting one standard. For the purpose of this document, benchmarks are described for three sub-divisions each at the novice and intermediate stages, where most students function, and one advanced stage. Indicators state what knowledge or skills a student demonstrates in order to meet a particular benchmark at a given developmental stage. They are categorized according to the complexity of skills and knowledge needed to accomplish a stated task. Instructional examples are lessons, ideas, or activities from which the student acquires the knowledge or skill described in an indicator. Examples included are only representative samples.

The standards, benchmarks, and indicators are provided in two formats. The first, beginning on page 10, presents each standard with its benchmarks and indicators in a scope and sequence chart. The second, beginning on page 28, presents all standards, benchmarks, and indicators by level (Novice Low, Novice Mid, Novice High, etc.) and provides instructional examples for most indicators.

State requirements

There are currently no world language requirements for high school graduation in Kansas. Quality Performance Accreditation (QPA) requires that secondary schools provide instruction in a foreign language. Board of Regents Kansas Scholars are required to complete two years of one foreign language. For Qualified Admissions, the Kansas Board of Regents strongly encourages students to take two units of one foreign language in high school.

However, across the nation a much greater emphasis is being placed on language proficiency. To be competitive in the job market and in college applications, language study should start as early as it is available and continue as long as possible. The most effective program includes a K-12, uninterrupted, well-articulated sequence of at least one language. For the average student, five to seven years of continuous study are needed to achieve *real world* proficiency levels. Studies show that two years are not sufficient to become fluent in a second language. Because students will more easily learn a third or fourth language after learning a second, all languages offered by a district do not have to begin in kindergarten.

Assessments

Standards-based assessments include proficiency interviews, integrated performance assessments, and self-assessment tools. The field is also benefiting from the development of high quality, computerized standards-based, proficiency assessments. Assessments should form a solid base of evidence for informing instruction and ensuring articulation. Performance targets focus on what has been learned, not merely what has been taught. They focus on what students can do with what has been taught and learned. A test should involve situations rather than lists of words and phrases and discreet grammar points. It is essential for teachers at all levels to evaluate and discuss actual evidence of what students can do independently with language, rather than basing the quality of the program on which textbook is *best* or how many grammar rules were drilled and memorized. See Appendix B.

Stages of language development

World language study should be part of a student's educational experience from kindergarten through university. Research confirms that children easily and naturally acquire language. The degree of proficiency gained is directly proportional to the amount of time spent by students in meaningful study, with some languages requiring more time than others to attain the same degree of proficiency. Whereas foreign language study can begin at any grade level, the use of the terms *novice*, *intermediate* and *advanced stages* indicate general proficiency and performance levels.

Novice: the student communicates with phrases and words to express basic needs. "I need a hat."

Intermediate: the student expresses and elaborates on basic needs. "I need a wool hat because my ears are cold."

Advanced: the student communicates in paragraphs to respond to and resolve problems. "If hats are on sale when I get my next paycheck, I might go get one to keep my ears warm."

Acquisition of a second language is a long-term process. Students who begin in elementary school can reasonably reach the advanced level during their college years. Just as a student does not learn all there is to know about English, math, science, and social studies in two years, neither can a student achieve foreign language proficiency in such a short time.

To become a licensed world language teacher in Kansas, one must demonstrate minimal proficiency at the *advance*d low level. To produce qualified teachers within our state, educational institutions must provide an articulated sequence of instruction beginning in elementary grades and continuing through middle school, high school and into college. Therefore, this K-12+ model addresses the *novice low* through *advanced low* proficiency levels.

Program models

Although the traditional model in Kansas has been two to five levels of study in high school, Kansas also has K-12, 6-12, and other models. Regardless of the model, it is important to plan a world language program that is continuous, cumulative, proficiency-oriented, and sequential.

Based on current studies of Standards-based Measure of Proficiency (STAMP) assessment data, a year of instruction at the high school level requires a minimum of 100 hours, evenly distributed during 21 or more weeks per year, meeting at least 3 times a week. At that rate the average student gains novice skills after approximately 200+ hours, intermediate skills after 400+ hours, advanced skills after 800+ hours and superior (fluent) skills after 1600+ hours. Younger children might be scheduled into shorter periods of instruction, but should have language at least three times per week, continuing all year, sequentially from year-to-year without gaps. It should be noted that combining levels of instruction into a single time period will dilute its effectiveness, such that 100 hours would likely result in slower progress. The standards in this document provide a framework for a K-12 curriculum with a minimum of 100 hours of instruction to meet the benchmarks of each proficiency level. See Appendix C.

Benchmarks	High School	Middle and High	K-12 program
Novice Low	Level 1	6-7	K-5
Novice Mid	Level 2	8-9	6-7
Novice High	Level 3	10	8
Intermediate Low	Level 4, AP or IB	11	9
Intermediate Mid		12, AP or IB	10, 11
Intermediate High			12, AP or IB
Advanced Low			

Elementary programs (typically K-5 or K-8) fall into two major classifications: immersion and Foreign Language in the Elementary School (FLES).

- Immersion accelerates language learning by using the target language as the primary means of communication to teach core content. The day's schedule may be segmented into portions or percentage (70 percent target language, 30 percent English; 90 percent target, 10 percent English, etc.) Teacher fluency and competence in subject matter are crucial to this model. The immersion experience sometimes creates a silent period to allow the brain time to absorb large amounts of the new language.
- FLES typically teaches the target language one period per day, often with an instructional focus on core content matter. The amount of time allotted for instruction is crucial to the success of this type of program. Classes meeting 3-5 times per week and accumulating 100-110 hours of instruction distributed evenly throughout the school year should be considered the minimal.

Both models can continue into middle school and high school if attention is paid to proper placement based on student performance level. In the case of immersion, teaching content in the target language might not be practical on a school wide basis but can be done on a course-by-course basis. Because of the changing nature of the learner, adaptations of instructional levels are necessary through the middle school years. For example, the time needed for students to progress from novice mid to novice high might be two years at the sixth, seventh, or eighth grade level, but only one year at the tenth grade level or above.

Distance learning and technology

Although the best case scenario is to have a qualified language instructor in every school, teacher shortages and low enrollments may require use of interactive distance learning (IDL). Effective IDL instruction is fully interactive. It focuses on students rather than technology and provides equal access to all students. To overcome challenges of technology and of matching school calendars and bell schedules, trained facilitators and back-up plans make this a viable alternative to face-to-face instruction.

Curriculum and unit planning

In their widely-acclaimed book *Understanding by Design*, Wiggins and McTighe (1998) describe *backward planning*. In Stage One, the planner identifies desired results by choosing specific indicators from the standards on which to focus. In Stage Two, the planner determines what will be acceptable evidence of student learning. In Stage Three, the planner identifies overarching themes or big ideas to unify learning experiences and instructional activities. All of the learning experiences and activities are aligned with the *big ideas* and the final product or performance benchmark. Depending on the final product or performance, the teacher will lay out lessons by thinking like a storyteller, giving the unit narrative structure, or by thinking like a coach, developing the unit by task analysis. In either case, the unit has a clear-cut beginning, middle, and end. A sample unit framework for standards-based backward planning is provided in Appendix D.

Language choice

With hundreds of languages spoken around the world, it is risky to predict which one will be the most useful in a particular person's lifetime. Even choosing from the 30 most commonly taught requires a multitude of assumptions. Tradition, history, and availability of certified teachers have rendered Spanish, French, and German the three most commonly taught languages in Kansas in recent years. Others being taught in public and private schools in our state include American Sign Language, Arabic, Chinese, Greek, Italian, Japanese, Kickapoo, Latin, and Russian. Rather than predicting the future's most useful language, it is clearly more effective to study one language, any language, continuously for several years.

As students learn to function in a language, they also learn strategies for the process of language acquisition and for coping with the large variety of language possibilities. Skills developed when learning a second language will be adapted and applied when learning additional languages. It is more important to learn a second language well, than to barely scratch the surface of many languages. The selection of which language to teach rests with the local school district, based on such factors as community interest, heritage, and availability of highly qualified teachers and other resources. Attention should also focus on teaching and preserving the state's heritage languages, especially those in danger of disappearing from the common legacy of the region, of the United States, and the world.

Diverse language learners

Second language learning is not exclusively for college-bound students. All students should be encouraged to investigate the value and role of second language skills and cultural knowledge for employment in sectors such as business, economics, government, military service, travel, and leisure. In the 21st century, digital communication, international markets, and international living reveal the power of multi-lingualism and the power of understanding cultures. As the state plan to integrate academic standards with career and technical education standards unfolds, language standards emphasizing proficiency levels will facilitate incorporating language into each individual career plan of study.

Every Kansas student, regardless of race, gender, ethnicity, socioeconomic status, English proficiency, disability, or giftedness, should have access to a challenging, standards-based world language curriculum.

Heritage language learners

While the majority of world language students in Kansas are true beginners, increasing numbers enter school as heritage speakers of languages other than English. Heritage language skills must be valued and nurtured, rather than diminished or eliminated by the school experience, as has been the consequence of some past practices. Heritage speakers contribute authentic dimensions of language and culture essential to second-language learners. Students then have opportunities to practice with native speakers and learn about culture first-hand.

Skills of heritage students vary, but all will benefit from developing native literacy skills in tandem with English language skills, and valuing bilingualism, and biculturalism. The continued study of one's native language supports greater competency in English. Heritage learner's proficiency skills usually exceed Novice-Low in interpersonal communication, but not in other skills, so instructional suggestions for heritage learners (HL) can be found in the Standards by Proficiency Level section of this document, Novice- Mid and above.

Cognitive gain from language learning

Researchers (Cooper, 2008) find a direct correlation between language learning and improvements in cognitive and verbal skills. Data from Scholastic Aptitude Tests (SAT) show that the highest verbal scores are from students who have studied world languages for three or more years. As students learn a second language, they develop and practice many if not most of the critical-thinking skills described in Bloom's taxonomy of thinking processes. World language students acquire and practice a specific set of critical-thinking skills that they then transfer to the standardized verbal test-taking modality. World language study promotes and enhances flexibility in critical thinking and reasoning skills in addition to paving the way to bilingualism.



Standard 1.1 Communication – Interpersonal/Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

Standard 1.3 Communication – Presentational. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.



Standard 2.1 Cultures – Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

Standard 2.2 Cultures – Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.



Standard 3.1 Connections – Content. The student makes connections to other disciplines through knowledge of a world language.

Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.



Standard 4.1 Comparisons – Language. The student understands the nature of language by making comparisons between the target language and English.

Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.



Standard 5.1 Communities – Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

Standard 5.2 Communities – Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

STANDARDS IN SCOPE & SEQUENCE



Standard 1.1 Communication – Interpersonal/Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-12 Benchmark	ks 1.1 Communication	n – Interpersonal	/ Conversational.			
Novice	Novice Mid	Novice High	Intermediate	Intermediate	Intermediate	Advanced
Low			Low	Mid	High	Low
Uses verbal and nonverbal responses, memorized words, phrases, and patterns.	Asks and responds using high-frequency questions and memorized phrases.	Asks and responds with some complete sentences to questions on familiar topics.	Initiates and maintains simple interactions in everyday social situations; responds with sufficient detail to gain information and express opinions.	Converses on familiar topics using the present tense with some evidence of other timeframes.	Converses about home, school, and community topics using connected units of thought in present, past, and future time.	Converses on global and literary topics using cohesive and connected units of thought in present, past, and future time.
Indicators 1.1 Cor	nmunication – Interpe	rsonal / Conversation	<u> </u>		L	l
	eaking (ASL face-to-fac					
1. Repeats basic courtesies, greetings, and salutations appropriate to time of day.	Expresses basic courtesies, greetings and salutations appropriate to register.	Expresses basic courtesies, greetings in multiple forms and register, multiple forms of leave taking.	Incorporates social courtesies in conversation.	Incorporates social courtesies and gestures into conversation.	Attempts to use appropriate forms of address and behavior to suit social setting.	Uses appropriate forms of address and behavior in various informal and formal social settings.
2. States simple questions / answers on personal topics.	Answers questions with simple responses; asks simple questions.	Answers various forms of questions; uses variety of question words and phrases.	Exchanges descriptive information, including comparisons.	Initiates and concludes brief conversations on familiar topics.	Initiates, sustains, and concludes conversations on a wide variety of topics.	Uses various strategies, including circumlocution and fillers.
3. Repeats statements about basic needs.	Uses common expressions about basic needs.	Initiates statements about basic needs.	Explains and elaborates on basic needs.	Manages predictable situations.	Manages simple unforeseen situations.	Manages unforeseen and complicated situations.

Kansas World Language Curriculum Standards Scope and Sequence Chart Standard 1.1 Communication – Interpersonal / Conversational

4. Repeats expression of likes and dislikes.	Responds to questions concerning likes and dislikes.	Expresses likes and dislikes.	Explains likes and dislikes.	Elaborates on likes and dislikes.	Explores others likes and dislikes.	Expresses personal feelings in order to persuade others.
5. Answers with affirmative or negative word to indicate agreement or disagreement.	Responds with short phrases of agreement/disagreement.	Expresses simple opinions.	Elaborates on opinions and makes suggestions.	Exchanges opinions and makes recommendations to others.	Expresses individual ideas in order to not problems.	
	6. Makes and responds to simple requests.	Makes and responds to more advanced requests.	Gives and follows directions in a familiar context.	Gives and follows directions, including clarification of unclear details.	Gives and follows directions in unfamiliar situations.	Gives and follows directions for survival in unforeseen situations.

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Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

Benchmark 1.2 C	Benchmark 1.2 Communication – Interpretive. (listening, viewing/attending, and reading)							
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low		
Understands basic practiced spoken/signed words and sentences with contextual and visual support.	Understands practiced spoken/signed and written words and sentences.	Understands simple spoken/signed passages with variations in basic words and sentence patterns on familiar topics.	Understands and interprets simple, authentic, written, and spoken/signed sources on familiar topics with support.	Understands and interprets authentic, written, and spoken/signed sources on community topics with some support.	Understands and interprets authentic writing, and spoken/signed sources on universal topics with little support.	Understands and interprets authentic, written, and spoken/signed sources on universal, literary, and global topics.		
Indicators 1.2 Com	munication - Interp	retive.						
Follows basic rehearsed commands.	Follows practiced classroom commands.	Follows variations in commands.	Follows multiple written, spoken, or signed commands, and instructions with support.	Follows multiple written, spoken, or signed commands, and instructions with some support.	Follows authentic written, spoken/signed commands, and instructions with little support.	Follows complex commands and instructions intended for native speakers.		
2. Understands familiar simple words, phrases with frequent repetition, visual, and context support.	Understands simple phrases and sentences with some recombination, repetition, and visual support.	Gathers the gist and some specific information from simple passages using recombined vocabulary and some visual support.	Understands the main idea and some details in a paragraph within familiar contexts.	Understands simple narrative and expository text such as letters and documents with some unfamiliar vocabulary.	Understands main idea and most supporting details in authentic, expository, and narrative text with limited contextual support.	Understands authentic expository, narrative, and persuasive texts and interprets mood and implied meanings (e.g., sarcasm, humor, and irony.		

3. Understands	Deduces meaning	Deduces word	Deduces meaning	Deduces sentence	Deduces sentence	Deciphers
words from	from intonation	level meaning	from root words,	level meaning	level meaning	meaning of
cognates and	and	from knowledge of	pre-fixes, suffixes,	from word order,	from parts of	unfamiliar
context.	recombinations of	some root words.	and common	intonation.	speech,	paragraphs using
	familiar words.		endings.		etymology, and	broad variety of
			_		words borrowed	etymology and
					from other	sentence syntax
					languages.	clues.



Standard 1.3 Communication – Presentational. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

K-12 Benchmarks 1.3 Communication – Presentational.								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low		
Reproduces memorized words and phrases.	Reproduces mostly memorized words and phrases.	Presents mostly memorized words, phrases, and simple sentences with some attempt to create.	Presents familiar subjects using present tense with support. Expresses own meaning in a basic way.	Presents topics of personal interest using present and past tenses with some support.	Conveys with limited support familiar and universal topics in the present, past, and future times.	Conveys literary, global, and universal themes in all timeframes in cohesive paragraphs.		
Novice Low	munication – Prese Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low		
Spoken				•		•		
1. Imitates vowel and consonant sounds.	Sounds out familiar words with inflections/ tones.	Sounds out simple 1-2 syllable unfamiliar words	Sounds out unfamiliar words.	Reads sentences aloud attempting native intonation and rhythm.	Reads text or recites poetry aloud attempting native intonation and rhythm.	Reads text or recites poetry aloud with near-native intonation and rhythm.		
Spoken or signed	•		•		,	,		
2. Describes using one or two words.	Gives personal information using memorized vocabulary.	Presents personal and school topics using three to five sentences combining familiar vocabulary.	Reports and describes using occasionally compound sentences.	Reports and describes using compound and occasionally complex sentences.	Reports and describes using connected, compound, and complex sentences in paragraphs.	Reports and describes using compound and complex sentences in longer forms of discourse.		
3. Recites rote sequences and single word responses to visual cues.	Tells a memorized story with visual cues.	Tells a memorized story.	Narrates present events.	Narrates present and some past events.	Narrates present, past, and future events.	Accurately narrates and describes in present, past, and future.		

