

Standards and Benchmarks



World Languages

- Communication
- Cultures
- Connections
- Comparisons
- Communities

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Michigan World Language Standards and Benchmarks

Introduction

The *Michigan World Language Standards and Benchmarks* define what students should know and be able to do to communicate effectively in a language other than English. These standards and benchmarks outline three levels of proficiency: a level that meets the Michigan Merit Curriculum requirements and two additional levels that describe the knowledge and skills attained by students who complete an extended program of study.

Specifically, the standards and benchmarks describe:

- 1) the communicative functions, or tasks, that students should be able to carry out in that language,
- 2) the contexts, or situations, in which students can understand and use written, spoken and/or signed language to carry out these tasks, and
- 3) the level of accuracy and appropriateness of the language students use.

This three part *functions-contexts-accuracy* model can be used to describe language proficiency at a variety of levels, from the very basic, like greeting and asking how someone is, to the highly sophisticated, like supporting and defending an opinion or negotiating a business transaction.

There are many ways for language learners to develop and enhance their language proficiency. However, all of these paths to language proficiency have five essential elements in common. All proficiency-oriented opportunities to learn a world language emphasize:

- meaningful spoken, written and/or signed communication;
- the fundamental link between language and the culture or cultures in which the language is used;
- the role of interdisciplinary content connections;
- the need for opportunities to compare languages and cultures; and
- frequent opportunities to learn and use language within the context of an authentic, living language community.

These five essential elements are at the heart of the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006).

Vision

Michigan students, like students throughout the United States, are living in and contributing to an increasingly diverse society and interdependent community of nations in the 21st century. To realize their personal, social, and long-term career goals, individuals need to be able to communicate with others skillfully, appropriately, and effectively. The challenge of contemporary education is to prepare *all* students for life in this new world. Because language and communication are at the heart of the human experience, the United States must equip students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students develop and maintain proficiency in English and in at least one other language.

Context for the World Language Standards and Benchmarks

The *Michigan World Language Standards and Benchmarks* were informed by the generic and language-specific *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006), *ACTFL Performance Guidelines for K-12 Learners*, *ACTFL Proficiency Guidelines: Speaking* (1999 revision), *ACTFL Proficiency Guidelines: Writing* (2001 revision), documents developed by other professional language associations, available College Board Advanced Placement courses and exams, and related world language standards documents from other states. In particular, the *Michigan World Language Standards and Benchmarks* reflect the structure of the national *Standards* including the Statement of Philosophy and the framework of Communicative Modes and Learning Scenarios. These documents share a common theoretical and research foundation that emphasizes:

- language as communication;
- language learning through meaningful and significant use;
- cultural, social, and cognitive processes in language and academic development; and
- assessments that reflect the social, cultural and communicative nature of language.

General Principles of Language Acquisition

Current linguistic, psychological and educational research offers insight into the process of learning additional languages and the pedagogy that supports language learning. Even though language learning takes place in the community as well as in classrooms, in the school setting, several general principles are fundamental to successful language teaching and learning for all students:

