

**World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p><b>7.1.NM.A.1</b> Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</p>	<p><b>7.1.NH.A.1</b> Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</p>	<p><b>7.1.IL.A.1</b> Identify the main idea and most supporting details contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</p>	<p><b>7.1.IM.A.1</b> Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.</p>	<p><b>7.1.IH.A.1</b> Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</p>	<p><b>7.1.AL.A.1</b> Analyze and critique the validity of <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</p>
<p><b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p>	<p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p>	<p><b>7.1.IL.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p><b>7.1.IM.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p>	<p><b>7.1.IH.A.2</b> Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</p>	<p><b>7.1.AL.A.2</b> Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <a href="#">informal and some formal</a> settings.</p>
<p><b>7.1.NM.A.3</b> Recognize a few common gestures and cultural <a href="#">practices</a> associated with the</p>	<p><b>7.1.NH.A.3</b> Recognize some common gestures and cultural <a href="#">practices</a> associated with target</p>	<p><b>7.1.IL.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures,</p>	<p><b>7.1.IM.A.3</b> Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural</p>	<p><b>7.1.IH.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of</p>	<p><b>7.1.AL.A.3</b> Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s</p>

target culture(s).	culture(s).	intonation, and cultural <a href="#">practices</a> ) in the target culture(s) and in one's own culture.	<a href="#">practices</a> ) in the target culture(s) to determine the meaning of a message.	functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.	own culture to develop an understanding of how cultural <a href="#">perspectives</a> are reflected in cultural <a href="#">products</a> and cultural <a href="#">practices</a> .
<b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.	<b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.	<b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	<b>7.1.IM.A.4</b> Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.	<b>7.1.IH.A.4</b> Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.	<b>7.1.AL.A.4</b> Evaluate, from multiple cultural <a href="#">perspectives</a> , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
<b>7.1.NM.A.5</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.	<b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.	<b>7.1.IL.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.	<b>7.1.IM.A.5</b> Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	<b>7.1.IH.A.5</b> Synthesize information from oral and written discourse dealing with a variety of topics.	<b>7.1.AL.A.5</b> Evaluate information from oral and written discourse dealing with a variety of topics.
	<b>7.1.NH.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.	<b>7.1.IL.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.	<b>7.1.IM.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.	<b>7.1.IH.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.	<b>7.1.AL.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
	<b>7.1.NH.A.7</b>	<b>7.1.IL.A.7</b>	<b>7.1.IM.A.7</b>	<b>7.1.IH.A.7</b>	<b>7.1.AL.A.7</b>

	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.	Infer the meaning of a few unfamiliar words in some new contexts.	Infer the meaning of some unfamiliar words in some new contexts.	Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.	Infer the meaning of some unfamiliar words and phrases in academic and <a href="#">formal</a> contexts.
		<b>7.1.IL.A.8</b> Compare and contrast unique linguistic elements in English and the target language.	<b>7.1.IM.A.8</b> Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	<b>7.1.IH.A.8</b> Analyze structures of the target language and comparable linguistic structures in English.	<b>7.1.AL.A.8</b> Analyze elements of the target language that do not have a comparable linguistic element in English.
<b>Linguistic:</b>  The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can <a href="#">independently</a> identify and recognize memorized words and phrases that bring meaning to text.	<b>Linguistic:</b>  The <a href="#">Novice-High</a> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to: ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts.	<b>Linguistic:</b>  The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to: ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts.	<b>Linguistic:</b>  The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to: ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts.	<b>Linguistic:</b>  The <a href="#">Intermediate-High</a> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <a href="#">independently</a> to: ➤ Analyze written and oral text. ➤ Synthesize written and oral text. ➤ Identify most supporting details in written and oral text. ➤ Infer meaning of unfamiliar words in new contexts. ➤ Infer and interpret author's intent.	<b>Linguistic:</b>  The <a href="#">Advanced-Low</a> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <a href="#">independently</a> to: ➤ Analyze written and oral text. ➤ Synthesize written and oral text. ➤ Identify most supporting details in written and oral text. ➤ Infer meaning of unfamiliar words in new contexts. ➤ Infer and interpret author's intent. ➤ Identify some cultural <a href="#">perspectives</a> . ➤ Identify the

				<ul style="list-style-type: none"> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Identify the organizing principle in written and oral text.</li> </ul>	<p>organizing principle in written and oral text.</p>
<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules,</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> </ul>			

<p>are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"> <li>➤ Healthy eating habits and fitness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness <a href="#">practices</a>.)</li> <li>➤ Many <a href="#">products</a> and <a href="#">practices</a> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</li> <li>➤ What is perceived as “basic needs” varies among and within</li> </ul>	<p>and travel.)</p> <ul style="list-style-type: none"> <li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>
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cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)