Written (signed, w	here applicable)					
4. Writes alphabet or characters particular to language, numbers, and sight words.	Spells familiar words accurately.	Spells new and unfamiliar words accurately.	Writes using capitalization, diacritical marks, and punctuation consistently.	Spells accurately an expanded vocabulary.	Spells words correctly, which are exceptions to target language rules.	Spells accurately and uses all conventions consistently.
5. Copies words and phrases.	Fills out a simple form.	Creates a simple note or postcard.	Writes an informal letter.	Writes a formal letter.	Writes to convey a mood or to imply meaning.	Writes about an abstract idea using all tenses.
6. Writes about self.	Writes about familiar topics.	Writes about personal interests using familiar phrases.	events using familia	Writes about personal experiences and events using familiar language to substitute for unknown vocabulary.		Explains and defends a position about literary, global, and universal themes.
	7. Organizes steps in a process.	Writes sentences explaining steps.	Explains a process based on prior knowledge or experience	Explains a process incorporating present tense and evidence of other tenses.	Explains a process using appropriate tenses.	Explains a complex process incorporating detailed instructions.
	8. Writes a 3-4 line story with visual cues.	Write a sequence of 5-6 events.	Writes an 8-10 line story.	Writes narrative text using present and some past events.	Writes narrative text using present, past, and future tenses using various cohesive devices.	Writes narrative text with various cohesive devices, tenses, and sentence structures.
	9. Summarizes the main idea of a paragraph in a few simple sentences.	Summarizes several ideas in a short paragraph.	Summarizes in a sequence of paragraphs.	Writes cohesive paragraphs using connective phrases.	Writes several paragraphs with various cohesive devices and sentence structures.	Writes in essay form with paragraphs serving various purposes, and adjusting voice, and register to audience.



Standard 2.1 Cultures – Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

K-12 Benchmark	K-12 Benchmarks 2.1 Cultures – Practices and perspectives.								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low			
Recognizes and imitates some generally, accepted social behaviors.	Imitates generally, accepted social behaviors of home and school life.	Uses generally, accepted social behaviors of home and school life.	Understands practices and perspectives of informal and formal settings.	Understands relationships between practices and perspectives in social groups or communities.	Understands relationships between practices and perspectives in institutions, and in historical context.	Understands relationships between practices and perspectives in institutions, historical/political context.			
Novice Low	ures – Practices and Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low			
1. Imitates greetings and gestures	Initiates greetings and uses appropriate gestures with support.	Uses age- appropriate register, gestures, and social courtesies with peers and teacher.	Uses age- appropriate register, gestures, and social courtesies in informal and limited, formal social situations.	Attempts to use appropriate register, gestures, and a broader range of social courtesies.	Consistently uses appropriate register, gestures, and a broad range of social courtesies.	Adapts gestures and social behaviors to regional practices.			
2. Identifies some common home and school practices.	Imitates some common home and school practices.	Imitates common home and school practices.	Experience cultural and social activities common to student's peers	Explore cultural and social activities in a variety of contexts.	Analyze the role of perspective in various cultural and social practices.	Analyze various cultural and social practices and perspectives as they relate to the world.			
3. Identifies a few major, traditional events.	Identifies some major, traditional events.	Identifies major, traditional events and practices associated with them.	Describes major, traditional events and practices associated with them.	Explains significance of traditional events and practices associated with them.	Explain how history has shaped current traditional events and associated practices.	Explains regional variations of traditional events and practices.			



Standard 2.2 Cultures – Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

K-12 Benchma	K-12 Benchmarks 2.2 Cultures – Products and perspectives.								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low			
Recognizes tangible products.	Identifies and describes the most common objects, symbols, and contributions.	Identifies and describes in detail the most common objects symbols, and contributions.	Understands the relationship between products and perspectives in limited areas of home and school life.	Understands the relationship between products and perspectives in community life.	Describes the role and significance of a broad range of products.	Describes role and significance of a broad range of products and their influence on the world.			
Indicators 2.2 Co	ultures - Products	and perspectives	•						
Novice	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low			
Low									
1. Identifies 10- 12 common products found in home or school.	Identifies and desc tangible products, i symbols, classroon landmarks, clothes and technology.	.e., flags, n objects,	Explains factors, which products, i.e., climate, geconomics, disabilities, investigate the function	geography, education, history, religion; and	Identifies, discusses intangible products a and political institution relationships among perspectives of the control of the c	as social, economic, ons, and describe these institutions and			
2. Imitates expressive products, i.e., songs, artwork, stories known by peers in the target culture.	Identifies expressiv such as stories, po visual arts, dance,	etry, music, and drama.	Performs samples of expressive products of the culture such as poetry, music, visual arts, dance, storytelling and drama; explore the role of these products in the larger community.		music, visual arts, da	e products (literature, ance, media, and film) e unique perspective			



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

K-12 Benchmarks 3.1.1 The student reinforces and furthers reading skills through world language study.

Indicators 3.1.1 Connections to reading based on Kansas Reading and Literature Standards

	1								
Novice	Novice	Novice	Intermediate Low	Intermediate Mid		Advanced			
Low	Mid	High			High	Low			
 Determines 	Recognizes	Identifies root	Uses context clues;	Uses context clues;	Uses knowledge of	Uses knowledge of			
meaning of		words, prefixes, and	uses knowledge of	uses knowledge of	classical and	classical and			
unknown words or	words, prefixes, and	•	classical and	classical and	modern languages	modern languages			
phrases using	suffixes similar to		modern languages	modern languages	and structural	and structural			
picture and context	English to determine		to determine	and structural	analysis to	analysis to			
clues.	meaning.		meaning of	analysis to	determine meaning	determine meaning			
(▲Reading 1.3.1)	(▲Reading 1.3.3)	determine meaning.	everyday	determine meaning	on global topics.	of universal,			
			vocabulary.	on a variety of		specialized, and			
				topics.		technical topics.			
Understands	Recognizes the	Recognizes the	Understands	Understands	Understands	Determines the			
some idioms.			figurative language		figurative language	meaning of			
(▲Reading 1.3.4)	literal expressions	literal and figurative	including similes,	including similes,	i.e., similes,	figurative language,			
	and some idioms.		metaphors, and	metaphor, idioms,	metaphors, idioms,	imagery, and			
		similes and idioms.	idioms.	•	onomatopoeia,	symbolism.			
				hyperbole.	hyperbole, and				
					personification.				
Uses text features		Distinguishes	Distinguishes	Distinguishes	Distinguishes	Distinguishes			
(e.g., title subtitles,	(e.g., graphs/charts	•	fact/opinion and	fact/opinion, and	fact/opinion;	fact/opinion, and			
captions) to gain		various types of	recognizes	recognizes	recognizes	recognizes			
			propaganda (e.g.,	propaganda, bias,	propaganda, bias,	propaganda, bias,			
(▲Reading 1.4.2)	3-,		advertising, media);		and stereotypes in	and stereotypes in			
Identifies the topic	captions.) Identifies	(▲ Reading 1.4.15)	distinguishes	appropriate-level	appropriate-level	various types of			
and main idea(s) in	topic and supporting		between expository	texts.	texts.	texts.			
appropriate-level	details in		and narrative text						
texts.	appropriate-level		types in appropriate-	·					
(▲Reading 1.4.10)	texts.		level texts.						

describes characters' basic physical traits and the setting (e.g. time of day or season) of a story. (AReading 2.1.1	describes characters' and personality traits and the setting (time of day, season, place) of a story.	describes characters' basic traits, feelings, actions and the setting of a story. (▲Reading 2.1.1	Describes aspects of major and minor characters; how these influence interaction; elements of plot; elements of setting (including historical period) and their influence on story	of major and minor characters; how those influence character interactions, elements of the plot; analyzes	aspects of characters and analyzes how major characters are developed through	Analyzes character development and historical, social, and cultural aspects of setting and plot.
			development	other story		
				elements.		
K-12 Benchmarks 3.1.2 The student reinforces and					ige study.	
Indicators 3.1.2 C	onnections to writ					
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
voice, word choice, s appropriate level in a target language. See		conventions) at the English and in the	sentence fluency, an the target language.		appropriate level in a	
				ugh world languag	je.	
Indicators 3.1.3 C	onnections to mat	h based on Kansa	as Curriculum Sta	ndards for Math		
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
(Math 1.2), basic metric measurement, (Math ▲3.2.2) and basic shapes.	computes simple problems, recognizes patterns and place values, uses centigrade and metric measurements.	1000, computes using fractions and decimals, estimates centigrade/Fahrenheit and	Uses ordinal numbers and appropriate symbols for time and date. Calculates currency, making correct change.	temperature or	math concepts in ways consistent with	Uses authentic language to convey basic math concepts.

				of social studies		
Indicators 3.1.4 C Geography	Connections to so	cial studies based	I on Kansas Stand	lards for History ar	nd Government; E	conomics and
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Theme: Self and family	Institutions / services		Communities	Government	Politics, Historical issues	Global issues
1. Identifies location of target language countries, uses cardinal directions, and identifies simple elements of weather.	language countries, major cities, and elements of weather including seasonal variations.	topography in target language countries, asks and gives directions using a map, and discusses the weather.	used to define a regi climate; human: relig government. (▲Soc.	,	untain, coastal, ge, economy,	Recognizes geographical, economic, historical, and political factors of target country's perspective on global issues.
artifacts from the target culture.	selected historical contributions of the target culture.	historical figures or events of the target culture. Describes a person or event that contributed to U.S. culture.	figures and events affect the target culture.	affected the U.S. and target language cultures (emigration, immigration, wars.)	structures, major issues, and leading figures of target country governments.	Discusses the influence of U.S. history and culture on target language countries.
		t reinforces and fu ience based on Ka		stuay.		
Novice Low	Novice Mid			Intermediate Mid	Intermediate High	Advanced Low
Observes, describes, and records daily and seasonal weather changes. (AScience 4.4.3.2)	Collects and classifies data in the	Plans and conducts a simple investigation. (▲Science 4.1.1.2)	human activities on the environment. (adapted from Science 7.6.2.1)	on the environment and looks for solutions to problems. (adapted	Investigates effects of human activities on the environment and analyzes	Uses scientific approach to discuss controversial issues in the target language.

K-12 Benchmarks 3.1.6 The student reinforces and furthers knowledge and appreciation of music through world language
study.

ndicators 3.1.6 Connections to music based on the Kansas Model Curricular Standards for Music							
Novice	Novice	Intermediate Low	Intermediate Mid	Intermediate	Advanced		
Mid	High			High	Low		
music and sings simple songs.	music and sings authentic songs. (Music 5-8)	music, sings authentic songs, and recognizes musical styles of target culture.	music, sings authentic songs, and recognizes musical styles, performers, composers, and instruments	traditions, musical styles, performers, composers, and instruments particular to the target culture.	Explores and discusses musical traditions, musical styles, performers, composers, and instruments particular to the target culture.		
	Novice Mid Listens to authentic music and sings simple songs.	Novice Mid Listens to authentic music and sings simple songs. (Music K-4) Novice High Listens to authentic music and sings authentic songs. (Music 5-8)	Novice Mid Listens to authentic music and sings simple songs. (Music K-4) Novice High Listens to authentic music and sings authentic songs. (Music 5-8) Listens to authentic music, sings authentic songs, and recognizes musical styles of target culture.	Novice High Listens to authentic music and sings simple songs. (Music K-4) Novice High Listens to authentic music and sings authentic songs. (Music 5-8) Intermediate Low Intermediate Mid Listens to authentic music, sings authentic songs, and recognizes musical styles of target culture.	Novice Mid Listens to authentic music and sings simple songs. (Music K-4) Novice High Listens to authentic music and sings authentic songs. (Music 5-8) Intermediate Low Listens to authentic music, sings authentic songs, and recognizes musical styles of target culture. Listens to authentic music, sings authentic songs, and recognizes musical styles, performers, composers, and instruments particular to the		

K-12 Benchmarks 3.1.7 The student reinforces and furthers knowledge and appreciation of visual arts through world language study.

Novice	Novice	Novice	Intermediate	Intermediate	Intermediate	Advanced
Low	Mid	High	Low	Mid	High	Low
Creates art based	Recognizes some	Recognizes cultural	Recognizes some	Identifies some	Explores artistic	Explores and
on the target	cultural symbols and	symbols and some	artistic traditions	artistic traditions and	traditions and styles,	discusses artistic
culture.	creates art based on	artworks. Creates	and styles, artists,	styles, artists, and	artists, and media	traditions and
	the target culture.	art based on the	and media particular	media particular to	particular to the	styles, artists, and
		target culture.	to the target culture.	the target culture.	target culture.	media particular to
						the target culture.

K-12 Benchmarks 3.1.8 The student reinforces and furthers knowledge and appreciation of health through world language study.

Novice	Novice	Novice	Intermediate	Intermediate	Intermediate	Advanced
Low	Mid	High	Low	Mid	High	Low
activities in the	foods typical of the target culture.	J 1	and foods that	Makes recommendations for a healthy life style.		Investigates current environmental risks to a healthy life style.

K-12 Benchmarks 3.1.9 The student reinforces and furthers knowledge and appreciation of technology through world language study.

language study.								
Indicator 3.1.9 Connections to technology based on the Kansas Technology Education Program Standards								
Novice	Novice	Novice	Intermediate	Intermediate	Intermediate	Advanced		
Low	Mid	High	Low	Mid	High	Low		
Uses simple	Explores technology	through a variety of s	student-centered	Investigates and ada	pts to changing techn	ology in a variety of		
technology in a	experiences.			applications.				
variety of integrated								
activities.								



Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

K-12 Benchmarks 3.2 Connections - Authentic sources.

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Extracts main ideas	Extracts main idea	Extracts information	Extracts information	Identifies the	Applies information	Analyzes the
and key words from	and supporting	and deciphers	and deciphers	perspective evident	from sources	perspective evident
sources intended for	details from sources	meaning from	meaning, including	in sources intended	intended for native	in sources intended
native speakers.	intended for native	sources intended for	inferences, from	for native speakers.	speakers.	for native speakers.
	speakers.	native speakers.	authentic sources.			



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmarks	4.1 Comparisons	- Languages				
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
	Makes generalities about similarities and differences.		Anticipates similarities and differences.	Makes generalities about regional variations in similarities and differences.	Identifies regional variations involved in similarities of and differences between languages.	Incorporates understanding of similarities and differences to communicate effectively.
Indicators 4.1 Com	parisons - Language	es				
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
different sound/sign	Recognizes some sound/sign and intonation patterns	intonation patterns of familiar	Transfers knowledge of sound/sign and intonation patterns to unfamiliar vocabulary.	Understands that sound/sign and intonation patterns may vary according to region or country.	Identifies which language patterns vary according to region or country.	Understands that language usage changes over time.
the target language has structural patterns that differ	Recognizes some simple structural patterns, i.e., gender, word order, writing system.	simple structural	Compares most simple structural patterns, i.e., usage of parts of speech.	patterns, i.e., those in literature and	,	Uses knowledge of structural patterns to communicate effectively.
vocabulary with English translations.			Translates compound and complex sentences.	Translates narrative and expository	Translates passages using figurative language.	Translates with increasing cultural perspective and nuance.

4. Uses word lists to	Uses simple	Uses textbook	Uses translating	Uses translating	Uses full array of	Uses target
find meaning.	glossary to find	glossary to identify	dictionary to find	dictionary to select	tools in a translating	language dictionary
	meaning and	classifications.	multiple meanings of	meaning consistent	dictionary.	to select appropriate
	identify nouns,		words.	with context, parts of		definitions.
	verbs, and			speech, and		
	adjectives.			appropriate		
				idiomatic		
				expression.		

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Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

K-12 Benchmarks	4.2 Comparisons	s - Cultures				
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Identifies a few differences in cultures.	Accepts similarities and differences.	Explores similarities and differences.	similarities and differences.	and differences from historical, literary, and political influences on	social, artistic, and institutional	•
Indicators 4.2 Com	parisons - Cultures					
Novice	Novice	Novice	Intermediate Low	Intermediate Mid	Intermediate High	Advanced
Low	Mid	High				Low
Recognizes similarities and differences in greetings, personal space, and some gestures.	Recognizes some cultural similarities and differences in simple patterns of behavior, celebrations, and everyday life.	and differences in public and personal settings, such as	U U	historical, literary, political, and economic influences on cultures.	artistic, and institutional perspectives in	Understands how culture reflects the values and outlooks of its people, such as status of women and elderly, practice of religion.



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmarks	5.1. Communities	- Application				
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Shares skills and/or knowledge with school community and/or family members.	school community, family members, and speaker/signer	Shares skills or knowledge with school community, family, and native speaker/signer of the language.	school community, family, and native	individuals in target	Shares skills or knowledge with school, community groups, and individuals in target language countries.	Shares skills or knowledge with school, community groups, and groups or individuals in target language countries.
Indicators 5.1 Comm		n				
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Recites target language to family and friends.		Performs for school and community groups. Hosts native users of the language in the classroom.	Performs, hosts, and participates in cultural exchanges.	Uses language and events.	understanding of cult	ture in community
Recognizes words and activities borrowed from target language and culture.	information through community and Internet sources.		_	Finds and engages i opportunities such a festivals and interact students.	s international	Responds to information acquired from a variety of current authentic sources, i.e., music videos, newscasts, magazines, and newspapers.