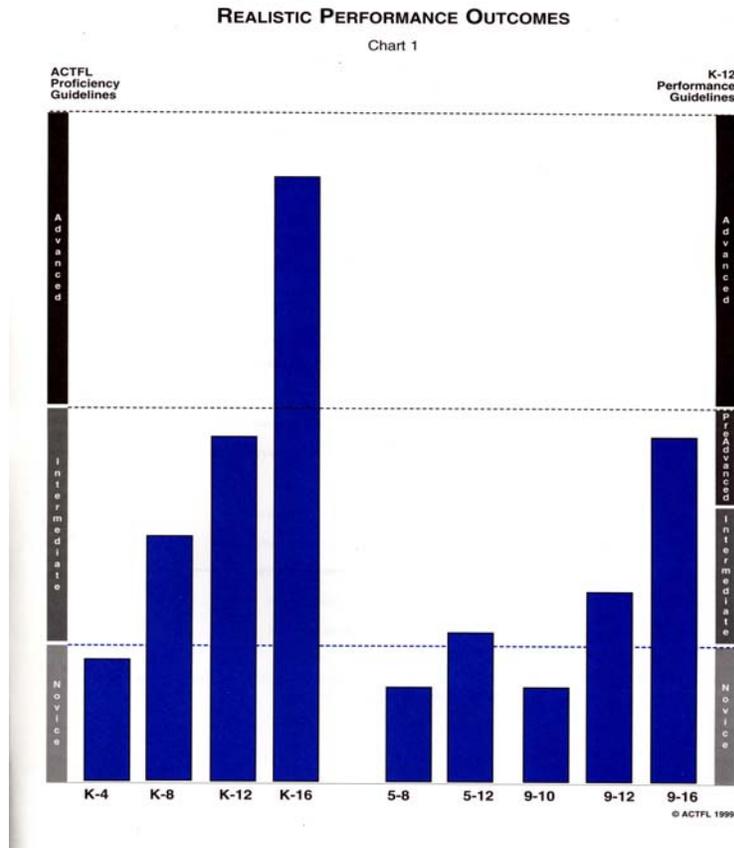
- Language is functional.
The development of listening, speaking, reading, writing, or signing skills is essential for students to function in social as well as academic situations.
- Language skills develop interdependently.
The acquisition of interpersonal, interpretive, and presentational language proficiency, or receptive and expressive signed (ASL) proficiency, occurs simultaneously and interdependently as students learn and use language in a variety of contexts. For example, in interpersonal oral communication, students are required to both listen and speak. Similarly, in interpersonal signed communication, students must operate in both the receptive and expressive modes.
- Language learning is cultural learning.
Language is the primary vehicle for expressing cultural perspectives and participating in social practices. Thus, the study of a new language provides opportunities for students to develop cultural insights that are available in no other way. Since people who share the same native language share many common values, beliefs, and behaviors, language and culture are truly inseparable. It is also important to recognize that members of one culture tend to make assumptions and draw corresponding conclusions about other cultures based upon their own values. Through language study, learners come to understand, respect, and value the practices, products, and perspectives that are at the heart of cultures other than their own. To accomplish this, teachers must integrate language and culture within each daily lesson and compel students to make cultural comparisons and connections.
- Language proficiency develops through meaningful use and interaction.
World language learners must have multiple opportunities to learn and use authentic language, to interact with others as they study meaningful and intellectually challenging content, and to receive feedback on their language use. This means that teachers and students should use the target language exclusively as the means of communication within and beyond the classroom. To do this, teachers must both have

a high level of language proficiency and must be able to tailor their language to the level of their learners.

- Language acquisition is a long-term process and occurs at different rates.
Language acquisition occurs over time with learners moving through developmental stages and gradually growing in proficiency. Teachers, parents and students must recognize that language learning takes time and that learners acquire language and develop proficiency at different rates.
- Language proficiency develops in varied ways.
A variety of factors influence students' acquisition of another language. These factors include students' proficiency in their first/home language, their learning and cognitive styles, motivation for language learning, personality, personal interests, and previous language learning experiences. To help all students succeed in the language classroom, teachers must take these differences into consideration and use a variety of strategies, techniques and materials when teaching and assessing student learning.

Expected Proficiency Levels

The *Proficiency Guidelines* of the American Council on the Teaching of Foreign Languages describe language proficiency in terms of five levels: Novice, Intermediate, Advanced, Superior and Distinguished. At the Novice, Intermediate, and Advanced levels, proficiency is further defined as low, mid, or high. As outlined in the following chart, ACTFL suggests that students who study the same language from Kindergarten through Grade 12 can reach the levels of Pre-advanced or Advanced Low.



As shown in the preceding figure, from the *ACTFL Performance Guidelines for K-12 Learners* (1999), students' proficiency in Grade 12 is directly related to the amount of sustained instruction that they have in the language. For example, students who have daily and sustained opportunities to learn and use a world language in Grades K – 4 can reach the level of Novice Mid. Similarly, students who have daily, sustained and continuous opportunities to learn and use a world language in Grades K –12 may reach the level of Intermediate Mid to Intermediate High. Students who study the same world language beginning in Kindergarten and continue with that language in an uninterrupted sequence of study throughout their college years, will have a strong and sophisticated command of the language. Note that the preceding figure illustrates expected levels of performance for students who have access to different opportunities to learn and use a language; these levels of performance are fully consistent with the expected outcomes for the various scheduling models presented in the *Michigan Languages Other Than English Guidelines*.

Proficiency Levels for K-12 Learners in Michigan

As students' proficiency increases from the Novice through the Intermediate and into the Advanced level, they are able to carry out more detailed, sophisticated and varied tasks in increasingly wide-ranging and complicated situations with greater flexibility, complexity, and accuracy. The following table illustrates what students know and are able to do at the Novice High, Intermediate Mid - Intermediate High and Advanced Low levels.