➤ Learning about age- and

<p>developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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<p><b>World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>					
<p><b>Interpersonal Mode:</b> The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).</p>					
Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p><b>7.1.NM.B.1</b> Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	<p><b>7.1.NH.B.1</b> Use <a href="#">digital tools</a> to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	<p><b>7.1.IL.B.1</b> Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to targeted themes.</p>	<p><b>7.1.IM.B.1</b> Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>	<p><b>7.1.IH.B.1</b> Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</p>	<p><b>7.1.AL.B.1</b> Use <a href="#">digital tools</a> to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange</p>

					information.
<p><b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p><b>7.1.NH.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>	<p><b>7.1.IL.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>	<p><b>7.1.IM.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p>	<p><b>7.1.IH.B.2</b> Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p>	<p><b>7.1.AL.B.2</b> Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p>
<p><b>7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p><b>7.1.NH.B.3</b> Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>	<p><b>7.1.IL.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	<p><b>7.1.IM.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p>	<p><b>7.1.IH.B.3</b> Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p>	<p><b>7.1.AL.B.3</b> Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>
<p><b>7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</p>	<p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	<p><b>7.1.IM.B.4</b> Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	<p><b>7.1.IH.B.4</b> Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	<p><b>7.1.AL.B.4</b> Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in <a href="#">informal and some formal</a> settings.</p>
<p><b>7.1.NM.B.5</b> Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>	<p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	<p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<p><b>7.1.IM.B.5</b> Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	<p><b>7.1.IH.B.5</b> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in</p>	<p><b>7.1.AL.B.5</b> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in</p>

				other content areas.	other content areas, and some unfamiliar topics.
				<b>7.1.IH.B.6</b> Use language in a variety of settings to further personal and/or academic goals.	<b>7.1.AL.B.6</b> Use language in a variety of settings to further personal, academic, and career goals.
<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can use memorized words and phrases <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Respond to learned questions.</li> <li>➤ Ask memorized questions.</li> <li>➤ State needs and preferences.</li> <li>➤ Describe people, places, and things.</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-High</a> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-High</a> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Advanced-Low</a> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> </ul>

	<ul style="list-style-type: none"> <li>○ invitation.</li> <li>○ Express an opinion and preference.</li> </ul>	<p>opinion and preference.</p>	<p>opinion and preference.</p>	<p>support opinions.</p> <ul style="list-style-type: none"> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul>
<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>➤ Observing and participating in</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of</li> </ul>			

<p>culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>➤ Healthy eating habits and fitness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness <a href="#">practices</a>.)</p> <p>➤ Many <a href="#">products</a></p>	<p>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>	<p>issues.)</p> <p>➤ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Examination of the roles of race,</p>
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<p>and <a href="#">practices</a> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</p> <p>➤ Maps, graphs,</p>		<p>ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>
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and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)

- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts

<p>of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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<p><b>World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities</p>					
<p><b>Presentational Mode:</b> The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.</p>					
Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p><b>7.1.NM.C.1</b> Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.NH.C.1</b> Recombine basic information at the word and sentence level related to self and targeted themes to create a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.IL.C.1</b> Use knowledge about cultural <a href="#">products</a> and cultural <a href="#">practices</a> to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.IM.C.1</b> Synthesize information related to the cultural <a href="#">products</a>, cultural <a href="#">practices</a>, and cultural <a href="#">perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.IH.C.1</b> Explain and compare how a cultural <a href="#">perspective</a> led to the development of a cultural <a href="#">product</a> or cultural <a href="#">practice</a> in the target culture(s) and in one’s own culture, through a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.AL.C.1</b> Create a research-based <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p>

<p><b>7.1.NM.C.2</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p><b>7.1.IL.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p><b>7.1.IM.C.2</b> Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p><b>7.1.IH.C.2</b> Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <a href="#">perspectives</a> associated with the target culture(s).</p>	<p><b>7.1.AL.C.2</b> Create a research-based analysis of a current global problem/issue showing cultural <a href="#">perspectives</a> associated with the target culture(s) and another world culture.</p>
<p><b>7.1.NM.C.3</b> Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p>	<p><b>7.1.IL.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	<p><b>7.1.IM.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	<p><b>7.1.IH.C.3</b> Use language creatively in writing for a variety of purposes.</p>	<p><b>7.1.AL.C.3</b> Use language creatively in writing for personal, career, or academic purposes.</p>
<p><b>7.1.NM.C.4</b> Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in <a href="#">writing</a>.</p>	<p><b>7.1.NH.C.4</b> Tell or retell stories from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.</p>	<p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate <a href="#">culturally authentic materials</a> orally and in writing.</p>	<p><b>7.1.IM.C.4</b> Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a>.</p>	<p><b>7.1.IH.C.4</b> Explain the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a>.</p>	<p><b>7.1.AL.C.4</b> Compare and contrast the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a> with those found in selections in English.</p>
<p><b>7.1.NM.C.5</b> Name and label tangible cultural <a href="#">products</a> and imitate cultural <a href="#">practices</a> from the target culture(s).</p>	<p><b>7.1.NH.C.5</b> Tell or write about cultural <a href="#">products</a> associated with the target culture(s) and identify how the <a href="#">products</a> and <a href="#">practices</a> are derived from the cultural</p>	<p><b>7.1.IL.C.5</b> Explain the cultural <a href="#">perspective</a> associated with a few cultural <a href="#">products</a> and cultural practices from the target culture (s) and one’s own culture.</p>	<p><b>7.1.IM.C.5</b> Compare cultural <a href="#">perspectives</a> of the target culture(s) with those of one’s own culture as evidenced through their cultural <a href="#">products</a> and</p>	<p><b>7.1.IH.C.5</b> Explain cultural <a href="#">perspectives</a> associated with the target culture(s), as evidenced by the cultural <a href="#">products</a> and</p>	<p><b>7.1.AL.C.5</b> Analyze how cultural <a href="#">perspectives</a> about a specific cultural <a href="#">product</a> or cultural <a href="#">practice</a> associated</p>