Standard 5.2 Communities - Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

(-12 Benchmarks 5.2. Communities - Exploration.						
Novice	Novice		Intermediate Low	Intermediate Mid		Advanced
Low	Mid	High			High	Low
Makes connections to	Seeks opportunities	Locates sources in	Explores hobbies	Finds and uses	Establishes and/or	Engages in
target language and	for interaction with	target language and	and activities	multimedia sources	maintains personal	extensive
culture.	target language and	culture related to	related to the target	for acquisition of	interactions with	immersion-like
	culture.	personal interests.	culture.			interaction with
				personal		target language and
				entertainment.		cultures.
Indicators 5.2 Communities - Exploration						
Novice	Novice	Novice	Intermediate Low	Intermediate Mid	Intermediate High	Advanced
Low	Mid	High				Low
	1.Demonstrates	Demonstrates	Locates	Uses connections	Maintains personal	connections with the
	awareness of	awareness of	connections with the			h technology, media,
	individuals from	cultural events in		9	and authentic source	es.
	- C			technology, media,		
	their country of		0,7	and authentic		
	origin.		and authentic	sources.		
			sources.			
		s of Explores employment opportunities and study in which target language skills are used.		sed.		
	employment in					
	which target					
	language skills are					
1	used.					

Novice Low



Standard 1.1 Communication - Interpersonal / Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-	K-12 Benchmark 1.1 Novice Low: Uses verbal and non-verbal responses, memorized words, phrases, and patterns.			
Inc	dicators - Listening and speaking (ASL face-to-face)	Instructional Examples		
1.	Repeats basic courtesies; greetings and salutations appropriate to time of day.	Establish classroom routine. Repeat daily. Assign pairs of students to roll play a dialog based on a video, textbook, or teacher-created sample.		
2.	States simple questions / answers on personal topics, i.e. self,	Interview, talk about family photos, family tree.		
	family, and language class.	Make birthday cards. Learn the birthday song. Celebrate birthdays.		
3.	Repeats statements about basic needs.	Teach classroom phrases. Post them on a wall. Only allow the action to follow if it is in the target language. (I need paper. This is my pencil. May I sharpen my pencil? I have a question. May I get a drink? May I go to the bathroom? Here is my paper)		
4.	Repeats expression of likes and dislikes	Introduce set of vocabulary. Survey class preferences through interviews, focusing on a question to ask each classmate.		
5.	Answers with affirmative or negative word to indicate agreement or disagreement.	Daily classroom routine. Only accept answers in the target language.		



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

K-12 Benchmark 1.2 Novice Low. Understands basic, spoken, practiced words and sentences with contextual and visual support

Indicators - Listening, viewing/attending, and reading		Instructional Examples		
Follows basic rehearsed commands.		TPR basic classroom activities and daily tasks. (Stand up, sit down,		
		raise your hand, sharpen your pencil, push in the chair, open/close the		
		book, open/shut the door)		
2. Understan	ds familiar simple words, phrases, with frequent	Put labels on items in the classroom; on items being used in an activity.		
repetition,	visual and context support.	Use props. Use picture files. Use ASL signs for other languages.		
3. Understan	ds words from cognates and context.	Provide a sentence using vocabulary the students have never seen		

before. Show them the sentence, read it aloud to them. Ask for
volunteers to identify words they already know the meaning of'. Ask for
volunteers to guess every other word in the sentence. Ask for
volunteers to state the meaning of the sentence in English.



Standard 1.3 Communication - Presentational. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

K-12 Benchmark Novice Low: The student reproduces memorized words and phrases.				
Indicators – Spoken/signed production	Instructional Examples			
Imitates vowel and consonant sounds.	Select the most critical vowel and consonant sounds with which to			
	make whole-group corrections. Teach rhyming songs.			
2. Describes using one or two words.	Make a lost pet poster.			
	Make a family poster with pictures and descriptions.			
	Use picture files of famous people to describe.			
3. Recites rote sequences and single word responses to visual cues.	Retell a story.			
Indicators – Written (signed where applicable) production	Instructional Examples			
4. Writes alphabet or characters particular to language, numbers, and	Make word lists for notebook or vocabulary cards, copying all aspects of			
sight words.	the alphabet or characters accurately. Practice on ledger paper from the			
	target culture.			
	Practice in pairs: one student recites the word and the other student			
	writes it down.			
5. Copies words and phrases.	Use the board or overhead to model writing techniques.			
6. Writes about self.	Create a biographical photo album, booklet, or PowerPoint. Write			
	descriptions to support pictures about self, family, hobbies, interests,			
	favorite school subjects, foods, etc.			



Standard 2.1 Cultures - Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

K-12 Benchmarks 2.1 Novice Low: The student recognizes and imitates some generally accepted social behaviors.				
Indicators	Instructional Examples			
Imitates greetings and gestures.	Practice the art of culturally, accurate greetings on a daily basis, slowly increasing the expectation that the students respond in a like manner.			
Identifies some common home and school practices.	To practice a more formal recitation behavior common in school in many cultures, use in activities with a specific purpose, i.e., during a review for a test or while playing a competitive game, etc. Student must stand next to their desk, address the teacher formally, and answer the question.			
3. Identifies a few major, traditional events.	Prepare traditional food for a festival. Learn the appropriate greeting. Make decorations, play specific music. Research important elements of the festival and make a poster.			
Standard 2.2 Cultures – Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures. K-12 Benchmarks 2.2 Novice Low: Recognizes tangible products.				
Indicators	Instructional Examples			
Identifies 10-12 common products found in home or school.	Use a magic box from which to draw items, creating an element of mystery or surprise, identifying where they are from, and a brief description of them. Give a student an item to hold, so the rest of class can point to it when it is named.			
2. Imitates expressive products, i.e., songs, artwork, stories known by peers in the target culture.	Teach a craft such as paper cutting, paper folding that is common to the target culture. Decorate the room with the artwork.			



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

K-12 Benchmarks 3.1.1 Novice Low. The student reinforces and furthers reading skills through world language study (based on Kansas Reading and Literature Standards).

a)	based on Kansas Reading and Literature Standards).			
Indicators		Instructional Examples		
1.	Determines meaning of unknown words or phrases using picture and context clues.(▲Reading 1.3.1)	Routinely practice a pre-reading activity posing yes-no questions as to what the text is about based on pictures and other clues.		
2.	Understands some idioms. (Reading 1.3.4 ▲ at 8 th grade)	Write several English idioms on the board "keep your eye on the ball," "raining cats and dogs," "kick the bucket", or "hot dog" and have the students illustrate their literal meaning, then explain what they communicate. Point out some phrases used routinely in the target language that are also idioms. Have the students illustrate their literal meaning and emphasize what they communicate.		
3.	Uses text features (e.g., title subtitles, captions) to gain meaning from text. (▲Reading 1.4.2) Identifies the topic and main idea(s) in appropriate-level texts. (▲ Reading 1.4.10)	Instruct students to point to related words in title and text; in caption and text. After reading a paragraph/story in the target language, show students three sentences that state in the target language what it was about. Have them choose which they think is most accurate and point out words or phrases to support their choice.		
4.	Identifies and describes characters' basic physical traits and setting (e.g., time of day or season) of a story. (▲Reading 2.1.1 and 2.1.2)	When using storytelling techniques, emphasize that each new story routinely includes character traits and setting. Choose target vocabulary to identify character and setting.		

K-12 Benchmark 3.1.2 Novice Low. The student reinforces and furthers writing through world language study (based on the Kansas 6-TRAIT Writing Model).			
Indicators	Instructional Examples		
▲ Applies the 6-TRAIT model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing in English and the target language. See Standard 1.3.	Teacher leads class in creating a simple story about the school mascot or one of the students in class. When writing on the overhead / board/ or typing it on a projection screen, she gives them choices, always asking what is better. Choices should include samples of all 6-TRAIT. Write a vacation postcard. (Laminate a classroom set of cards; write on them with dry-erase markers.) Student writes an essay in English about family heritage/background; or about reasons to study the language. Select several traits to grade for mastery.		
Benchmark 3.1.3 Novice Low. The student reinforces and furthers math skills through world language study (based on Kansas Curriculum Standards for Math).			
Indicators	Instructional Examples		
 Recognizes whole numbers to 100 (Math 1.2), basic metric measurement (Math ▲3.2.2), and basic shapes. 	Frequently count aloud items being used in class activities. When learning the numbers, do simple calculations and count by multiples. When mental math is needed for any activity, require that the students do it aloud in the target language. When role-playing a store or restaurant, always do the calculations or make change aloud. Distribute meter sticks to pairs of students to measure each other's height. Each student writes down the measurement. In all self-descriptions the students are expected to be able to say how tall they are in metric measurement.		
Benchmark 3.1.4 Novice Low. The student reinforces / furthers knowledge of social studies through world language study (based on Kansas Standards for History and Government; Economics and Geography) Theme: Self and family.			
Indicators	Instructional Examples		
Identifies location of target language countries, uses cardinal directions, and identifies simple elements of weather.	Color and label a map using cardinal directions, names of country, capital, and major cities. Routinely start class with a description of the current weather.		
Recognizes some famous people and artifacts from the target culture.	Select a handful of major people whose pictures are easily available in the classroom to name, say where they are from, and identify their claim to fame. Use these people repeatedly when practicing any new vocabulary, just as frequently as examples of classmates/peers, so that they automatically come to mind when the student thinks of the target culture.		

Benchmark 3.1.5 Novice Low. The student reinforces and furthers knowledge of science through world language study (based on Kansas Science Curriculum Standards).		
Indicators	Instructional Examples	
 Observes, describes, and records daily and seasonal weather changes. (▲Science 4.4.3.2) 	Record the weather conditions once a week for the home town, and for a location in a target country. Convert the data at the end of the year into a graph or chart in order to compare data.	
Benchmark 3.1.6 Novice Low. The student reinforces and language study (based on the Kansas Model Curricular S	I furthers knowledge and appreciation of music through world standards for Music).	
Indicators	Instructional Examples	
Listens to authentic music. (Music K-4)	Use simple children's songs with repeated phrases.	
Benchmark 3.1.7 Novice Low. The student reinforces and furthers knowledge and appreciation of visual arts through world language study (based on the Kansas Model Curricular Standards for Visual Arts).		
Indicators	Instructional Examples	
Creates art based on the target culture.	Look at a Picasso and point out each of the body parts to a figure. Have the students draw their own Picasso-like picture and name the parts.	
Benchmark 3.1.8 Novice Low. The student reinforces and furthers knowledge and appreciation of health through world language study.		
Indicators	Instructional Examples	
Recognizes some activities in the target culture that promote healthy living. (Health 3)	Use target vocabulary to do a web search for healthy activities. Based on the quantity of images found, decide what are the most common. Create a poster and label the activities.	
Benchmark 3.1.9 Novice Low. The student reinforces and furthers knowledge and appreciation of technology through world language study.		
Indicators	Instructional Examples	
Uses simple technology in a variety of integrated activities.	Use language specific letters and characters in word processing, illustrate reports, use the spell check feature, and complete guided Internet activities such as currency conversion, textbook-related practices, checking weather conditions, creating word puzzles, and locating authentic cultural information.	

Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

K-12 Benchmarks 3.2 Novice Low. Extracts main ideas and key words from sources intended for native speakers.

Inc	dicators – Authentic Sources	Instructional Examples
1.	The student reinforces and furthers reading.	Use children's books children's websites, newspaper headlines, cut-lines, advertising, map labels, book titles, subtitles, captions,
2.	The student reinforces and furthers writing.	Use writing models, school tablets, and alphabet charts.
3.	The student reinforces and furthers knowledge of <i>math</i> .	Use menus, transportation timetables, calendars, meter stick/ruler, graphs.
4.	The student reinforces and furthers knowledge of social studies.	Use maps, pictures, charts and graphs, historical photos.
5.	The student reinforces and furthers knowledge of science.	Use simple weather symbols from newspaper or television; metric symbols.
6.	The student reinforces and furthers knowledge of <i>music</i> .	Use recordings and live performance when available; children's songs, rhymes, ad jingles.
7.	The student reinforces and furthers knowledge of visual arts.	Use pictures, posters, calendar reproductions of artwork.
8.	The student reinforces and furthers knowledge of health.	Use charts, posters, buttons, stickers.
9.	The student reinforces and furthers knowledge of technology.	Use authentic web sites and search tools.



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmarks 4.1. Novice Low. The student recognizes major similarities and differences between the target language and English.

Ind	dicators	Instructional Examples
1.	Recognizes that different sound/sign and intonation patterns exist.	Teach the alphabet and its corresponding sounds in the target language. Discriminate between correct and incorrect pronunciation/intonation.
2.	Recognizes that the target language has structural patterns that differ from their own.	Show examples of questions in English and in Spanish. Match up the words and have the students create rules to explain how to create questions in each language. Have the students create new questions in small groups.
3.	Matches common vocabulary with English translations.	Play word games, i.e., memory game, fly swatter', Pictionary, etc.
4.	Uses word lists to find meaning.	Refer to classroom word lists or notebook word lists to remind students of words previously learned.



Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures with American culture.

K-12 Benchmarks 4.2. Novice Low. The student identifies a few differences in cultures.

Indicators	Instructional Examples
Recognizes similarities and differences in greetings, personal	After students learn the names of foods, ask them to open a
space, and some gestures.	Chinese/French/German, etc. restaurant by making their own menu. Teach
	them a craft to decorate their restaurant. They create dialog, interacting with
	the customers. They use the space, greeting, and gestures according to the
	target culture.



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmarks 5.1. Novice Low. The student shares skills and/or knowledge with school community and/or family members.

I	ndicators	Instructional Examples
1		Tell a memorized story, poem, or song, and have family/friend sign-off that they heard it.
2	 Recognizes words and activities borrowed from target language and culture. 	Create a collage or collection on board of samples from the community.



Standard 5.2 Communities – Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

K-12 Benchmarks 5.2. Novice Low. The student makes personal connections to the target language and culture.

Indicators	Instructional Examples
Demonstrates awareness of individuals from target culture in school community.	After a long weekend or vacation, ask students about the Spanish experiences. They can share any time they heard Spanish spoken, spoke Spanish, or experienced Spanish in any way. This alerts them to the relevance of what we are learning.

Novice Mid



Standard 1.1 Communication – Interpersonal/Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-	K-12 Benchmark 1.1 Novice Mid: The student asks and responds using high-frequency questions and memorized phrases.	
	dicators – Interpersonal listening and speaking (ASL	Instructional Examples
fac	ce-to-face)	
1.	Expresses basic courtesies, greetings, and salutations, appropriate to register. (teacher-student; formal-informal)	During routine class activities, 1-2 students wear a formal hat, tie, and scarf to designate adult and must be greeted appropriately.
2.	Answers questions with simple responses and asks simple questions – about self, family, school, leisure activities, and weather.	"Where's my twin?" Use a "bingo" card full of questions. Each student first fills in the card with correct personal information to answer the questions, and then at a designated time all students circulate through the class asking questions in order to find others with the same answers. Duplicate answers are designated as "twins."
3.	Uses common expressions about basic needs.	Requests for paper, pencil, book, supplies, missed assignments, explanation of activity, grades, and test scores are made in the target language. Students are regularly expected to express hunger, thirst, being tired or bored, interested or happy in the target language.
4.	Responds to questions concerning likes and dislikes.	Collect multiple positive expressions and multiple negative expressions. Put them on a diagram, ladder, scaffold to depict their level of intensity. Have students mime facial expressions and/or body language to go with each expression.
5.	Responds with short phrases of agreement/disagreement.	After reviewing multiple affirmative/negative expressions, ask the same question of several students, not allowing anyone to use an answer that has previously been used.
6.	Makes and responds to simple requests.	Students play teacher by taking turns giving a series of 2-3 commands to their classmates. Reward originality and creative combinations.



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

Benchmark 1.2 Novice Mid. The student understands practiced spoken/signed and written words and sentences.	
Indicators - Interpretive listening, viewing/attending, and	Instructional Examples
reading.	
Follows practiced classroom commands.	Play "Simon Says" led first by the teacher, and then led by students.
Understands simple phrases and sentences with some recombination, repetition, and visual support	Identify famous people based on simple descriptive phrases.
recombination, repetition and visual support. 3. Deduces meaning from intonation and re-combinations of	Read an advertisement and identify pertinent information such as time,
familiar words	location, price.
	HL: Watch a movie scene with subtitles, both in the target language, and
	make a list of new words recognized, list predicted meaning, then use a
	dictionary to select the best meaning.



Standard 1.3 Communication - Presentational. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

K-12 Benchmarks 1.3 - Novice Mid. The student reproduces mostly memorized words and phrases.	
Indicators - Spoken production	Instructional Examples
1. Sounds out familiar words with inflections/ tones.	Student repeats vocabulary word after teacher pronounces it.
Indicators - Spoken or signed production	
2. Gives personal information using memorized vocabulary.	Students create a 2-minute biography, introducing themselves with as many details as possible in the time limit.
3. Tells a memorized story with visual cues.	Retells a story.
Indicators - Written (signed, where applicable) production	
4. Spells familiar words accurately.	Take dictation from a text that is familiar.
	HL: dictate self-assessable texts.
5. Fills out a simple form.	Complete a form to apply to be an exchange student. Create a party invitation describing who, what, when, where and contact information.
6. Writes about familiar topics.	Design, illustrate and write descriptions on <i>Son of the Year</i> or <i>Daughter of the Year</i> poster (nominating themselves.)