Descriptions of Proficiency Levels for K-12 Learners in Michigan			
	Novice High (Students have met the minimum two-credit graduation requirement.)	Intermediate Low and Intermediate Mid (Students can meet all expectations at the Novice High level and the following.)	Intermediate High and Advanced Low (Students can meet all expectations at the Intermediate Low and Intermediate Mid levels and the following.)
Functions	Effectively carries out everyday social and survival tasks that present no complications	Effectively carries out everyday social and survival tasks that may present complications	Effectively carries out tasks that present complications and require negotiation of meaning
Contexts	Effectively communicates about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment	Effectively communicates about topics beyond self and home; developing ability to communicate about topics related to work, current events, and issues of personal and public interest	Effectively communicates about topics related to work, current, public, and personal interest; developing the ability to communicate about unfamiliar topics
Time Frames	Communicates consistently about present and future events; reports series of isolated events in the past	Communicates consistently about present and future events; communicates inconsistently about past events	Can generally narrate and describe in past, present, and future time
Level of Discourse	Communicates in sentence-length discourse recombining and reformulating learned phrases	Communicates in sentences and short paragraphs	Communicates in connected, paragraph length discourse
Comprehensibility and Accuracy	Are understood primarily by native speakers who are very accustomed to interacting with language learners	Are consistently understood by native speakers accustomed to interacting with language learners	Are understood by native speakers who are unaccustomed to interacting with language learners
Comprehension and Accuracy	Can identify the text type, topic, and some significant details of an authentic presentational or interpersonal oral, written, or signed text	Can identify the text type, topic, main ideas and some significant details of an authentic presentational or interpersonal oral, written, or signed text	Can identify and analyze the text type, topic, main ideas, details and other features of an authentic presentational or interpersonal oral, written, or signed text

Contexts

As learners increase in proficiency, they are able to function in increasingly varied, wide-ranging, and complicated situations. It is important to note, however, that the range of contexts in which Novice High and Intermediate Low–Mid students is quite similar. For example, students at both the Novice High and the Intermediate Low-Mid levels can successfully carry out everyday social and survival tasks such as purchasing an item of clothing. Unlike the Novice–High learner, however, Intermediate Low-Mid learner can describe the item to be purchased in greater detail and communicate successfully when the situation involves a complication. The Intermediate High–Advanced Low learner can address all of those same topics as well as more sophisticated and abstract topics that go beyond everyday social and survival situations.

The table below outlines the contexts in which students should be able to comfortably understand and use the world language at the Novice High (N), Intermediate Low-Intermediate Mid (M), and Intermediate High-Advanced Low levels (A).

CONTEXTS: WORLD LANGUAGE STANDARDS and BENCHMARKS				
Units of Study		Proficiency Level		
		N	M	A
Myself, family and friends	• family members, family relationships, personal characteristics (size, hair color, country of origin and nationality, character and personality traits), and pets	√	√	√
	• family activities, daily routines, chores and household tasks	√	√	√
	• personal possessions: toys, games, electronics, clothing (color, numbers, size, fabric, style, features)	√	√	√
	• leisure activities: sports, hobbies, pastimes, television shows, movies, music, graphic arts	√	√	√
	• foods and beverages: typical breakfast, lunch, snack, and dinner foods, regional specialties, favorite foods	√	√	√
	• body parts, illness, injuries, and treatments, food choices, diets, health behaviors, and fitness, healthy practices (exercise preferences, sports, diet and health choices)	√	√	√
My home, school, neighborhood, community	• rooms and furnishings in a house, table setting	√	√	√
	• recreational, commercial, and government buildings	√	√	√
	• stores and shopping	√	√	√
	• transportation	√	√	√
	• school (school supplies, classes, schedules, activities, rules, routines)	√	√	√
	• careers (professions, employment, future plans)	√	√	√
	• community services			√
My country and the world	• days, dates, months, seasons, and weather patterns	√	√	√
	• geographical features and land forms, neighboring regions and countries	√	√	√
	• holidays, ceremonies, and festivals, sites of interest, travel	√	√	√
	• nature, ecosystems, and living things (plants, animals)			√
	• the arts (music, sculpture, architecture, film, literature, visual arts)			√
	• government and political systems			√
	• current events and public issues			√
	• beliefs and values			√

Overview to the Michigan World Languages Standards and Benchmarks

The *Michigan World Language Standards and Benchmarks* are correlated with the national *Standards for Foreign Language Learning* and are organized around the 5Cs: communication, cultures, connections, comparisons, and communities. Local school districts are encouraged to use these standards and benchmarks in developing an articulated K-12 world language program that meets the needs of all learners.