	<a href="#">perspectives.</a>		cultural <a href="#">practices.</a>	cultural <a href="#">practices</a> associated with the target culture(s), and compare these perspectives with those of one's own culture.	with the target culture(s) change over time, and compare with changing <a href="#">perspectives</a> in one's own culture.
		<b>7.1.I.L.C.6</b> Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <a href="#">16 Career Clusters</a> .		<b>7.1.IH.C.6</b> Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.	<b>7.1.A.L.C.6</b> Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.
<b>Linguistic:</b>  The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can use memorized words and phrases <a href="#">independently</a> to: ➤ Make lists. ➤ State needs and preferences. ➤ Describe people, places, and	<b>Linguistic:</b>  The <a href="#">Novice-High</a> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences <a href="#">independently</a> to: ➤ Handle simple transactions related to everyday life:	<b>Linguistic:</b>  The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to: ➤ Handle simple transactions related to everyday life ○ Express needs. ○ Give reasons. ○ Express an	<b>Linguistic:</b>  The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to: ➤ Handle simple transactions related to everyday life ○ Express needs. ○ Give reasons. ○ Express an	<b>Linguistic:</b>  The <a href="#">Intermediate-High</a> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <a href="#">independently</a> to:	<b>Linguistic:</b>  The <a href="#">Advanced-Low</a> language learner understands and communicates at the paragraph level and can paragraph-level discourse <a href="#">independently</a> to: ➤ Synthesize written and oral text. ➤ Identify some

<p>things.</p>	<ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an opinion and preference.</li> <li>○ Request and suggest.</li> </ul>	<p>opinion and preference.</p> <ul style="list-style-type: none"> <li>○ Request and suggest.</li> </ul>	<p>opinion and</p> <ul style="list-style-type: none"> <li>○ Request and suggest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Offer advice.</li> </ul>	<p>cultural <a href="#">perspectives</a>.</p> <ul style="list-style-type: none"> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Offer advice.</li> </ul>
<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personal identity descriptions, school,</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this</li> </ul>			

<p>likes/dislikes, and pastimes.)</p> <ul style="list-style-type: none"> <li>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>➤ Healthy eating habits and fitness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <a href="#">practices</a> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>	<p>understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <ul style="list-style-type: none"> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial</li> </ul>
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restaurants, and wellness [practices.](#))

- Many [products](#) and [practices](#) related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as

literacy.)

- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

toys, games, travel, and luxury items.)

- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)
- Learning about age- and developmentally appropriate content that is of

<p>high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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**Links:**

**Advanced-Low Level Learners:** Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

**Career Clusters:** Postsecondary education and career pathways

**Cultural Content:** Content that is reinforced or enhanced through the language studied. It is appropriate for cultural content introduced at earlier proficiency levels to be reintroduced with increasing depth and sophistication at higher levels of proficiency.

**Cultural Perspectives:** Popular beliefs, commonly held values, folk ideas, shared values, and assumptions widely held by members of a culture.

- ✿ The perspectives of a culture sanction the cultural practices and create a need for the products.
- ✿ The perspectives provide the reason for “why they do it that way” and the explanation for “how can they possibly think that?”

✿ Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

**Cultural Practices:** Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship, between the practices and perspectives of the cultures studied.

**Cultural Products:** Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Culturally Authentic Materials:** Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language

**Formal and informal:** The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

**Four art forms:** Dance, music, theatre, and the visual arts.

**Geography:** Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

**Independently:** What the learner can communicate spontaneously without guidance or support.

**Intermediate-High Level Learner:** Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

**Intermediate-Low Level Learner:** Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Intermediate-Mid Level Learner:** Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.

**Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.” Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.

**Novice-High Level Learner:** Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Novice-Mid Level Learner:** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

**Novice Writing Tasks:** A form or document in which students supply simple requested information in an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

**Physical response:** TPR (Total Physical Response) is an example of an instructional strategy that uses physical response. Click [TPR](#) and [New Jersey Frameworks](#) for additional information.

**Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

**Twenty-first Century Technologies:** Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.