7.	Organizes steps in a process.	Convert a printed schedule of a school day, or a list of ingredients, or parts to an activity into a chronologically organized paragraph with steps described in complete sentences.
8.	Writes a 3-4 line story with visual cues.	Use a series of three or four pictures to provide a story line. Students create their version of the story. Write a story about a wayward or unlucky student or an exaggerated story about the perfect girl or boy.
9.	Summarizes the main idea of a paragraph in a few simple sentences.	



Standard 2.1 Cultures - Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of target language cultures.

K-12 Benchmarks 2.1 Novice Mid. The student imitates generally accepted social behaviors of home and school life.	
Indicators	Instructional Examples
Initiates greetings and uses appropriate gestures with support.	Use props (police hat, lady's dress hat, name badge, or child's cap, etc.) to distinguish age, position, or profession. Students use appropriate greeting for situation or register. HL: Gesture a greeting or farewell and say the expression or word that matches with it in the target language.
2. Imitates some common home and school practices.	Learn proper table setting and etiquette. Learn how to use a telephone directory or Internet resource and how to leave voice mail message. HL: Make a video about relevant family events.
3. Identifies some major, traditional events.	Invite a native speaking child into class to be interviewed by the class about the child's birthday celebration. HL: Research and make a project of the origin of a traditional event and its incorporation into life in the United States.



Standard 2.2 Cultures - Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of target language cultures.

K-12 Benchmarks 2.2 Novice Mid. The student identifies and describes the most common objects, symbols, and contributions of the target culture.

To his ballone of the language	
Indicators	Instructional Examples
 Identifies and describes 20+ tangible products, i.e., flags, symbols, classroom objects, landmarks, clothes, transportation ,and technology. 	Use PowerPoint or research for a specific location to learn about symbols, landmarks, geography, and lifestyle. Take a 'virtual tour' of a target-language location then make a list of what was discovered.
Identify expressive products such as stories, poetry, music, art, dance, and drama.	Explore art, famous people from target culture, poetry from target culture and present verbally. Learn traditional dances. Use songs/lyrics to model structure in language. Discuss meaning and style of language/expression in the song.



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

K-12 Benchmarks 3.1.1 Novice Mid. The student reinforces and furthers reading skills through world language (based on Kansas Reading and Literature Standards).

Kansas Reading and Literature Standards).		
Indicators	Instructional Examples	
to English to determine meaning. (Reading 1.3.3)	As a pre-reading activity, students list the cognates in a passage on the board. Review suffixes in English. Identify parallel suffixes in target language. Teacher selects a root and students add the suffix and guess meaning of the new word.	
,	Have students illustrate the literal meaning vs. the common meaning of target language idioms.	
contents, picture/illustrations, glossary, index, headings, subheadings, captions.) Identifies the topic and supporting details in appropriate-level texts. 4. Identifies and describes characters' and personality traits and the setting (time of day, season, place) of a story. (Reading 2.1.1 and 2.1.2)	Have students prepare summary statement in the target language about a topic, based on the text features provided. Have students state the main ideas of a text using vocabulary in the text, then rephrase that idea in other vocabulary or sentence structure. Establish a routine that any story situation, whether improvised, narrative or dialog form be summarized by the class in the terms of a story – establish target words to represent story character, setting, and plot. HL: Create a compare and contrast chart or Venn diagram during reading to identify similarities and differences between characters.	
K-12 Benchmark 3.1.2 Novice Mid. The student reinforces and furthers writing through world language (based on Kansas 6-		
TRAIT Writing Model). Indicators	Instructional Examples	
Applies the 6-TRAITmodel (ideas and content, organization,	Write an essay in English comparing and contrasting a cultural element or community experience. See Standards 4 and 5.	

Benchmark 3.1.3 Novice Mid. The student reinforces and furthers math skills through world language (based on Kansas Curriculum Standards for Math).	
Indicators	Instructional Examples
Recognizes whole numbers to 100 in target language and computes simple problems. Uses whole numbers to tell time. Recognizes currency. Uses metric measurement for length, height, and weight, and the Celsius scale for temperature.	Role play store and restaurant transactions aloud with customer and cashier counting payment and change. Establish routine that students, not the teacher, answer any question about what time it is. Dream room: Students measure the classroom with a metric tape, draw it to scale on graph paper, then furnish it as 'my dream bedroom' making sure that what they put in the idealized drawing is also to scale.
	thers knowledge of social studies through world language (based
on Kansas Standards for History and Government; Econ-	omics and Geography). Theme: Institutions and services.
Indicators	Instructional Examples
of weather including seasonal variations.	Use the Internet to check the weather in a handful of cities on a regular basis throughout the school year. Map the cities; log the temperature and conditions; graph the results at the end of the year.
Recognizes selected historical contributions of the target culture.	Create a timeline of major historical events. Illustrate the timeline. Create a mind map or web about a historical event and ways it has affected the culture.
Benchmark 3.1.5 Novice Mid. The student reinforces and furthers knowledge of science through world language (based on Kansas Science Curriculum Standards).	
Indicators	Instructional Examples
	See 3.1.4 above
Benchmark 3.1.6 Novice Mid. The student reinforces and language (based on the Kansas Model Curricular Standa	furthers knowledge and appreciation of music through world
Indicators	Instructional Examples
1. Listens to authentic music and sings simple songs. (Music K-4)	
Benchmark 3.1.7 Novice Mid. The student reinforces and furthers knowledge and appreciation of visual arts through world language (based on the Kansas Model Curricular Standards for Visual Arts).	
Indicators	Instructional Examples
 Recognizes some cultural symbols and creates art based on the target culture. 	Collect a variety of cultural symbols and ask students to create a cover sheet for their notebook incorporating these symbols.
	furthers knowledge and appreciation of health through world
language (based on Kansas Curricular Standards for Hea	
Indicators	Instructional Examples
Recognizes healthy foods typical of the target culture. (H.1).	Introduce the phrase "it's healthy" with any unit pertaining to food and have the students identify what is or is not healthy from the perspective of the culture.

Benchmark 3.1.9 Novice Mid. The student reinforces and furthers knowledge and appreciation of technology through world	
language.	
Indicators	Instructional Examples
 Explores technology through a variety of student-centered experiences. 	Have the class brainstorm many ways technology can be used for presenting information/language/culture to an audience. During the course, have them use a different mode each time they create a presentation.



Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

Be	Benchmarks 3.2 Novice Mid. Extracts main idea and supporting details from sources intended for native speakers.		
Indicators		Instructional Examples	
1.	The student reinforces and furthers reading.	Use e-mail and blogs, websites, menus, catalogs, posters.	
2.	The student reinforces and furthers knowledge of <i>math</i> .	Use receipts, exchange charts, thermometers, metric scales	
3.	The student reinforces and furthers knowledge of social	Use city maps and transportation diagrams, historical timelines	
	studies.		
4.	The student reinforces and furthers knowledge of science.	Use weather maps, health tips, height/weight ratio charts.	
5.	The student reinforces and furthers knowledge of <i>music</i> .	Use recordings, live performance; simple, traditional songs; pop songs.	
6.	The student reinforces and furthers knowledge of visual arts.	Use pictures, posters, books, websites, museums.	
7.	The student reinforces and furthers knowledge of health.	Use websites, sports magazines.	
8.	The student reinforces and furthers knowledge of technology.	Use Internet search engine in the target language.	



Standard 4. Comparisons – Languages. The student understands the nature of language by making comparisons between the target language and English.

K-	K-12 Benchmarks 4.1. Novice Mid. The student makes generalities about similarities and differences in languages.	
In	dicators	Instructional Examples
1.	Recognizes some sound and intonation patterns of target language.	Give students an English sentence to read using the sound and intonation patterns of the target language.
2.	Recognizes some simple, structural patterns from the target	Give students an incorrectly worded sentence to correct.
3.	language, such as gender, word order, writing system. Matches phrases with English translations.	Give students two examples from which to choose the correct example. HL: Learn basic rules and techniques of translation then translate different kinds of text (tales, newspaper articles, comics, etc. from target language to English / English to target languages.
4.	Uses simple glossary to find meaning and identify nouns, verbs, and adjectives.	Students will translate single words, phrases, sentences and paragraphs from the target language to English/English to target languages. Students will determine what translation is most appropriate for that word or phrase according to the way it is used in context.



Standard 4.2 Comparisons - Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

K-12 Benchmarks 4.2. Novice Mid. The student accepts similarities and differences in cultures.

I	ndicators	Instructional Examples
1	. Recognizes some cultural similarities and differences in simple	Prepare and sample foods of the target culture.
	patterns of behavior, celebrations, and everyday life.	Give students a proverb in the language and find an equivalent proverb in
		English.
		Show an authentic video or news broadcast of an important event, cultural
		event, or celebration. Create a Venn diagram to compare major celebrations.



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmarks 5.1. Novice Mid. Shares skills or knowledge with school community, family members, and users of the language as classroom guests.

Indicators	Instructional Examples
groups.	Incorporate a performance in end-of-year activities. Have students pick 20 food words to teach to a family member. They choose how to present the material and how to access their learner. Family gives feedback. HL: Participate in after-school tutoring of fellow students and/or enrichment
	activities for younger students.
	Give students a 'scavenger hunt' list of target language/culture items to be found in the community and a time limit for finding them. They need to bring some sort of proof – picture, clipping, signature of finding for each item and create a poster or shadow box or other type of display of the items.
0, 1, 15,00, 10, 5,1, 11, 71	create a poster or snadow box or other type of display of the Items.



Standard 5.2 Communities - Exploration. The student becomes a life-long learner for personal enjoyment and enrichment.

K-12 Benchmarks 5.2. Novice Mid. The student seeks opportunities for interaction with target language and culture.

ĺ	ndicators	Instructional Examples
	their country of origin.	Have students conduct a survey in their downtown, neighborhood, or school to identify knowledge of language and culture and countries of origin. HL: Create a quiz game about elements of the target culture in the community. Conduct a contest to see who knows the most about the heritage language, the community, and countries of origin.
4	Identifies types of employment in which target language skills are used.	Write a skit set in a store where the customer is looking for some Spanish items from home, but they are not available. Have employee and the customer find a solution to the problem. (Also use standards 1.1, 1.2, 1.3, 2.1, and 2.2)

Novice High



Standard 1.1 Communication - Interpersonal /Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-	K-12 Benchmark Novice High. Asks and responds with some complete sentences to questions on familiar topics.	
In	dicators	Instructional Examples
1.	Expresses basic courtesies; greetings in multiple forms and register, multiple forms of leave taking.	Train students to a classroom routine: students initiate classroom activities with social courtesies, using appropriate register for teacher and fellow students.
2.	Answers various forms of questions; uses variety of question words and phrases.	Role play the situation of making a date with a friend to go to a movie. Look at a list of movies playing at theaters in a major city in target country. Agree on a movie, choose a date and time, set a time and location to meet before the movie. Agree on what to do after the movie.
3.	Initiates statements about basic needs.	Tell the class they are playing sick. Everyone wants to go to the nurse and get sent home, but they can not all have the same symptoms. They need to convince the nurse to send them home.
3.	Expresses likes and dislikes.	Look at a menu and discuss what food to recommend to a friend. Look at a catalog and select an outfit to wear to a dressy school event, or a special party. Explain the choices.
4.	Expresses simple opinions.	Sort words and phrases of agreement and disagreement, placing them on a continuum from mild to forceful. Rehearse four or five polite ways to start a statement expressing one's opinion.
5.	Makes and responds to more advanced requests.	Directions to students should cover all routine class activities from making assignments to giving direction in multiple-step activities.



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

K-12 Benchmark Novice High: The student understands simple spoken/signed passages with variations in basic words and sentence patterns on familiar topics.

	Total Control	
In	dicators	Instructional Examples
1.	Follows variations in commands.	Prepare a recipe written in the target language.
2.	Gathers the gist and some specific information from simple passages using recombined vocabulary and some visual support.	Set up an e-mail exchange with a cooperating school in the target country. Students write e-mails in the target language (and receive responses in English or the target language.) Set up a Blog for a combination of students in classes here and a cooperating school. Use a password-protected site. Students respond to prompts written by the teacher (i.e., traditions, trends, stereotypes).
3.	Deduces word level meaning from knowledge of some root words.	Listen to a radio advertisement, and then answer questions about the product.



Standard 1.3 Communication - Presentational. The student conveys information, concepts, and ideas to listeners and readers for a variety of purposes.

K-12 Benchmark Novice High: Presents mostly memorized words, phrases, and simple sentences with some attempt to create.

In	dicators - Spoken/signed production	Instructional Examples
1.	Sounds out simple 1-2 syllable unfamiliar words.	Students sound out new vocabulary rather than teacher first pronouncing it
		for them.
2.	Presents personal and school topics using three to five	Rewrite daily announcement in the target language and present to class.
	sentences combining familiar vocabulary.	
3.	Tells a memorized story.	Retell variations of a familiar children's story or folk tale.

Indicators – Written production	Instructional Examples
4. Spells new and unfamiliar words accurately.	Students write dictation including words that are familiar and a few that are new but follow the target spelling rules.
5. Creates a simple note or postcard.	Students think of native speakers they know; then write a note inviting them to be interviewed by the class.
6. Writes about personal interests using familiar phrases.	Students write compositions about home, family, school, and other personal interests on a regular basis.

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7.	Writes sentences explaining steps.	Pairs of students plan a trip to a specific location in the target country and
		write out the plan for the trip in complete sentences.
8.	Write a sequence of 5-6 events.	Write a 'typical day in the life of" paragraph.
9.	Summarizes several ideas in a short paragraph.	After reading an article or short story, discuss it in class then assign
		students to summarize it.

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Standard 2.1 Cultures - Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of target language cultures.

K-12 Benchmarks 2.1 Novice High: The student uses generally accepted social behaviors of home and school life.	
Indicators	Instructional Examples
1. Uses age-appropriate register, gestures, and social courtesies with	Use authentic media to observe social interactions and identify phrases
peers and teacher.	used.
2. Imitates common home and school practices.	Create a skit based on a typical day or an experience as an exchange
	student in the target country.
3. Identifies major traditional events and practices associated with	
them.	



Standard 2.2 Cultures - Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of target language cultures.

K-12 Benchmarks Novice High: The student identifies and describes in detail the most common objects, symbols, and contributions.

I	ndicators	Instructional Examples
1	. Identifies and describes 20+ tangible products, i.e., flags, symbols,	Use student created graphics/pictures as flash cards, description
	classroom objects, landmarks, clothes, transportation.	prompts, concentration games, etc.
2	2. Identifies expressive products such as stories, poetry, music, art,	
	dance, and drama.	



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

K-12 Benchmarks 3.1.1 Novice High. The student reinforces and furthers reading skills through world language study		
(based on Kansas Reading and Literature Standards). Indicators	Instructional Examples	
Identifies root words, prefixes, and suffixes from target	Create a web graphic using a root word in the center and related words	
language , English, and classical languages to determine	connected to it. Students contribute by looking through a text, by digging into a	
meaning.	dictionary, or by guessing at meaning of words the teacher provides.	
2. Recognizes the difference between literal and figurative	Students analyze and interpret a brief poem and its figurative language from a	
language including similes and idioms.	recognized author in the target culture.	
3. Distinguishes fact/opinion in various types of appropriate-levels	/el Analyze a letter expressing both facts and opinions. Create a T-chart sorting	
texts. (Reading 1.4.15)	the two.	
4. Identifies and describes characters' basic traits, feelings,	Give students an authentic short story to read. They must fill out an attached	
actions, and the setting of a story. (Reading 2.1.1 and 2.1.2	information sheet indicating knowledge of the story.	
	rces and furthers writing through world language study (based on the	
Kansas 6-TRAIT Writing Model).		
Indicators	Instructional Examples	
1. Applies the 6-TRAIT model (ideas and content, organization	Write a 10-12 sentence paragraph on topic of interest in the target language.	
voice, word choice, sentence fluency, and conventions) at the		
appropriate level in all types of writing. See Standard 1.3.	trait at a time, have students list alternatives, changes, improvements that	
	could be considered for their own paragraph.	
Benchmark 3.1.3 Novice High. The student reinforces	and furthers math skills through world language study (based on	
Kansas Curriculum Standards for Math).		
Indicators	Instructional Examples	
1. Uses numbers to 1000, computes using fractions and	After making estimates, convert temperature applying either the formula using	
decimals, estimates centigrade/Fahrenheit and metric	fractions or decimals.	
measurements including weight and volume.	C= 5/9 (F-32) or C= .555 (F-32)	
	F= (9/5 C) + 32 or F= (1.8 C) + 32	
Benchmark 3.1.4 Novice High. The student reinforces	and furthers knowledge of social studies through world language	
study (based on Kansas Standards for History and Go	vernment; Economics and Geography). Theme: Then and now.	
Indicators	Instructional Examples	
1. Identifies topography in target language countries, asks and	Play the game Twister with a large floor map.	
give directions using a map, and discusses the weather.	Give directions to follow on a map.	

culture. Describes a person or event that contributed to U.S. culture.	Select a handful of celebrities whose pictures are easily available in the classroom to name, say where they are from, and identify their claim to fame. Use these people repeatedly when practicing any new vocabulary, just as frequently as examples of classmates/peers, so that they automatically come to mind when the student thinks of the target culture.
	I furthers knowledge of science through world language study
(based on Kansas Science Curriculum Standards).	
Indicators	Instructional Examples
,	Investigate habits and lifestyles related to energy or natural resource consumption.
Benchmark 3.1.6 Novice High. The student reinforces and	I furthers knowledge and appreciation of music through world
language study (based on the Kansas Model Curricular S	tandards for Music).
Indicators	Instructional Examples
8)	Choose a pop song in the target culture to teach to the rest of the class. Make a music video. Transcribe the words. Students decide the most effective way to teach it.