The Standards and Benchmarks are coded as follows:

- Example: **1.1.N.SL.a**
- First number indicates: Strand (Communication, Culture, Connection, Comparisons, Communities)
- Second number indicates: Standard
- Upper-case letter indicates: Level of proficiency
- N = **N**ovice High
- M = Intermediate Low – **M**id
- A = Intermediate High – **A**dvanced Low
- Second Upper-case letter indicates: Domain in Communication Strand or Topic within Culture Strand
- Communication Domain:
- SL Speaking/Listening
 - RW Reading/Writing
 - L Listening
 - R Reading
 - S Speaking
 - W Writing
- Culture Topic:
- G Geography & History
 - RI Relationships and Identity
 - SE Schools and Education
 - T Time
 - E Economy/Money
 - H Holidays and Celebrations
 - C Cultural Heritage
 - F Food and Beverage
- Lower case letter indicates: Benchmark within the standard describing what students should know and be able to do at a particular level of proficiency.

The Michigan Standards and Benchmarks for World Language Proficiency for K-12 Schools are generic and meant to be used by instructors of *Languages Other Than English* (LOTE).

Because of the generic nature of this document, some Standards and Benchmarks may not be applicable to all languages. Therefore, certain languages are exempt from assessment and proficiency in all four skills as described in the Standards and Benchmarks below:

Language Options

While most languages taught in Michigan schools require students to build proficiency in listening, speaking, reading and writing, some languages do not have a written or oral form. Students may fulfill the requirement in the following ways:

- **For languages that are both written and spoken**, students must demonstrate proficiency at the Novice High level in speaking and writing (productive skills*) and in listening and reading (interpretive skills*). (See *ACTFL Proficiency Guidelines for Speaking and for Writing* for definition).
- **For languages that are no longer spoken** (i.e. Ancient Greek or Latin), students are required to demonstrate proficiency at the Novice High level in writing (productive skill*) and in reading (interpretive skill*). (See *ACTFL Proficiency Guidelines for Speaking and for Writing* for definition).
- **For languages without formally accepted orthographies**, students are required to demonstrate oral proficiency at the Novice High level in speaking
- **For languages that are signed** (i.e. ASL), students are required to demonstrate receptive and expressive proficiency* equivalent to the Novice High level for languages that are spoken and written. (Reference ASL document).

Exemptions:

For languages that are no longer spoken = reading & writing: Not spoken

For languages without formally accepted orthographies = speaking & listening: Not written

For languages that are signed = Signed

Michigan World Language Standards

Strand	World Languages Standard #	Standards
1 Communication		Communicate in Languages Other Than English
	1.1	Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
	1.2	Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.
	1.3	Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2 Culture		Gain Knowledge and Understanding of Other Cultures
	2.1	Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
	2.2	Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3 Connections		Connect with Other Disciplines and Acquire Information
	3.1	Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.
	3.2	Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.
4 Comparisons		Develop Insight into the Nature of Language and Culture
	4.1	Comparing Languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
	4.2	Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5 Communities		Participate in Multilingual Communities at Home and Around the World
	5.1	Use of Language: Students use the language both within and beyond the school setting.
	5.2	Personal Enrichment: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

STRAND 1: COMMUNICATION

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>			
	<p>Interpersonal-Speaking/Listening or Signed (SL) Exemption: Signed</p>	<p>Interpersonal-Speaking/Listening or Signed (SL) Exemption: Signed</p>	<p>Interpersonal-Speaking/Listening or Signed (SL) Exemption: Signed</p>
	<p><i>Socializing</i> 1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions</p> <p>1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends</p> <p>1.1.N.SL.c Use appropriate register/honorifics</p>	<p><i>Socializing</i> 1.1.M.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities</p> <p>1.1.M.SL.b Use appropriate register/honorifics</p>	<p><i>Socializing</i> 1.1.A.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as weekend plans, vacation, jobs and travel</p> <p>1.1.A.SL.b Use appropriate register/honorifics</p>

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
	1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases	1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrase/sentences and provide rationale for the request and/or reply	1.1.A.SL.c Request, offer, invite, and reply appropriately and provide rationale for the request, offer, invitation and reply
	Identifying and Describing 1.1.N.SL.e Asks questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits	Identifying and Describing 1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture	Identifying and Describing 1.1.A.SL.d Share detailed description and analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film and the arts in the target culture
	1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits	1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures	1.1.A.SL.e Share detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film and the arts
	1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits	1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture	1.1.A.SL.f Share an analysis and comparison of attributes of places and things in the target culture by providing a detailed description
	Exchanging Information 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	Exchanging Information 1.1.M.SL.g Exchange information in the target language about personal and social, community or current events	Exchanging Information 1.1.A.SL.g Use target language to discuss social issues and problems