Benchmark 3.1.7 Novice High. The student reinforces and furthers knowledge and appreciation of visual arts through world language study (based on the Kansas Model Curricular Standards for Visual Arts).		
Indicators	Instructional Examples	
 Recognizes cultural symbols and some artworks. Creates art based on the target culture. 	Look at abstract paining and point out each of the body parts to a figure. Have the students draw their own abstract artwork and name the parts.	
Benchmark 3.1.8 Novice High. The student reinforces and furthers knowledge and appreciation of health through world		
language study.		
Indicators	Instructional Examples	
 Recognizes healthy food groups and activities typical of the target culture. 	Search on the Internet for the graphics comparable to the food pyramid in the target language.	
Benchmark 3.1.8 Novice-High. The student reinforces an	d furthers knowledge and appreciation of technology through	
foreign language (based on Kansas Technology Education	on Program Standards).	
Indicators	Instructional Examples	
Explores technology through a variety of student-centered experiences.	Use web search tools to locate authentic sources; use e-mail and/or Blogs to communicate in the target language; prepare presentations using every form of technology available; participate in chalkboard/moodle-based instruction,	



Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

Be	Benchmarks 3.2 Novice High. Extracts information and deciphers meaning from sources intended for native speakers.	
_		Instructional Examples
1.	The student reinforces and furthers reading.	Use hand-written correspondence, songs, poetry, application forms, recipes, instructions.
2.	The student reinforces and furthers knowledge of math.	Use texts using metric system.
3.	The student reinforces and furthers knowledge of social	Use historical records, lists.
	studies.	
4.	The student reinforces and furthers knowledge of science.	Use climate, habitats, species classifications, vegetation descriptions.
5.	The student reinforces and furthers knowledge of <i>music</i> .	Use broad range of traditional songs, arts songs, pop songs.
6.	The student reinforces and furthers knowledge of visual arts.	Use movies.
7.	The student reinforces and furthers knowledge of health.	Use brochures.
8.	The student reinforces and furthers knowledge of technology.	Use vocabulary for technology applications, creates websites, pod casts, e-mail, Blogs, photo- and video-sharing.



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmarks 4.1 Novice High. The student applies general patterns to languages.

In	dicators	Instructional Examples
1.	· · · · · · · · · · · · · · · · · · ·	Create a Venn diagram comparing sound production between target language
	vocabulary.	and English.
2.		Create a "What not to Say" poster identifying the patterns in English that are
	reflexive pronouns, time indicators.	not applicable in the target language.
3.	· · · · · · · · · · · · · · · · · · ·	Have student translate short passages, simplifying complex, and compound
		sentences whenever possible.
4.	Uses textbook glossary to identify classifications.	



Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

K-12 Benchmarks 4.2 Novice High. The student explores similarities and differences of cultures.

Ì	ndicators	Instructional Examples
ŀ	1. Recognizes some cultural similarities and differences in public	Compare energy consumption/conservation between lifestyles at home and in
	and personal settings, such as pastimes, dating, and personal	target culture.
	hygiene.	



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmarks 5.1 Novice High. The student shares skills or knowledge with school community, family, and native users of the language.

Indicators		Instructional Examples
	 Performs for school and community groups. Hosts native- 	Periodically present daily announcements to school in the target language.
	language users in the classroom.	(See. 1.3.2 above.)
1	2. Expands cultural knowledge through a variety of media or	Conduct a film festival.
	personal experiences.	



Standard 5.2 Communities - Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

K-12 Benchmarks 5.2 Novice High. The student locates sources in target language and culture related to personal interests.

Ì	Indicators	Instructional Examples
		Present a skit at an elementary or middle school based on folk tale or celebration of the target culture.
	Explores employment opportunities and study in which target language skills are used.	

Intermediate Low



Standard 1.1 Communication - Interpersonal / Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-12 Benchmark Intermediate Low: Initiates and maintains simple interactions in everyday social situations; responds with some detail to share information and express opinions.

In	dicators	Instructional Examples
1.	Incorporates social courtesies in conversation.	Role play a talk show using appropriate introductions and courtesies Role play an encounter with a law enforcement official, practicing needed courtesies. Go to http://www.makebeliefscomix.com where students can create their own comic strips. They select from 15 fun characters with different moods, i.e., happy, sad, angry, worried, and write words for blank talk and thought balloons.
2.	Exchanges descriptive information, including comparisons.	Look at pictures of teenagers, business persons, children from two countries, or two regions in a target country. Compare/contrast them. Or compare two places, products.
3.	Explains and elaborates on basic needs.	Students explain why they need more time to do homework. Role play an exchange student/parent conversation discussing needs and preferences.
4.	Explains likes and dislikes.	Students sample foods then describe and discuss their preferences. Show students a picture of an activity, student responds with their opinion of the activity, and reasons for that opinion.
5.	Elaborates on opinions and makes suggestions.	Given a set of possible room improvements, students describe preferred furniture arrangement, colors, decorations, and explain. Given a picture of a person, students suggest a makeover that would help this person look modern and blend into the target language culture.
6.	Gives and follows directions in a familiar context.	Make a phone call asking directions to a museum, theater, or landmark. Explain a recipe. Build a Lego-sculpture then give another student directions for how to build it without allowing that student to the sculpture until the second is finished.



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

K-12 Benchmark 1.2 Intermediate Low: The student understands and interprets simple authentic written and spoken/signed sources on familiar topics with support.

In	dicators	Instructional Examples
Im		
1.	Follows multiple written and spoken/signed commands and instructions with support.	Use a grocery ad to plan a dinner party and compute the cost.
2.	Identifies the main idea and some details in a paragraph within familiar contexts.	Students work in pairs: one describes a person and the other illustrates what he/she hears. Or one person looks at a picture and the other describes one person he/she has picked.
3.	Deduces meaning from root words, prefixes, suffixes, and endings.	Provide students with a list of compound nouns or word families and study changes in meaning by changing prefix or suffix. Send students to http://www.etymonline.com/ to find clusters of words in several languages that have the same root.



Standard 1.3 Communication - Presentational. The student conveys information, concepts, and ideas to listeners and readers for a variety of purposes.

K-12 Benchmark 1.3 Intermediate Low: Presents familiar subjects using present tense with support and expresses own meaning in a basic way.

meaning in a basic way.	
Indicators – Spoken/signed production	Instructional Examples
Sounds out unfamiliar words.	Select an authentic text, such as daily news from the Internet. Student plays
	role of news anchor after only a few minutes of preparation.
Reports and describes using occasionally compound sentences.	Assign to retell a story in own words using coordinating conjunctions.
Narrates present events.	Look at picture and create a story about what is happening.
Indicators – Written production	Instructional Examples
 Writes using capitalization, diacritical marks, and punctuation consistently. 	Class composes a short paragraph on a topic under discussion as a group. using the overhead or a projection system. Agree on word choice and organization. Look up questionable spelling. Discuss capitalization, diacritical marks, and punctuation. Give class several days to practice writing this paragraph, then turn it into a dictation assessment.
5. Writes an informal letter.	Use nicenet.org for Blogging with native speakers and other language learners.
6. Writes about personal experiences and events using familiar language to substitute for unknown vocabulary.	Students are required to write journal entries – a prescribed amount of writing per week.
7. Explains a process based on prior knowledge or experience.	Students explain procedures and activities in their favorite American sport or hobby to an exchange student.
8. Writes an 8-10 line story.	Write a progressive story. (Each student writes the first sentence of a story on a sheet of paper and passes it to the next student, who writes a second sentence based on the first, then passes it etc.) Read stories aloud. Edit. Refine. Read aloud. Go to http://www.makebeliefscomix.com where students can find story ideas and prompts to help users create graphic stories.
9. Summarizes in a sequence of paragraphs.	Read a magazine article from an authentic text and summarize it. Summarize the main news of the day from a target language newspaper (online).



Standard 2.1 Cultures - Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

K-12 Benchmark 2.1 Intermediate Low. The student understands practices and perspectives of informal and settings.

In	dicators	Instructional Examples
1.	Uses age-appropriate register, gestures, and social courtesies in informal and limited formal social situations.	Role play a restaurant scene using age-appropriate gestures formal/informal forms of address with friends and wait staff.
2.	Experiences cultural and social activities common to student's peers.	Create a Venn diagram to compare/contrast social activities between target culture and students' culture.
3.	Describes major traditional events and practices associated with them.	Portray a character associated with a major traditional event or celebration, describing the event from the character's point of view.



Standard 2.2 Cultures - Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

K-12 Benchmark 2.2 Intermediate Low: The student understands the relationship between products and perspectives in limited areas of home and school life.

Indicators	Instructional Examples
Explains factors that create/shape cultural products, i.e., climate, geography, economics, history, religion; investigates the function of these products.	Create a cultural fair. Each student prepares a visual display featuring a country or region; explain factors that impact products of the area. Prepare sample products to share with fair visitors. Present in target language for classmates before taking to a cultural fair in English.
2. Performs samples of expressive products of the culture such as poetry, music, art, dance, storytelling, and drama; explores the role of these products in the larger community.	Prepare an entry for an international arts festival representing a particular art/literature/musical period in the target culture. Explain how the time period, history, and other social factors impact the art.



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

K-12 Benchmark 3.1.1. Intermediate Low. The student reinforces and furthers reading skills through world language (base		
Instructional Examples		
odern Assign each student an Internet news source in the target language. ry. Read the headliner news of the day and summarize it.		
aphors, and Students compile list of idioms encountered in reading, illustrate both literal and figurative meaning. Compile list of metaphors and samples of appropriate register for use.		
(e.g., Compare reports of a newsworthy event from variety of news sources. Identify words and phrases that express opinion. List the facts that are consistent across all sources.		
these Write a one- or two-page book review in the target language. ing (including ent		
K-12 Benchmark 3.1.2 Intermediate Low: The student reinforces and furthers writing through world language (based on Kansas 6-TRAIT Writing Model).		
Instructional Examples		
voice, word Collect vocabulary that assist with, or signal use of, each of the traits. Practice incorporating this vocabulary when writing.		
ent reinforces and furthers math skills through world language (based on		
Instructional Examples		
Use ordinal numbers to ask students about class schedules, or activities occurring during a month. Role play bargaining in the market place. Measure the classroom and calculate area for new carpet and paint.		

K-12 Benchmark 3.1.4 Intermediate Low. The student reinforces and furthers knowledge of social studies through world language (based on Kansas Standards for History and Government; Economics and Geography). Theme: Communities.		
Indicators	Instructional Examples	
1. Identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economy, government). (SS.7.3.2.4k)		
culture.	Compare and contrast Abraham Lincoln to a leader in the target culture during a period of political upheaval. (See 2.1.3 and 2.2.2 above.)	
K-12 Benchmark 3.1.5 Intermediate Low. The student reinforce (based on Kansas Science Curriculum Standards).	es and furthers knowledge of science through world language.	
Indicators	Instructional Examples	
1. Identify effects of human activities on the environment. (S.7.6.2.1)	Search Internet news sources for environmental news in target countries, regions, cities. Read and report.	
K-12 Benchmark 3.1.6 Intermediate Low. The student reinforce world language (based on the Kansas Model Curricular Stand	es and furthers knowledge and appreciation of music through ards for Music).	
Indicators	Instructional Examples	
 Listens to authentic music, sings authentic songs, and recognizes musical styles of target culture. 		
K-12 Benchmark 3.1.7 Intermediate Low. The student reinforce through world language (based on the Kansas Model Curricul		
Indicators	Instructional Examples	
 Recognizes some artistic traditions and styles, artists, and media particular to the target culture. 	Complete an art test that includes an answer bank. The student must look at pictures the teacher is holding.	
K-12 Benchmark 3.1.8 Intermediate Low. The student reinforces and furthers knowledge and appreciation of health through world language.		
Indicators	Instructional Examples	
Describes activities and foods that promote healthy living.		
K-12 Benchmark 3.1.8 Intermediate Low. The student reinforces and furthers knowledge and appreciation of technology through world language.		
Indicators	Instructional Examples	
 Explores technology through a variety of student-centered experiences. 	Use web search tools to locate authentic sources,; use e-mail and/or Blogs to communicate in the target language; prepare presentations using every form of technology available; participate in chalkboard/moodle-based instruction.	



Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

Benchmarks 3.2 Intermediate Low. Extracts information and deciphers meaning, including inferences from authentic sources.

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In	dicators	ructional Examples
1.	The student reinforces and furthers reading.	Use newspaper articles, short magazine articles, game instructions
2.	The student reinforces and furthers knowledge of math.	Use metric system texts.
3.	The student reinforces and furthers knowledge of social studies.	Use Historical documents and certificates
4.	The student reinforces and furthers knowledge of science.	Use Magazine articles
5.	The student reinforces and furthers knowledge of <i>music</i> .	Use Classical instrumentation and classical artists
6.	The student reinforces and furthers knowledge of visual arts.	Use Museums, media, and galleries
7.	The student reinforces and furthers knowledge of health.	Use Magazine articles
8.	The student reinforces and furthers knowledge of technology.	Use Websites, software, and file sharing.



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmark 4.1 Intermediate Low. The student anticipates similarities and differences among languages.

In	dicators	Instructional Examples
1.	Transfers knowledge of sound/sign and intonation patterns to unfamiliar vocabulary.	Write a poem or song.
2.	Compares most simple structural patterns, i.e., usage of parts of speech.	
3.	·	Make a list of English idioms and use an idiom phrase book from the target culture to find similar idioms. Select useful idioms to commit to memory that do not have a parallel in English.
4.	Uses translating dictionary to find multiple meanings of words.	



Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures with American culture.

K-12 Benchmark 4.2 Intermediate Low. The student appreciates similarities and differences.

	ndicators	Instructional Examples
ŕ		Develop a plan to establish an "International School" (or other institution) in the
	institutions (school and religion) and the arts (music, dance,	community that would reflect the typical school of the target culture. Compare
L	and visual arts.)	and contrast it to your local school.



Standard 5.1 Communities – Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmark 5.1 Intermediate Low: Shares skills or knowledge with school community, family, and native speakers of the language.

Indicators	Instructional Examples
1. Performs, hosts, and participates in cultural exchanges.	Locate a reputable organization and/or organize a student exchange for a few
	weeks, months, or the school year.
2. Applies language and cultural knowledge in home or	Students research recipes and prepare a meal for their own family or for a culture
community setting.	fair.
Community Setting.	pan.



Standard 5.2 Communities - Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

K-12 Benchmark 5.2 Intermediate Low. Explores hobbies, interests, and activities related to the target culture.

İ	ndicators	Instructional Examples
	 Locates connections with the target culture through the use of technology, media, and authentic sources. 	Give students a list of hobbies that are based in the target culture. Have them pick one for themselves that is most closely associated with one of their own hobbies. Do a web search using the key word in the target language. Report on what they find.
•	Explores employment opportunities and study in which target language skills are used.	

Intermediate Mid



Standard 1.1 Conversational / Interpersonal Communication. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-12 Benchmark Intermediate Mid: Converses on familiar topics using the present tense with some evidence of other timeframes.

Instructional Examples
Role-play a wine-and-cheese reception at an art gallery for a famous artist
of the target culture. Everyone circulates around the room, introducing themselves and striking up conversations.
Party planner: Make plans for a major celebration related to an individual –
birthday, coming-of-age, retirement, etc. Interview the individual (classmate) giving them choices about the details of the event, to determine every aspect of the event.
Create a guide to local restaurants, giving 3-5 star ratings. Include the food, the atmosphere, the service.
Blindfold a partner and give them verbal instructions to complete a task or make a culturally-authentic object.



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

K-12 Benchmark Intermediate Mid: The student understands and interprets authentic written and spoken/signed sources on community topics with some support.

Indicators		Instructional Examples
1.	Follows multiple written and spoken commands and instructions with some support.	Students take turns being the leader of Simon Says.
2.	Understands simple narrative and expository texts such as letters and documents with some unfamiliar vocabulary.	Read short story and turn it into a big book/PowerPoint to be read to class, finding or creating an illustration for every couple of sentences. Collect news stories from many target language sources about one particular event. Students read the shortest, simplest first, identify differences.
3.	Deduces meaning from word order, intonation.	



Standard 1.3 Presentational Communication. The student conveys information, concepts, and ideas to listeners and readers for a variety of purposes.