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
			1.1.A.SL.h Use target language to discuss current or past events that are of significance in the target culture
	1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services	1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that need to be resolved in the target language in person or on the telephone relating to restaurants, stores, transportation, and services	1.1.A.SL.i Report to someone the resolution of an everyday situation with a complication in the target language in person or on the telephone relating to restaurants, stores, transportation, and services
	<i>Exchanging opinions</i> 1.1.N.SL.j Share likes and dislikes in the target language with a classmate	<i>Exchanging opinions</i> 1.1.M.SL.i Interview a classmate in the target language about their likes, dislikes, preferences and opinions	<i>Exchanging opinions</i> 1.1.A.SL.j Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art
	1.1.N.SL.k Share opinions and preferences in the target language with their classmates	1.1.M.SL.j Share opinions and individual perspectives on a variety of topics dealing with contemporary issues	1.1.A.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
	Interpersonal-Reading/Writing (RW) Exemption: Signed	Interpersonal-Reading/Writing (RW) Exemption: Signed	Interpersonal-Reading/Writing (RW) Exemption: Signed
	<p><i>Socializing</i> 1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave or make introductions</p> <p>1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family and friends</p> <p>1.1.N.RW.c Use appropriate register/honorifics in written communication</p> <p>1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases</p>	<p><i>Socializing</i> 1.1.M.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet one another and write about everyday topics such as school and community events and activities</p> <p>1.1.M.RW.b Use appropriate register/honorifics in written communication</p> <p>1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rationale for the request and/or reply</p>	<p><i>Socializing</i> 1.1.A.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet one another and write about past and future activities such as weekend plans, vacation, jobs and travel</p> <p>1.1.A.RW.b Use appropriate register/honorifics in written communication</p> <p>1.1.A.RW.c Request, offer, invite, and reply appropriately in writing and provide rationale for the request, offer, invitation and reply</p>

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
	<p><i>Identifying and Describing</i> 1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates and answer in writing using a list of traits</p>	<p><i>Identifying and Describing</i> 1.1.M.RW.d Share a written detailed description of physical appearance, character and personality traits of contemporary figures in their own and the target culture</p>	<p><i>Identifying and Describing</i> 1.1.A.RW.d Share in writing a detailed description and analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film and the arts in the target culture</p>
	<p>1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits</p>	<p>1.1.M.RW.e Share a written detailed description of feelings, emotions and health of contemporary figures</p>	<p>1.1.A.RW.e Share in writing a detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film and the arts</p>
	<p>1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits</p>	<p>1.1.M.RW.f Share a written detailed description of places and things beyond the student's immediate environment or in the target culture</p>	<p>1.1.A.RW.f Share in writing an analysis and comparison of attributes of places and things in the target culture by providing a detailed description</p>
	<p><i>Exchanging Information</i> 1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life</p>	<p><i>Exchanging Information</i> 1.1.M.RW.g Exchange information in writing in the target language about personal and social, community or current events</p>	<p><i>Exchanging Information</i> 1.1.A.RW.g Exchange information in writing about social issues and problems</p>

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
	<p>1.1.N.RW.i Inquire in writing to obtain information in the target language about time, place, price and size relating to restaurants, stores, transportation, and services</p>	<p>1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases</p>	<p>1.1.A.RW.h Report in writing to someone, the resolution of an everyday situation with a complication in the target language relating to stores, transportation, services, and online purchases</p> <p>1.1.A.RW.i Use target language to write about current or past events that are of significance in the target culture</p>
	<p><i>Exchanging opinions</i> 1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, letters</p> <p>1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters</p>	<p><i>Exchanging opinions</i> 1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences and opinions, and write a summary of the information</p> <p>1.1.M.RW.j Share in writing opinions and individual perspectives on a variety of topics dealing with contemporary issues</p>	<p><i>Exchanging opinions</i> 1.1.A.RW.j Share opinions in writing about something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art</p> <p>1.1.A.RW.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture</p>

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
1.2 Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.			
	Interpretive Language -Listening (L) Or Signed Language (L) Exemption: Not Spoken	Interpretive Language -Listening (L) Or Signed Language (L) Exemption: Not Spoken	Interpretive Language -Listening (L) Or Signed Language (L) Exemption: Not Spoken
	1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences 1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)	1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics 1.2.M.L.b Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community 1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)	1.2.A.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and unfamiliar topics 1.2.A.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and lectures in the target language on a variety of familiar and unfamiliar topics 1.2.A.L.c Analyze a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
	1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)	1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)	1.2.A.L.d Analyze an audio presentation (CD, lecture, radio, podcast, songs/music)
	Interpreting Written Language-Reading (R) Exemption: Signed	Interpreting Written Language-Reading (R) Exemption: Signed	Interpreting Written Language-Reading (R) Exemption: Signed
	1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands and requests 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)	1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics 1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories. 1.2.M.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (email, letters, messages, notes, and text messages)	1.2.A.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and unfamiliar topics 1.2.A.R.b Understand and analyze written materials in the target language on unfamiliar topics such as, literary works, print media, websites/internet, directions 1.2.A.R.c Understand written interpersonal communication in the target language on a variety of familiar and unfamiliar topics (email, letters, messages, notes, and text messages)