K-	K-12 Benchmark Intermediate Mid: Presents topics of personal interest using present and past tenses with some support.		
Indicators – Spoken/signed production		Instructional Examples	
1.	Reads sentences aloud attempting native intonation and rhythm.	Watch a news broadcast in the target language, then role-play the anchor person, reading short clips introducing the news of the day.	
2.	Reports and describes using compound and occasionally complex sentences.	Take a paragraph of simple sentences and recombine some of the sentences into compound or complex sentences.	
3.	Narrates present and some past events.	After returning from vacation or a weekend, each student describes briefly what they did. Students take turns describing a school event from the perspective of various people who attended, student, parent, faculty, small child, grandparent, newspaper reporter. Explain the event depicted in an historically-authentic photo or painting.	
Ind	licators – Written production	Instructional Examples	
4.	Spells accurately an expanded vocabulary.	Type up previous journal entries, turn on spell check, make a list of the words that were incorrectly spelled, practice those words.	
5.	Writes a formal letter.	Write a letter to a historical figure praising or critiquing them for the role they played in history.	
6.	Writes about personal experiences and events using familiar language to substitute for unknown vocabulary.	Students write journal entries, with a minimum requirement of five pages per week.	
7.	Explains a process incorporating present tense and evidence of other tenses.	Students leave a message on the teacher's voice mail that they will not be able to attend school the day of the final, and ask about requesting alternatives to taking the final.	
8.	Writes narrative text using present and some past events.	Accident report: the student has just witnessed an accident of incident and has been asked to report on it. They write a detailed account of what they observed. The basis could be a picture, work of art, current event.	
9.	Write cohesive paragraphs using connective phrases.	Write a report of an exchange experience including a paragraph about places visited, about activities, host family experience, travel experience, cultural information gained.	



Standard 2.1 Cultural practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.

K-12 Benchmark 2.1 Intermediate Mid: Understands relationships between practices and perspectives in social groups or communities of target language cultures.

Indicators		Instructional Examples
	Attempts to use appropriate register, gestures, and a broader	Collect samples from literature, media, and film that exemplify social
r	range of social courtesies.	register and regional differences.
	Describes cultural and social activities in a variety of	
	communities/regions/countries.	
3. E	Explains significance of traditional events and practices	Collect samples of traditional events and practices that illustrate a cultural
a	associated with them.	belief. Collect samples that contradict those beliefs.



Standard 2.2 Cultural products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the culture studied.

K-12 Benchmark Intermediate Mid: Understands the relationship between products and perspectives in home, school, and community life in the target language cultures.

	ndicators	Instructional Examples
•	 Explains factors, which create/shape cultural products, i.e., 	Film Festival: View several movies from a particular time period, or movies
	climate, geography, economics, history, religion; investigate the	having a common theme across time. Discuss the background of the
	function of these products.	director, story, and factors influencing the films.
2	2. Performs samples of expressive products of the culture such as	
	poetry, music, art, dance, storytelling and drama; explore the	popular culture or literature. Elaborate on the product, by imitating it or
	role of these products in the larger community.	reproducing it.



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

K-12 Benchmark 3.1.1. Intermediate Mid. The student reinforces and furthers reading skills through world language (based on Kansas Reading and Literature Standards).

~ :	on Ransas Reading and Electrical Standards.		
Indicators		Instructional Examples	
1.	Uses context clues, knowledge of classical and modern languages, and structural analysis to determine meaning on a variety of topics.	Compile a personal list of new vocabulary, including a structural analysis of each word.	
2.	Understands figurative language including similes, metaphors, idioms, onomatopoeia, and hyperbole.	Compile a personal list collecting samples of each type of figurative language.	
3.	Distinguishes fact/opinion, and recognizes propaganda, bias, and stereotypes in appropriate-level texts.	Use an Internet news source in the target language to find a story about an event in the U.S. Compare it to local news sources to evaluate bias and difference in viewpoint, presence of stereotypes.	
4.	Describes aspects of major and minor characters; how those influence character interactions, elements of the plot; analyzes connections between setting, and other story elements.	Read a novel or novella, following class discussions, write a paragraph each about character development, setting, plot development, and resolution.	

K-12 Benchmark 3.1.2 Intermediate Mid: The student reinforces and furthers writing through world language (based on the

K	Kansas 6-TRAIT Writing Model).		
Indicators		Instructional Examples	
1.	Applies the 6-TRAIT model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the		udents practice the writing processprewriting, revising, and editing, based a well-written prompt:
	appropriate level in all types of writing. See Standard 1.3.	Wr	riting Situation
		•	The first sentence provides the background for the writing assignment and the general topic.
		•	The remaining sentences help writers consider different aspects of the topic, realize that they know enough about the topic to write and focus their individual responses.
		Dir	rections for Writing
		•	The first sentence identifies the nature of the writing (an essay) and also identifies an audience [and possibly purpose(s)].
		Th	e remaining sentences remind students to help their audience understand
			eir ideas by giving many details and examples to support their position and so direct students to address opposing viewpoints.

instruments particular to the target culture.

K-12 Benchmark 3.1.3 Intermediate Mid. The student reinforces and furthers math skills through world language (based on Kansas Curriculum Standards for Math).		
Indicators	Instructional Examples	
 Increases facility of using ordinal numbers and appropriate symbols for writing time, date, metric calculations, and temperatures in Celsius. 		
K-12 Benchmark 3.1.4 Intermediate Mid. The student reinforces / furthers knowledge of social studies through world language (based on Kansas Standards for History and Government; Economics and Geography). Theme: Communities an Government.		
Indicators	Instructional Examples	
 Identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government). SS.7.3.2.4k 	Develop a profile of a specific region. Give a report.	
 Identifies how history of civilizations affected the U.S. and target language cultures (emigration, immigration, wars). 	Identify a revolutionary period in the target culture, study its causes, effects, key figures, relationship to other countries and cultures. Research and create a timeline of changing immigrant status in the U.S., i.e., welcoming vs. excluding particular groups.	
K-12 Benchmark 3.1.5 Intermediate Mid. The student reinforces and furthers knowledge of science through world languag (based on Kansas Science Curriculum Standards).		
Indicators	Instructional Examples	
 Investigates effects of human activities on the environment and analyzes decisions based on knowledge of benefits and risks. (S.7.6.2.1) 	d Investigate environmental problems in a particular region. Create culturally appropriate solutions. (See standards 2.1, 2.2, and 3.1.4 above.)	
K-12 Benchmark 3.1.6 Intermediate Mid. The student reinforces and furthers knowledge and appreciation of music through		
world language (based on the Kansas Model Curricular		
IndicatorsListens to authentic music, sings authentic songs, and	Instructional Examples Create a music video imitating a particular musical style, performer, and time	
recognizes musical styles, performers, composers, and	period.	

K-12 Benchmark 3.1.7 Intermediate Mid. The student reinforces and furthers knowledge and appreciation of visual arts	
through world language (based on the Kansas Model Curricular Standards for Visual Arts).	
Indicators	Instructional Examples
 Identifies some artistic traditions and styles, artists, and media particular to the target culture. 	Collect artwork representing a timeline across several centuries. Compare each with other works from same time period and develop a list of common characteristics and artists. Students may select a period to research and report about. Develop the vocabulary to describe each period. Finally, scramble and reconstruct the artwork back into the timeline, using the vocabulary to describe and define each era.
K-12 Benchmark 3.1.8 Intermediate Mid. The student reinforces and furthers knowledge and appreciation of health through	
world language.	
Indicators	Instructional Examples
 Makes recommendations for a healthy life style. 	Create video recommending target culture activities.
K-12 Benchmark 3.1.8 Intermediate Mid. The student reinforces and furthers knowledge and appreciation of technology	
through world language.	
Indicators	Instructional Examples
 Investigates and adapts to changing technology in a variety of applications. 	Student learns a new technology application, the vocabulary needed, and teaches it to peers/class.
Explores employment opportunities and study in which target language skills are used.	



Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

K-12 Benchmark Intermediate Mid: Identifies the perspective evident in sources intended for native speakers.	
Indicators	Instructional Examples
1. The student reinforces and furthers <i>reading</i> .	Use short stories, magazines, websites, and letters
2. The student reinforces and furthers knowledge of <i>math.</i>	
3. The student reinforces and furthers knowledge of social	Use historical documents, authentic historical maps, certificates
studies.	
4. The student reinforces and furthers knowledge of science.	Use magazine and Internet articles.
5. The student reinforces and furthers knowledge of <i>music</i> .	Use folk instrumentation, classical instrumentation
6. The student reinforces and furthers knowledge of visual arts.	Use museums, media, and galleries
7. The student reinforces and furthers knowledge of <i>health</i> .	Use news magazine articles
8. The student reinforces and furthers knowledge of technology.	Use freeware and shareware.



Standard 4.1 Comparisons – Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmark 4.1 Intermediate Mid. The student generalizes about similarities and differences in regional variations.

In	dicators	Instructional Examples
1.	Understands that sound and intonation patterns may vary according to region or country.	Rehearse dialog from literature and drama that incorporate regional dialect.
2.	Understands increasingly complex structural patterns of the target language, such as those in literature and formal registers.	Dissect complex sentences and extended discourse into simplified version for summary or outline.
3.	Translates complex sentences.	
4.	Uses translating dictionary to select meaning consistent with context, choose parts of speech; select appropriate, simple idiomatic expression.	



Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

K-12 Benchmark 4.2 Intermediate Mid. The student understands the concept of cultures through comparisons of the cultures studied and their own.

Indicators	Instructional Examples
1. Identifies some historical, literary, political, and economic	
influences on cultures.	



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmark 5.1 Intermediate Mid: Shares skills or knowledge with school, community groups, and individuals in target language countries.

I	ndicators	Instructional Examples
1	. Attends community events in the target language.	Observe and adapt to appropriate behavior at a community event in the
		target language.
2	2. Finds and engages in multicultural opportunities such as	Attend Mass or other similar event and summarize what was said and done
	international festivals and interactions with exchange students.	in the target language.
г		



Standard 5.2 Communities - Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

K-12 Benchmark 5.2 Intermediate Mid. Finds and uses multimedia sources for acquisition of information and personal entertainment.

ĺ	Indicators	Instructional Examples
ſ	 Uses connections with the target culture through technology, media, and authentic sources. 	Participate in a Blog, online discussion. Create own webpage, Blog, or Face book page in the target language.
2	Explores employment opportunities and study in which target language skills are used.	Students create a portfolio of job opportunities using a variety of sources.

Intermediate High



Standard 1.1 Communication - Interpersonal / Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-12 Benchmarks Intermediate-High: The stud	ent converses about home, school, and community topics using connected
units of thought in present, past, and future til	e.

a.	units of thought in present, past, and ratare time.	
	Indicators	Instructional Examples
1.	Attempts to use appropriate forms of address and behavior to	Conduct class discussions in register for teacher distinct from register for
	suit social setting.	peers. Practice using comments for clarification. Establish rubric for
2.	Initiates, sustains and concludes conversations on a wide	participation in small group discussions. Make video of class, compare it to
	variety of topics.	a movie scene in comparable setting and ask students to evaluate whether
		appropriate forms are being used or not.
3.	Manages simple unforeseen situations.	Prepare role-play situations, insert an unexpected twist into the scene,
		which they have not planned.
4.	Explores other's likes and dislikes.	Work in groups on projects. Reinforce useful expressions for negotiating
5.	Expresses individual feelings and ideas in order to negotiate	differences. Identify individual roles in the group-work process.
	solutions to problems.	
6.	Gives and follows directions in unfamiliar situations.	Pair students, one is blind-folded. One reads directions of how to make a
		geometric figure out of a piece of paper, the other listens and follows
		directions.



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

K-12 Benchmark 1.2 Intermediate-High: The student understands and interprets authentic written and spoken/signed sources on universal topics with little support.

In	dicators	Instructional Examples
1.	Follows authentic written and spoken/signed commands and	Follow a recipe or instructions on a medication.
	instructions with little support.	
2.		Read and discuss selected literature from the culture. Provide sample
	expository and narrative text with limited contextual support.	family (wedding, birth), job, or business documents; ask questions about
		various details.
3.	Deduces sentence level meaning from knowledge of parts of	Using a text with unfamiliar vocabulary, explicitly teach and discuss
	speech, etymology, and words borrowed from other languages.	comprehension strategies by having students think aloud, sharing their

9. Writes several paragraphs with various cohesive devices and

sentence structures.

thought processes with each other as they work toward understanding. Categorize, tally, and practice their strategies. ("I didn't knowbut I thought it was a verb because of the ending and it reminded me of Since the
rest of the paragraph isI thought maybe")
Explicitly teach strategies such as recognition of spelling patterns, syllable chunking, predicting vocabulary based on background knowledge,
categorizing new words to aid retention, word analysis, repeated reading,
and conversing with text rather than reciting text (mental questioning).



Standard 1.3 Communication - Presentational. The student conveys information, concepts and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

K-12 Benchmark 1.3 Intermediate High: The student conveys, with limited support, familiar and universal topics in the present, past, and future times.	
Indicators – Spoken/signed production	Instructional Examples
Reads text or recites poetry aloud attempting native intonation and rhythm.	Select a poet, provide many samples of their work, each student chooses one sample, rehearses it, and reads it aloud to the class.
Reports and describes using connected compound and complex sentences in paragraphs.	Write book reports or essays based on literature.
3. Narrates present, past, and future events.	Write an autobiographical sketch.
Indicators – Written production	Instructional Examples
4. Spells words correctly which are exceptions to target language rules.	Following class readings and class discussion, students make a list of new vocabulary and spelling words. Write reflective journal on one or two topics
5. Writes to convey a mood or to imply meaning.	picked out of the discussion. Share the abstract with the class for feedback.
6. Writes about current events and popular topics.	Write a draft of an essay and submit for peer review and peer editing.
7. Explains a process using appropriate tenses.	Rewrite the final draft of the essay.
8. Writes narrative text using present, past, and future tenses	
using various cohesive devices.	



Standard 2.1 Cultures - Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

K-12 Benchmark 2.1 Intermediate-High: The student understands relationships between practices and perspectives in institutions and in historical context.

Inc	dicators	Instructional Examples
1.	Consistently uses appropriate register, gestures, and a broad range of social courtesies.	Practice constantly in daily class routines.
2.	Analyzes the role of perspective in various cultural and social practices.	Name a practice they can or have adopted in the culture, and the perspective on which it is based; name a practice they can not adopt and the perspective on which it is based.
3.	Explains how history has shaped current traditional events and associated practices.	Make a list of special days in a calendar year and create a timeline of prior events that have shaped the practices associated with them.



Standard 2.2 Cultures - Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

K-12 Benchmark 2.2 Intermediate High: The student describes the role and significance of a broad range of products.

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Indicators		Instructional Examples
1.	Identifies, discusses, and analyzes such intangible products as social, economic, and political institutions, and describes relationships among these institutions and perspectives of the culture.	Establish a current event time / bulletin board of items related to target language culture.
2.	Analyzes expressive products (literature, music, visual arts, dance, media, and film) of the culture and the unique perspective conveyed.	Select a decade or critical period in the target country's cultural life, study literary samples, music, artwork, film, etc. from that one period; collect the vocabulary needed to describe the perspective conveyed. Discuss or write about the period and the products collected.



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

K-12 Benchmark 3.1.1. Intermediate High. The student reinforces and furthers reading skills through world language (based on Kansas Reading and Literature Standards).

In	dicators	Instructional Examples
1.	Uses knowledge of classical and modern languages and structural analysis to determine meaning on global topics.	
2.	Understands figurative language, i.e., similes, metaphors, idioms, onomatopoeia, hyperbole, and personification.	Read a children's book that has examples of figurative language. Have students pick out various forms of figurative language. Have them create an additional example of each form, share, let the class identify which form it is.
3.	Distinguishes fact/opinion; recognizes propaganda, bias, and stereotypes in appropriate-level texts.	Watch commercials and read print ads in the target language. Identify and discuss the persuasive language and techniques used, i.e., bandwagon, oversimplification, circular thinking, loaded words, etc.
4.	Describes different aspects of characters and analyzes how major characters are developed through words and actions, and how they change over time.	Rewrite a traditional folk tale to reflect current culture.

K-12 Benchmark 3.1.2 Intermediate-High: The student reinforces and furthers writing through world language (based on the Kansas 6-TRAIT Writing Model).

Indicators	Instructional Examples
1. Applies the 6-TRAIT model (ideas and content, organization,	
voice, word choice, sentence fluency, and conventions) at the	
appropriate level in all types of writing. See Standard 1.3.	

K-12 Benchmark 3.1.3 Intermediate-High: The student reinforces and furthers math skills through world language (based on Kansas Curriculum Standards for Math).

Indicators	Instructional Examples
Uses numbers and math concepts in ways consistent with	
everyday practices of target countries.	

K-12 Benchmark 3.1.4 Intermediate High. The student reinforces / furthers knowledge of social studies through world		
language (Using Kansas Standards for History and Government; Economics and Geography). Theme: Politics and historical issues.		
1. Identifies the various physical and human criteria that can be		
used to define a region (e.g., physical: mountain, coastal,		
climate; human: religion, ethnicity, language, economy,		
government). (Soc. St. 7.3.2.4K)		
Recognizes basic structures, major issues, and leading figures		
of target country governments.		
	inforces and furthers knowledge of science through world language	
(based on Kansas Science Curriculum Standards).		
Indicators	Instructional Examples	
1. Investigates effects of human activities on the environment	Find miles per gallon gas consumption on specific models of cars that	
and justifies solutions.	students drive. Have them calculate how much gas is used per trip to school.	
(S.7.6.2.1)	Find miles per gallon gas consumption on school bus or city bus or other	
	public transportation. Have students calculate gas consumption per trip to	
	school. Compare the amount of gas used if the entire class drives to the	
	amount used if they all ride the bus. Multiply this by the number of days in the	
	school year and discuss the effects on the environment.	
	inforces and furthers knowledge and appreciation of music through	
world language (using the Kansas Model Curricular Stan	idards for Music).	
Indicators	Instructional Examples	
 Explores musical traditions, musical styles, performers, 		
composers, and instruments particular to the target culture.		
	inforces and furthers knowledge and appreciation of visual arts	
through world language (based on the Kansas Model Curricular Standards for Visual Arts).		
Indicators	Instructional Examples	
Explores artistic traditions and styles, artists, and media		
particular to the target culture.		

The student reinforces and furthers knowledge of

K-12 Benchmark 3.1.8 Intermediate High. The student reinforces and furthers knowledge and appreciation of health through		
world language.		
Indicators	Instructional Examples	
Investigates current health trends.	Use health magazine and statistics on health, and find out trends of healthy food, exercise, and life style of target language culture. Make a list of health trends and share with others in group or class.	
K-12 Benchmark 3.1.8 Intermediate High. The student reinforces and furthers knowledge and appreciation of technology		
through world language.		
Indicators Instructional Examples		
Investigates and adapts to changing technology in a variety of applications.		



technology.

Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

Use freeware and shareware, software updates, and on-line projects.

K-12 Benchmark Intermediate High: The student applies information from sources intended for native speakers. Indicators Instructional Examples The student reinforces and furthers reading. Use short novels, expository text, and short academic text. The student reinforces and furthers knowledge of math. Use math texts 3. The student reinforces and furthers knowledge of social Use history texts, television, radio, and web-based news, radio, and newspapers. studies. The student reinforces and furthers knowledge of science. Use science texts. The student reinforces and furthers knowledge of music. Use CDs, DVDs, satellite TV, and regional and national broadcasts, The student reinforces and furthers knowledge of visual arts. Use museums and their websites, galleries and their websites, and artist receptions. The student reinforces and furthers knowledge of health. Use product labels.



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmark 4.1 Intermediate High. The student identifies regional variations involved in similarities of and differences between languages.

	ndicators	Instructional Examples
	 Identifies which language patterns vary according to region or country. 	Collect from movies several conversations from people from different regions of the target language. Students identify the origin of these people.
	2. Understands stylistic variety based on structural evidence, i.e., formal/informal, public/private speech.	
	3. Translates passages using figurative language.	Select poetry or short passages from literature by established authors of the target cultures. Identify figurative language. Every student thinks of a similar thought or phrase in English. In pairs or small groups discuss which choices provide the closest parallels.
ļ	4. 4. Uses full array of tools in a translating dictionary.	



Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures with American culture.

K-12 Benchmark 4.2 Intermediate High. The student identifies similarities and differences from historical, literary, and political influences on cultures.

ĺ	ndicators	Instructional Examples
	 Compares and contrasts the social, artistic, and institutional 	Create Venn diagrams and discuss comparing and contrasting an event from
	perspectives in different cultures.	the perspective of target culture and American culture.



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmark 5.1 Intermediate High: The student shares skills or knowledge with school, community groups, and individuals in target language countries.

	ndicators	Instructional Examples
1	. Uses language and understanding of culture in community	
L	events.	
2	2. Finds and engages in multicultural opportunities such as	Organize an international festival for the high school and its feeder schools.
	international festivals and interactions with exchange students.	Invite heritage language users and their families. Include children's games,
		cultural presentation, musical and dramatic performances, and food samples.



Standard 5.2 Communities - Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

K-12 Benchmark 5.2 Intermediate High. The student establishes and/or maintains personal interactions with speakers/signers of target language.

	Indicators	Instructional Examples
		Partner students to communicate outside of class via telephone/e-mail in the
	technology, media, and authentic sources.	target language.
	2. Explores employment opportunities and study in which target	Example?
Į	language skills are used.	

Advanced Low



Standard 1.1 Communication – Interpersonal / Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-12 Benchmark Advanced Low: Converses on global and literary topics using cohesive and connected units of thought in present, past and future time.

Indicators Instructional Examples		
		Instructional Examples
1.	Uses appropriate forms of address and behavior in various informal and formal social settings.	Conduct class discussions in register for teacher distinct from register for peers. Practice using comments for clarification. Establish expectations for participation in small group discussions.
2.	Uses various strategies, including circumlocution and fillers.	Role-play emergency situations for which the student would not have the
3.	Manages unforeseen and complicated situations.	technical vocabulary needed.
4.	Expresses personal feelings in order to persuade others.	Conduct interviews based on problem situations selected randomly i.e.,
5.	Expresses individual feelings and ideas in order to negotiate	current political issues, education policy, international relations, global
	solutions to problems.	problems.
6.	Gives and follows directions for survival in unforeseen	
	situations.	



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

K-12 Benchmark Advanced Low: Understands and interprets authentic written and spoken/signed sources of universal, literary, and global topics.

· · · · · · · · · · · · · · · · · · ·		
Indicators		Instructional Examples
1. Follows complex commands an	nd instructions intended for	
native speakers.		
Understands authentic, exposit texts and interprets mood and i humor, and irony.		Read and discuss literature including novels, drama, and essays.
3. Deciphers meaning of unfamilia	ar paragraphs using broad	
variety of etymology and senter	nce syntax clues.	



Standard 1.3 Presentational Communication. The student conveys information, concepts, and ideas to listeners, viewers, and readers for a variety of purposes.

K-	K-12 Benchmark Advanced Low: Conveys literary, global, and universal themes in all timeframes in cohesive paragraphs.						
	dicators – Spoken/signed production	Instructional Examples					
1.	Reads text or recites poetry aloud with near-native intonation and rhythm.	Select a poem from same author, or from several authors in similar time period or form, practice reading aloud, then read to the class.					
2.	Reports and describes using compound and complex sentences in longer forms of discourse.	Write a culture report, summary of DVDs, news, magazine, or newspaper articles.					
3.	Accurately narrates and describes in present, past, and future.	After reading a novel, student retells the story in their own words.					
Inc	dicators – Written production	Instructional Examples					
4.	Spells accurately and uses all conventions consistently.	When students create any poster, booklet, or Power Point, use a rubric to evaluate skills for spelling and conventions.					
5.	Writes about an abstract idea using all tenses.						
6.	Explains and defends a position about literary, global and universal themes.	Collect three articles/sources on a current issue: read and summarize, then choose a position, explain and defend it.					
7.	Explains a complex process incorporating detailed instructions.	Student gives directions to others to meet a friend at a train station, stop several places (bank, book store, coffee shop, etc.) on the way back to their house. Student gives directions to others to build a miniature house/object, using ready-made pieces.					
8.	Writes narrative text with various cohesive devices, tenses, and sentence structures.	Write a short story involving a small cross-cultural misunderstanding or conflict.					
9.	Writes in essay form with paragraphs serving various purposes, and adjusting voice and register to intended audience.	Write two short essays, no longer than three paragraphs each. In the first essay, try to convince your parents to send you to the country of your choice to study during the summer. Write a second essay to your best friend, whom you would like to accompany you. Post them on a monitored Blog for further discussion.					



Standard 2.1 Cultural practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.

K-12 Benchmark 2.1 Advanced Low: Understands relationships between practices and perspectives in institutions, historical/political context of target language cultures.

istorical/political context of target language cultures.							
Indicators	Instructional Examples						
Adapts gestures and social behaviors to regional customs.	Encourage students to mimic gestures and behaviors of the target language in the classroom setting.						
Analyzes various cultural and social perspectives as they relate to the world.	Research and report such topics as practices in dating, engagements, marriage, divorce; educational setting (movement of classes, extracurricular activities, grading systems, testing); teen issues such as independence, peer pressure, addiction, pregnancy/abortion; religious practices and beliefs; treatment of the elderly and death, etc.						
3. Explains regional variations of traditional events and practices.	Pick a holiday, then research how it is celebrated in 3 regions. Find similarities and differences.						



Standard 2.2 Cultural products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the culture studied.

K-12 Benchmark Advanced Low: Describes role and significance of a broad range of products and their influence on the world.

world.						
Indicators	Instructional Examples					
 Identifies, discusses, and analyzes such intangib social, economic, and political institutions, and de relationships among these institutions and perspeculture. 	escribe culture. Have students draw a schematic of how the school system is					
 Analyzes expressive products (literature, music, media, and film) of the culture and the unique pe conveyed. 						



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

	orces and furthers reading skills through world languages (based					
on Kansas Reading and Literature Standards). Indicators	Instructional Examples					
 Uses knowledge of classical and modern languages and structural analysis to determine meaning of universal, specialized, or technical topics. 	Students create a file or portfolio of appropriate & authentic resources (articles & web sites) to explore areas of personal interest. Based on the collection, make a glossary of useful terms.					
Determine the meaning of figurative language, imagery, and symbolism.						
Distinguishes fact/opinion and recognizes propaganda, bias, and stereotypes in various types of texts.						
 Analyzes character development and historical, social, and cultural aspects of setting and plot. 						
K-12 Benchmark 3.1.2 Advanced Low: The student reinfo Kansas 6-TRAIT Writing Model).	rces and furthers writing through world languages (based on					
Indicators	Instructional Examples					
 Applies the 6-TRAIT model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing. See Standard 1.3. 						
K-12 Benchmark 3.1.3 Advanced Low: The student reinfo Kansas Curriculum Standards for Math).	rces and furthers math skills through world languages (based on					
Indicators	Instructional Examples					
 Increases facility of using regional, colloquial expressions for telling time, date. 						
Uses formulas to convert metric/English measurement and Fahrenheit/Celsius temperatures.						
	rces / furthers knowledge of social studies through world Government; Economics and Geography). Theme: Global issues.					
Indicators	Instructional Examples					
 Recognizes geographical, economic, historical and political factors of target country's perspective on global issues 	Create a timeline in a t-chart identifying events with global issues which were affected.					
Discusses the influence of U.S. history and culture on target language countries.						

K-12 Benchmark 3.1.5 Advanced Low. The student reinforces and furthers knowledge of science through world languages.							
(based on Kansas Science Curriculum Standards).							
Indicators	Instructional Examples						
1. Uses scientific approach to discuss controversial issues in the							
target language.							
	rces and furthers knowledge and appreciation of music through						
world languages (based on the Kansas Model Curricular							
Indicators	Instructional Examples						
1. Explores and discusses musical traditions, musical styles,	In small groups, choose a contemporary musical composer, performer, or						
· · · · · · · · · · · · · · · · · · ·	group. Research using WebQuests and write a report concerning the musical						
culture.	style, major theme(s) of the lyrics, and type of musical instruments used.						
	Prepare a PowerPoint presentation and present the information in the target						
	language to the class. Recording of the music must be included.						
K-12 Benchmark 3.1.7 Advanced Low. The student reinfo	rces and furthers knowledge and appreciation of visual arts						
through world languages (based on the Kansas Model Co	urricular Standards for Visual Arts).						
Indicators	Instructional Examples						
1. Explores and discusses artistic traditions and styles, artists,	Research and write a report about a particular artist representing a time period						
and media particular to the target culture.	and particular style.						
K-12 Benchmark 3.1.8 Advanced Low. The student reinfo	rces and furthers knowledge and appreciation of health through						
world languages.							
Indicators	Instructional Examples						
 Investigates current health trends. 	Study current media for health concerns and 'self help' articles, then design a						
	personal plan to be more healthy, according to the target culture.						
K-12 Benchmark 3.1.9 Advanced Low. The student reinfo	rces and furthers knowledge and appreciation of technology						
through world languages.							
Indicators	Instructional Examples						
1. Investigates and adapts to changing technology in a variety of							
applications.							



Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

K-12 Benchmark Advanced Low: Analyzes the perspective evident in sources intended for native speakers.						
Indicators	Instructional Examples					
1. The student reinforces and furthers <i>reading</i> .	Use novels, journal articles, and reports.					
2. The student reinforces and furthers knowledge of <i>math.</i>	Research texts and teacher-training materials to learn how computation (addition, subtraction, multiplication, division) is taught in target country					
	schools. Practice explaining computations using that model.					
3. The student reinforces and furthers knowledge of social	Use history texts, television, radio, and web-based news, radio, and					
studies.	newspapers.					
4. The student reinforces and furthers knowledge of <i>science</i> .	Use science texts, magazines, and journals.					
5. The student reinforces and furthers knowledge of <i>music</i> .	Use CDs, DVDs, satellite TV, and regional and national broadcasts.					
6. The student reinforces and furthers knowledge of visual arts.	Use museums, galleries, and individual artist web sites.					
7. The student reinforces and furthers knowledge of <i>health</i> .	Use sports clubs, health clubs, diet books, 'how-to books, magazines, and national health initiatives.					
8. The student reinforces and furthers knowledge of technology	Use freeware and shareware, software updates, and on-line projects.					



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmark 4.1 Advanced Low. The student incorporates understanding of similarities and differences to communicate effectively.

	<u> </u>						
Indicators		Instructional Examples					
 Understands that language usage changes over time. 		Compare a literary selection from 18 th century with modern selection.					
2.	Uses knowledge of structural patterns to communicate	Use authentic texts with dialogue to practice colloquial words and slang.					
	effectively.	Discuss tone and setting. Create mini-skits illustrating appropriate and					
		inappropriate use of informal language.					
3.	Translates with increasing cultural perspective and nuance.	Script short movie clips that contain informal speech to teach non-textbook					
		language.					
4.	Uses target language dictionary to select appropriate	Use a target language thesaurus to illustrate connotation and shades of					
	definitions.	meaning in word choice.					



Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

K-12 Benchmark 4.2 Advanced Low. The student expresses similarities and differences in perspectives by identifying related products and practices.

		nstructional Examples			
1. Understands how culture reflects the values and outlooks of its		Students discuss with each other in the target language noticeable similarities			
	people, such as status of women and elderly, practice of	and differences in perspectives, based on prior knowledge of products and			
	religions.	practices.			



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmark 5.1 Advanced Low: The student shares skills or knowledge with school, community groups, and groups or individuals in target language countries.

Į	ndicators	Instructional Examples
ŀ	 Uses language and understanding of culture in community 	
	events.	
4	2. Responds to information acquired from a variety of current	
	authentic sources, i.e. music clips, newscasts, magazines, and	
	newspapers.	



Standard 5.2 Communities – Exploration. The student becomes a life-long learner for personal enjoyment and enrichment.

K-12 Benchmark 5.2 Advanced Low: The student engages in extensive immersion-like interaction with target language and cultures.

Indicators Ir		Instructional Examples				
1	technology, media, and authentic sources.	Encourage 'pen pal' via email, chat room; participation with local conversation groups and culture clubs; listening to and sharing music, radio broadcasts, soap operas, movies; reading newspapers, magazines, books; travel to an area where the language is used.				
2	Explores employment opportunities and study in which target language skills are used.					

Extended Benchmarks

The extended benchmarks are written to address a wide variety of response and communication modalities or methods used by students who qualify. These are individually determined by the IEP team. While students vary, if they have the ability to learn a first language, they usually demonstrate the ability to learn a second language.



Standard 1.1 Communication - Interpersonal / Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

Extended Benchmark: Demonstrates the ability to recognize and use memorized phrases, questions, and simple statements to converse in the target language.

Standard 1.2 Communication - Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

Extended Benchmark: Understands and interprets simple authentic written and spoken sources on familiar topics with support.

Standard 1.3 Communication - Presentational. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

Extended Benchmark: Presents familiar subjects with support. Expresses own meaning in a basic way.



Standard 2.1 Cultures - Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of target language cultures.

Extended Benchmark: Recognizes and imitates some common practices of target language cultures.

Standard 2.2 Cultures - Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of target language cultures.

Extended Benchmark: Identifies and describes the most common objects, symbols, and contributions of the target culture.



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

Extended Benchmark 3.1.1 The student reinforces and furthers reading skills.

Extended Benchmark 3.1.2 The student reinforces and furthers writing skills.

Extended Benchmark 3.1.3 The student reinforces and furthers *math* skills.

Extended Benchmark 3.1.4 The student reinforces and furthers social studies skills.

Extended Benchmark 3.1.5 The student reinforces and furthers science skills.

Extended Benchmark 3.1.6 The student reinforces and furthers knowledge and appreciation of *music*.

Extended Benchmark 3.1.7 The student reinforces and furthers knowledge and appreciation of visual arts.

Extended Benchmark 3.1.8 The student reinforces and furthers knowledge and appreciation of health.

Extended Benchmark 3.1.9 The student reinforces and furthers knowledge and appreciation of technology

Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

Extended Benchmark 3.2.1 The student uses authentic sources appropriate to the age of the student and the topic involved to gain knowledge.



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

Extended Benchmark 4.1 The student generalizes about similarities and differences among languages.

Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures with American culture.

Extended Benchmark 4.2 The student identifies similarities and differences among cultures.



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

Extended Benchmark 5.1. The student shares skills or knowledge with family, friends, and classroom guests.

Standard 5.2 Communities - Exploration. The student becomes a life-long learner for personal enjoyment and enrichment.