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
	Presentational Language-Speaking (S) Or Signed Language (S) Exemption: Not Spoken	Presentational Language-Speaking (S) Or Signed Language (S) Exemption: Not Spoken	Presentational Language-Speaking (S) Or Signed Language (S) Exemption: Not Spoken
	1.3.N.S.a Present songs, poems or stories in the target language 1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home and school 1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report	1.3.M.S.a Present skits or short plays in the target language 1.3.M.S.b Retell a story to an audience in the target language 1.3.M.S.c Present brief oral reports about personal experiences, school and community happenings in target language 1.3.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show or game show	1.3.A.S.a Participate in and perform scenes in the target language from plays, and/or poems, or excerpts from short stories 1.3.A.S.b Present a summary of a story including plot and characters or an event to an audience 1.3.A.S.c Present oral reports on familiar and unfamiliar topics in target language 1.3.A.S.d Produce an original target language information video/DVD recording of a complete newscast or target culture topic

	Novice High (N)	Intermediate-Low and Intermediate Mid (M)	Intermediate High and Advanced Low (A)
	Presentational Language-Writing (W) Exemption: Not Written	Presentational Language-Writing (W) Exemption: Not Written	Presentational Language-Writing (W) Exemption: Not Written
	<p>1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster or menu</p> <p>1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience</p> <p>1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home and school</p>	<p>1.3.M.W.a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task</p> <p>1.3.M.W.b Create original compositions or journal entries in the target language</p> <p>1.3.M.W.c Present brief written reports about personal experiences, school and community happenings in the target language</p>	<p>1.3.A.W.a Create and disseminate a newsletter or webpage in the target language</p> <p>1.3.A.W.b Prepare a written analysis of a literary work, journalistic article, publication or media/TV/DVD presentation intended for native speakers of the language</p> <p>1.3.A.W.c Present written reports on familiar and unfamiliar topics in the target language</p>

STRAND 2: CULTURES

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High- Advanced Low (A)
<p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>			
	Geography & History (G)	Geography & History (G)	Geography & History (G)
	<p>2.1.N.G.a. Identify countries and their capital city where language is spoken</p> <p>2.1.N.G.b Identify history of target language expansion</p> <p>2.1.N.G.c Identify community services/buildings (parks, post office, fire, police)</p> <p>2.1.N.G.d Identify types of housing available</p> <p>2.1.N.G.e Identify transportation modes and how to get around in a city</p>	<p>2.1.M.G.a Recognize important features of country(s) where language is spoken</p> <p>2.1.M.G.b Identify major cities and regions within the country</p> <p>2.1.M.G.c Identify major geographic features (rivers, mountains, deserts, forests)</p> <p>2.1.M.G.d Identify additional languages spoken in the country and region</p> <p>2.1.M.G.e Identify the relationship to neighboring countries and the world</p>	<p>2.1.A.G.a Identify political issues and current events where language is spoken</p> <p>2.1.A.G.b Identify the role/importance of urban, rural, suburban areas</p> <p>2.1.A.G.c Identify population demographics</p> <p>2.1.A.G.d Describe the governmental system(s) of the target culture(s)</p> <p>2.1.A.G.e Identify and discuss major tensions within and outside the country</p>

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High-Advanced Low (A)
	<p>2.1.N.G.f Identify a major historic event that impacted the culture</p> <p>2.1.N.G.g Identify the relationship between geography and weather and seasonal patterns</p>	<p>2.1.M.G.f Identify the chronology of major historical events and their impact on the culture</p> <p>2.1.M.G.g Describe the relationship of weather and seasonal patterns on systems (school, work)</p>	<p>2.1.A.G.f Research and discuss major historical events and their impact on the culture</p>
	Relationships and Identity (RI)	Relationships and Identity (RI)	Relationships and Identity (RI)
	<p>2.1.N.RI.a Recognize national identity</p> <p>2.1.N.RI.b Identify family members and pets in the target culture</p> <p>2.1.N.RI.c Identify leisure activities for self, family and friends</p> <p>2.1.N.RI.d Identify articles of clothing for self, family and friends</p>	<p>2.1.M.RI.a Recognize cultural and national identity within the target culture</p> <p>2.1.M.RI.b Describe the role of the family within the target culture</p> <p>2.1.M.RI.c Describe the concept of friendship within the target culture</p> <p>2.1.M.RI.d Describe how students spend their free time/entertain themselves</p>	<p>2.1.A.RI.a Describe who is considered majority and minority within a culture</p> <p>2.1.A.RI.b Describe issues of gender, class and/or status in the target culture</p> <p>2.1.A.RI.c Describe the role of leisure time activities (soccer, spending time in a café, attending concerts)</p> <p>2.1.A.RI.d Describe characteristics and beliefs that define national identity</p>
	Schools and Education (SE)	Schools and Education (SE)	Schools and Education (SE)
	<p>2.1.N.SE.a Identify school levels of instruction, courses, and schedule</p> <p>2.1.N.SE.b Identify school activities</p>	<p>2.1.M.SE.a Describe educational system and levels of instruction in the target country</p>	<p>2.1.A.SE.a Describe secondary and post-secondary educational opportunities that lead to careers in the target country</p>