Extended Benchmark 5.2 The student locates sources of target language and culture related to personal interests.

Appendix A: GLOSSARY

ACTFL: American Council on the Teaching of Foreign Language.

Advanced Placement (AP): Through a system of rigorous courses and College Board exams juniors and seniors have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

ASL: American Sign Language, recognized as a foreign language in Kansas according to state statute 72-1121, L1990 Ch. 253. P.2, July 1, 1990.

Articulation: planned, progressive transition from one level of language proficiency to the next higher level, regardless of grade level or institution.

Authentic documents/materials/sources/assessments: those, which originate in the same language and culture as that being studied or taught; representative of the real world.

Authentic speech: language spoken by native speakers to other native speakers within a cultural context.

Circumlocution: using alternate words and phrases to convey meaning or express an idea.

Cognate: a word is cognate with another if both derive from the same word in an ancestral language.

Collaborative learning: process in which teacher and students engage in communicative activities in a cooperative atmosphere.

Contextual clues: audible or visual linguistic and situational cues, which aid the derivation of meaning.

Contextualized material: material presented in a situational context; may include visually-organized cues.

Formality: see Register

Graphic organizer: an organizational picture, such as Venn diagram or webbing, that helps the learner identify the elements critical for comprehension.

Heritage language: the non-English languages spoken by immigrant families and indigenous peoples. Suggestions for teaching heritage language students are identified with HL in this document.

Idiom: a speech form that is peculiar to itself within the usage of a given language.

International Baccalaureate (IB): The International Baccalaureate (IB) Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

KFLA and/or KSWLA: Kansas Foreign Language Association, the professional organization for language teachers in this state changed its name in November 2004 to Kansas World Language Association. The Kansas Foreign Language Standards adopted in 2002 were a product of the standards project of this organization.

KWL: chart used to establish purpose for a learning activity. The chart contains three vertical columns for 'what we know' (**K**now), 'what we want to know' (**W**ant), 'what we learned' (**L**earn). Thoughts are placed in the first two columns prior to the activity. The last column is completed after the activity.

Language acquisition: a subconscious process similar, if not identical, to the way children develop ability in their native language.

Language register: see Register.

Mandarin: the dialect spoken by more than two-thirds of the Chinese population, the official language for school and government functions. Although many dialects are spoken, one common set of characters is used to communicate in the written form.

Native speaker: a person who speaks the language as their first language.

Nuance: shades of meaning.

Proficiency: communicative ability in all forms of language and in cultural interaction.

Realia: objects and materials authentic to the target language and culture.

Register: the use of appropriate formal and informal terms of address (in some languages 'you' for one or more family and friends would be quite different from 'you' for teachers, judges, or police officers).

Role-play: to imagine oneself as a specified person in a given situation and act (speak) in the manner and spirit of that role.

Scaffolding: coaching or modeling provided by a teacher to increase students' likelihood of success as they develop new skills or learn new concepts. Scaffolding in education is analogous to scaffolding in construction: just as a building's scaffolding is a temporary framework that is withdrawn when the structure is strong enough to stand on its own, so too is scaffolding in the classroom removed when students achieve competence in the targeted area.

Second language learners: persons who study a language other than their native language.

Storyboard: a visual display or manipulative used to illustrate or tell a story.

Sympathetic listener/speaker/signer: a person accustomed to adapting, modifying and/or simplifying language for the language learner; a person who actively attempts to construct meaning from language that varies from native speech in content and/or structure.

Syntax: the branch of grammar concerned with the placement or order of words in forming phrases, clauses, sentences.

Target language: the language being studied.

Target culture: the cultures related to the language being studied.

Text features: help in locating information and conveying meaning in printed material includes titles, headings, subheadings, topic and summary sentences, graphs/charts, pictures/illustrations, boldface type, italics, underlining, numbered or bulleted lists, glossaries, indexes, captions, sidebars, annotations, abstracts, and footnotes.

Total Physical Response (TPR): uses movement to help establish meaning and set a purpose for language use. This systematized approach is an effective means of introducing new vocabulary and making it meaningful through listening and physical involvement, especially in early stages of instruction.

Total Physical Response Storytelling (TPRS): a classroom strategy that provides a meaningful context for vocabulary development. Building on the systematized approach of TPR, new vocabulary and structures are embedded in a story line. It provides extensive listening practice before students are expected to speak.

Venn diagram: two intersecting circles used to illustrate separate but related concepts; the inner area formed by the intersection represents similarities; the outer areas represent differences; described as a *double bubble thinking map*.

Word webbing: a composite graphic in which a key word or phrase appears in a circle centered on the page with spokes from the circle identifying words or ideas related to that key concept.

Appendix B: Assessments

AP – Advanced Placement

Through a system of rigorous courses and College Board exams juniors and seniors have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. Exams currently available are Chinese Language and Culture, French Language, French Literature, German Language, Italian Language and Culture, Latin Literature, Spanish Language, and Spanish Literature. Information about the registration process can be found at http://www.collegeboard.com/student/testing/ap/about.html.

ASLPI - American Sign Language Proficiency Interview

The ASLPI is a structured conversation between a trained interviewer and the individual being evaluated. This process is video recorded and holistically scored by three trained raters. They assign a proficiency level (0-5, based on the FSI ratings shown on the Appendix D Chart) by considering the examinee's performance in five areas: visual-gestural production, ASL grammar, sign vocabulary, fluency, and comprehension. More information is available at http://deafstudies.gallaudet.edu/x5665.xml.

ELLOPA – Early Language Listening and Oral Proficiency (Pre-K to Grade 2)

SOPA – Student Oral Proficiency Assessment (Grades 2-5)

COPE - CAL Oral Proficiency Exam (Grades 5-8 in immersion programs)

All three of these innovative language proficiency instruments were developed by the Center for Applied Linguistics. The goal is to allow students learning languages in a school setting to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. Two trained assessors administer these assessments. One primarily interviews and the other primarily assigns ratings. The interview is conducted entirely in the language the students are learning. For more information about these assessment instruments and training to administer them, contact Lynn Thompson at the Center for Applied Linguistics at lynn@cal.org.

IPA - Integrated Performance Assessment (IPA) Project

ACTFL has developed a prototype for assessing the progress language students are making in achieving the K-16 standards as well as in developing their language proficiency. The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational--as outlined in the ACTFL Performance Guidelines for K-12 Learners (1998) and the Standards for Foreign Language Learning in the 21st Century (National Standards for Foreign Language Education Project, 1999). The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. IPAs are designed for students at the novice-, intermediate-, and pre-advanced levels of proficiency. They are standards-based; performance-based; developmental in nature; integrative; designed to be used with scoring rubrics that rate performance in terms of whether it meets expectations, exceeds expectations, or does not meet expectations for the task; and valid and reliable. This product may be purchased from ACTFL, www.actfl.org/i4a/store/.

LinguaFolio

LinguaFolio is a student portfolio comprising three components: (1) a language biography, which includes information about a student's language background and intercultural activities; (2) a language passport, where formal assessments and a student's self-assessments are recorded; and (3) a language dossier, providing samples of a student's work over time. LinguaFolio is a document in which those who are learning or have learned a language at school or outside school can reflect on their language learning and cultural experiences. It is a tool that can accompany language learning throughout life and is suitable for documenting language abilities for various uses. See page 99 for a sample of the Self-Assessment Grid. A complete description of procedures is available at http://ncssfl.org/links/index.php?linguafolio.

OPI – Oral Proficiency Interview

The American Council on Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) is a valid and reliable means of assessing how well a person speaks a language. Available in 37 languages, it is a 20-30 minute face-to-face or telephonic interview between a certified ACTFL tester and an examinee. The interview is interactive and continuously adapts to the interests and abilities of the speaker. The topics that are discussed during the interview are based on the interests and experiences of the test candidate. ACTFL trains and certifies language professionals to conduct and rate OPIs according to ACTFL testing and rating protocols based on the ACTFL Proficiency Guidelines. Since the ACTFL OPI is an assessment of functional speaking ability, independent of any specific curriculum, it is irrelevant when, where, why, and under what conditions the candidate acquired his/her speaking ability in the language. The interview is double rated and an Official ACTFL Oral Proficiency Certificate stating the candidate's proficiency level is issued to the candidate. Training workshop schedules and enrollment forms are found at www.actfl.org > Professional Development > Certified Proficiency Testing Programs.

OPIc – Oral Proficiency Interview

The assessment tool described above is being developed in a web-based format. At the time of this publication, the English version for English Language Learners is being piloted. Other Languages will be added soon. Updates are available at www.actfl.org > Professional Development > Certified Proficiency Testing Programs.

WPT – Writing Proficiency Test

The American Council on Teaching of Foreign Languages (ACTFL) Writing Proficiency This is a proctored, standardized test for global assessment of functional writing ability, measuring how well a person writes in a language by comparing the performance of specific writing tasks with the criteria stated in the ACTFL Proficiency Guidelines - Writing (Revised 2001). Tests are double rated and an official ACTFL WPT certificate is issued to the candidate. Tests are administered online. More information is available at http://www.actfl.org.

STAMP

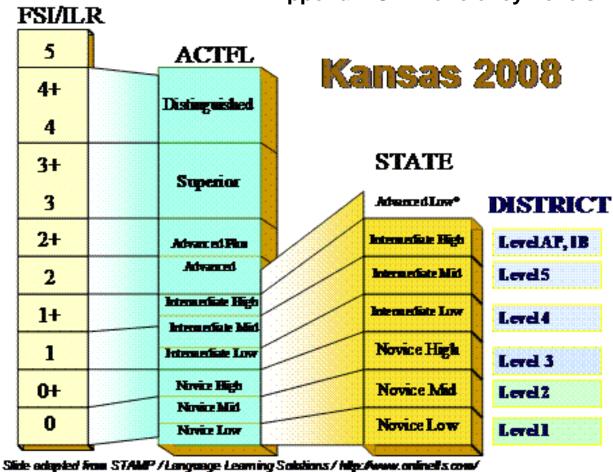
The Standards-based Measure of Proficiency (STAMP) is the commercial version of the proficiency test developed at the Center for Applied Second Language Studies (CASLS). It is a web-based assessment tool based on benchmarks consistent with the ACTFL Performance Guidelines, which foster a more consistent learning environment from one classroom, school, or district to the next. Designed to be independent of specific textbook or curriculum, STAMP assesses presentational speaking, interpretive reading, and presentational writing. Listening tests are being developed at the time of publication. STAMP is currently available in Chinese, French, German, Italian, Japanese, and Spanish. Reports provide independently-scored individual results for students and teachers; class-level reports for teachers and coordinators; and building, district, and state-level reports for administrators. The web-based reporting system allows teacher-playback of all student oral responses and the ability to review the writing responses. More information is available at www.avantassessment.com or the Center for Applied Second Language Studies, The Northwest National Foreign Language Resource Center, 5290 University of Oregon, Eugene, OR 97403-5290.

NCSSFL - February 2008

LINGUAFOLIO SELF-ASSESSMENT GRID

			NOVICE			INTERMEDIATE			ADVANCED		SUPERIOR
	1	Low	Mid	High	Low	Mid	High	Low	Mid	High	1
PRETIVE	Listening	I can understand a few familiar words. I can understand some words that are similar to those in my own language.	I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.	I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.	I can understand main ideas and a few details in sentences, short conversations and some forms of media.	I can understand ideas on familiar topics expressed through a series of sentences. I can understand details expressed in conversations and through some forms of media.	I can understand some extended speech on a variety of familiar and some unfamiliar topics delivered through conversations and other media.	I can understand some extended speech on unfamiliar topics delivered through a variety of media.	I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.	I can understand most spoken language and some technical discussions. I can understand some accents and dialects.	I can understand any kind of spoken language, including most accents and dialects.
INTE	Reading	I can identify some words or phrases, especially those that are similar to words in my own language.	I can understand familiar words and short, simple phrases or sentences.	I can understand the main idea and some details in simple texts that contain familiar vocabulary.	I can understand the main idea and many details in some toots that contain familiar vocabulary.	I can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.	I can understand many different types of texts that contain unfamiliar vocabulary.	I can understand the subtlettes of texts on familiar topics and information from texts on unfamiliar topics.	I can understand long, complex texts and recognite some literary and technical styles.	I can understand abstract and linguistically complex texts. I can make appropriate inferences and identify literary elements.	I can comprehend with ease virtually all forms of written language.
INTERPERSONAL	Person to Person Communication	I can use single words and simple memorized phrases.	I can interact with help using memorized words and phrases. I can answer simple questions on very familiar topics.	I can exchange info about familiar tasks, topics and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.	I can begin and carry on an unrehearsed conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in highly familiar situations.	I can state my views and begin and carry on conversations on a variety of familiar topics and in uncomplicated situations.	I can state and support my views and take an active part in discussions on familiar topics and in some complicated situations.	I can express myself on a range of familiar and some unfamiliar topics. I can link ideas in extended discussions.	I can communicate with fluency and flexibility on concrete social and professional topics.	I can usually adapt my language to the situation. I can express myself with fluency, flexibility and precision on concrete and some abstract topics.	I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion.
ITATIONAL	Spoken production	I can use single words and memorized phrases to provide information about myself, and my immediate surroundings.	I can use simple phrases and sentences to provide information about myself, and my immediate surroundings.	I can use a series of phrases and sentences to provide basic information about familiar topics.	I can connect basic sentences to provide information on familiar topics. I can relate with some details, information about what I read, hear and see.	I can connect sentences in order to describe experiences, events, and opinions. I can narrate a story and make a simple factual presentation.	I can present clear and detailed descriptions on topics related to my experiences and interests. I can present my viewpoint on an issue and support my opinions.	I can deliver a comprehensible presentable presentable appropriate to my audience on a variety of topics.	I can deliver a clearly articulated presentation on personal, academic, or professional topics.	I can deliver a clear and fluid presentation and appropriately respond to the audience.	I can deliver a presentation for a variety of purposes in a style appropriate to any type of audience.
PRESENT	Writing	I can copy some characters and words.	I can provide some basic information on familiar topics in lists and simple forms.	I can write simple descriptions and short messages and request or provide information on familiar topics.	I can write about familiar topics and experiences in series of sentences.	I can summarize, describe or explain familiar topics and support my views with some details.	I can express ideas in detailed namatives, descriptions or explanations on familiar and some new topics.	I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.	I can write clear, well-organized texts for a variety of audiences on concrete social and professional topics.	I can express myself with fluency and precision on concrete and some abstract topics. I can adapt my writing style according to purpose and audience.	I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.
				A1		A2	B1		B2		C1 -> 2-Distinguished

The A, B, C designations represent approximations with the Common European Framework of Reference for Languages used in the European Language Portfolio.



Appendix C: Proficiency Levels

FSI/ILR: Foreign Service Institute / Interagency Language Roundtable proficiency scales adopted by the Defense Language Institute, Central Intelligence Agency, and Peace Corp, as well as other government agencies to rate listening and speaking abilities in a language.

ACTFL: American Council on the Teaching of Foreign Languages proficiency levels based on the FSI/ILR scale to provide a common metric against which to measure performance in speaking, reading, writing, and listening in a second language. These are incorporated into the national standards.

State: Proficiency level descriptors guided the writing of benchmarks and indicators in these Kansas Model Curricular Standards for World Languages.

District: Each district maps out a program and develops curriculum based on at least 100 hours of instruction per level, beginning at any grade and continuing with an articulated curriculum in a continuous, uninterrupted sequence.

Appendix D: Unit Planning Framework (AATG KLD 2003)

Unit Title Learner Age Level Learner Language Competency Level

Focus/Theme
Organizing Principle (The Big Idea)

Targeted Standards
Supporting Standards

Narrative or Storyline (Summary of Unit—beginning, middle, and end)

Essential Unit Questions (What essential questions will guide this unit and focus teaching and learning?)

Enduring Understandings and Proficiencies/Competencies (Life knowledge and skills that students gain through the unit)

Student Product/Performance (How will students demonstrate their understanding?)

Key Knowledge and Skills (What key knowledge and skills will students acquire as a result of this unit?)

Students will know...

Students will be able to...

Enabling Knowledge and Competencies (What do the students already know that will help them learn new information? Where and when did they learn it? Which will need to be taught in the unit?)

Assessment of Performance/Product (Determining acceptable evidence of student understanding and competencies/ proficiencies)

The Performance and/or Product Quizzes, Tests, Prompts, Work Samples Unprompted Evidence (observations, dialogues) Student Self-Assessment Grading, Recording, and Reporting

Number of days for unit

Materials, Resources, and Technology

Lesson Plans

Lesson title

Materials

Assessment

Warm-up

Setting the stage

Input

Guided participation

Enabling activities

Extension activities

Reflection and revision: how it went; what to change

Appendix E: Selected Bibliography

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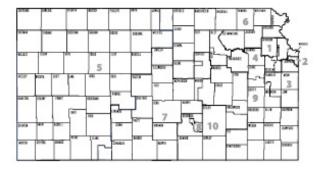
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Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education) by:

- redesigning the delivery system to meet our students' changing needs;
- providing an effective educator in every classroom;
- ensuring a visionary and effective leader in every school; and
- improving communication with all constituent groups and policy partners.

Kansas State Board of Education Adopted 8/2007



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