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High-Advanced Low (A)
	Time (T)	Time (T)	Time (T)
	<p>2.1.N.T.a Describe a daily schedule in the target culture (breakfast, lunch, dinner, hours for work, store/office hours)</p> <p>2.1.N.T.b Express time using 12 hr. or 24 hr. clock as appropriate</p>	<p>2.1.M.T.a Describe a schedule that reflects daily activities/routine of students at appropriate times (meal time, school day, extracurricular activities)</p>	<p>2.1.A.T.a Describe cultural beliefs, values and perspectives associated with time and daily schedule</p>
	Economy/Money (E)	Economy/Money (E)	Economy/Money (E)
	<p>2.1.N.E.a Recognize the currency of the target country(s)</p> <p>2.1.N.E.b Convert the local currency into US dollars</p> <p>2.1.N.E.c Identify how people earn a living</p>	<p>2.1.M.E.a Identify the economic system(s) of the target culture(s)</p> <p>2.1.M.E.b Describe how students get discretionary money and how it is spent</p> <p>2.1.M.E.c Recognize the social status of various jobs and professions</p>	<p>2.1.A.E.a Describe cultural beliefs, values and perspectives associated with money and wealth</p> <p>2.1.M.E.b Describe the role of work in the target culture</p>
	Holidays and Celebrations (H)	Holidays and Celebrations (H)	Holidays and Celebrations (H)
	<p>2.1.N.H.a Recognize the date and significance of an important civil, religious and personal/family holiday or celebration in the target culture and the practices associated with them</p>	<p>2.1.M.H.a Describe specific country or regional practices associated with civil, religious, and personal/family holidays or celebrations in the target culture</p>	<p>2.1.A.H.a Explain how cultural beliefs, values and perspectives serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations</p>

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High-Advanced Low (A)
2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.			
	Geography & History (G)	Geography & History (G)	Geography & History (G)
	2.2.N.G.a Identify indigenous foods products and beverages	2.2.M.G.a Identify natural resources (Ex. silver, copper, oil)	2.2.A.G.a Discuss natural resources (Ex. silver, copper, oil) and their impact on the economy
	Cultural Heritage (C)	Cultural Heritage (C)	Cultural Heritage (C)
	2.2.N.C.a Recognize current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites) 2.2.N.C.b Recognize historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)	2.2.M.C.a Describe the significance of current cultural and historic icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)	2.2.A.C.a Describe the enduring contributions of this culture to the world (arts, music, architecture, literature, film, media, TV, newspapers, important people)
	Holidays and Celebrations (H)	Holidays and Celebrations (H)	Holidays and Celebrations (H)
	2.2.N.C.a Identify the products associated with civil and religious holidays and personal celebrations	2.2.M.C.a Describe specific country or regional products associated with civil, religious and personal/family holidays or celebrations in the target culture	2.2.A.C.a Explain how cultural beliefs, values and perspectives serve as the basis for the use of products associated with civil, religious and personal/family holidays or celebrations

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High- Advanced Low (A)
	Foods and Beverages (F)	Foods and Beverages (F)	Foods and Beverages(F)
	2.2.N.F.a Identify what foods and beverages are routinely consumed at each meal in the target culture	2.2.M.F.a Describe what foods and beverages are popular in a specific country of the target culture	2.2.A.F.a Explain the significance of various foods and beverages to the population of a specific country of the target culture
	2.2.N.F.b Identify the types of places where foods and beverages may be purchased in the target culture	2.2.M.F.b Describe where people eat and drink outside their home in the target culture	2.2.A.F.b Describe the cultural significance of eating out in the target culture
	2.2.N.F.c Identify the types of places where foods and beverages may be consumed outside the home in the target culture		
	Economy and Money (E)	Economy and Money (E)	Economy and Money (E)
	2.2.N.E.a Identify major natural resources and indigenous products within the target culture	2.2.M.E.a Describe essential products, services and industries that are the basis of the economy in the target culture	2.2.A.E.a Explain the significance of the target culture's or country's economy in the world
	2.2.N.E.b Identify types of stores and where products are sold in the target culture		

STRAND 3: CONNECTIONS

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High- Advanced Low (A)
3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.			
	3.1.N.a Reinforce previously learned content knowledge through the target language	3.1.M.a Acquire new content knowledge about familiar topics through the target language	3.1.A.a Acquire new content knowledge about unfamiliar topics through the target language
3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.			
	3.2.N.a Use audio, visual and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture	3.2.M.a Use audio, visual and/or print materials available only in the target language to acquire information	3.2.A.a Use information available only through the target language to identify and compare distinctive cultural viewpoints

STRAND 4: COMPARISONS

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High- Advanced Low (A)
<p>4.1 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>			
	4.1.N.a Identify basic target culture practices and compare them to one's own	4.1.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to one's own	4.1.A.a Describe the institutions, values, beliefs and perspectives that serve as the foundation of the target culture practices and compare them to one's own
	4.1.N.b Identify basic target culture products and compare them to one's own	4.1.M.b Identify the significance of the cultural products within the target culture(s) and compare them to one's own	4.1.A.b Describe the institutions, values, beliefs and perspectives that serve as the foundation of the target culture practices and compare them to one's own

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High- Advanced Low (A)
4.2 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.			
	<p>4.2.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)</p> <p>4.2.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language</p> <p>4.2.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language</p> <p>4.2.N.d Identify basic differences and similarities in phonological features (such as</p>	<p>4.2.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language</p> <p>4.2.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language</p> <p>4.2.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language and the target language</p> <p>4.2.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent</p>	<p>4.2.A.a Recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen an understanding of both languages</p> <p>4.2.A.b Recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen an understanding of both languages</p> <p>4.2.A.c Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen an understanding of both languages</p> <p>4.2.A.d Recognize that phonological features reflect culture, and use this knowledge to adjust language</p>

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High- Advanced Low (A)
	pronunciation, intonation and tone) between one's own language and the target language Exemption: Signed	application of the same features from one's own language to the target language Exemption: Signed	accordingly and strengthen an understanding of both languages Exemption: Signed

STRAND 5: COMMUNITIES

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High- Advanced Low (A)
<p>5.1 Use of Language Students use the language both within and beyond the school setting.</p>			
	<p>5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, e-mail, and electronic presentations</p> <p>5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations or by reading to others in the target language</p>	<p>5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, e-mail, electronic presentations, and newsletters and/or web pages</p> <p>5.1.M.b Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language</p>	<p>5.1.A.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, e-mail, electronic presentations, publications, and speeches</p> <p>5.1.A.b Provide services to the school district and community through activities in the target language such as tutoring and helping speakers of the target language to function within the school or community</p>

	Novice High (N)	Intermediate Low-Mid (M)	Intermediate High- Advanced Low (A)
5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.			
	5.2.N.a Willingly use the target language within the classroom setting 5.1.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment 5.1.N.c Identify careers where skills in another language or cross-cultural understanding are needed	5.2.M.a. Seek out opportunities and use in the target language with teachers, friends or family outside of the classroom 5.1.M.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and the new culture 5.1.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed	5.2.A.a Seek opportunities and use the target language in real life situations within the community 5.1.A.b Use authentic target language print materials and electronic media to explore topics of personal interest from the points of view of the new culture 5.1.A.c Participate in school-to-work projects such as an internship or outreach program that requires proficiency in the target language

Appendix A:

Source Documents

Standards for Foreign Language Learning: Preparing for the 21st Century

Michigan Curriculum Framework, World Languages: Content Standards and Benchmarks (1998)

Michigan Department of Education

ESL Standards for Pre~K-12 Students (1997)

Teachers of English to Speakers of Other Languages, Inc.

No Child Left Behind Act of 2001

ACTFL Performance Guidelines for K-12 Learners,

ACTFL Proficiency Guidelines: Speaking (1999 revision),

ACTFL Proficiency Guidelines: Writing (2001 revision),

Indiana Academic Standards for Foreign Language

Michigan English Language Proficiency Standards for K-12 Schools

Nebraska K-12 Foreign Language Frameworks

New Jersey Core Curriculum Content Standards for World Languages

Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006),

Wisconsin's Model Academic Standards for Foreign Language