

Connecticut State Department of Education

World Language Standards

Novice/Beginning

Essential Questions

Communication

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)

Cultures

- How do I use my understanding of culture to communicate and function appropriately in another culture?

Connections

- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)

Comparisons Among Languages

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Comparisons Among Cultures

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Communities

- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

World Language Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.

Students will describe various objects and people found at home and school.

Students will give and follow simple instructions by participating in various games or other activities with partners or groups.

Students will exchange basic information about events, such as classes, meetings and meals.

Students will describe their favorite activities at home and school.

Students will express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.

Students will indicate that they do not understand a message or that they cannot express their intended message adequately.

Students will recognize that there are often multiple ways to express an idea in the target language.

Students will use appropriate gestures, when necessary, to make their messages comprehensible.

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will identify people and objects in their environments, based on oral and written descriptions.

Students will comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.

Students will comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics.

Students will comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes.

Students will comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.

Students will comprehend brief notes on familiar topics, including daily activities at home or school.

Students will comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.

Students will recognize and respond appropriately to questions, statements or commands.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.

Students will recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.

Students will write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.

Students will create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

Students will observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.

Students will identify and experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.

Students will identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.

Students will participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture.

Students will use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.

Students will recognize simple themes, ideas or perspectives of the target culture.

Connections (Interdisciplinary Mode)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

Students will use simple information learned in other subjects in their study of a world language.

Students will use simple information from their world language class in their study of other subjects.

Students will use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

Connections (Intradisciplinary Mode)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will use multiple media resources to access information regarding the target culture(s).

Students will recognize the various sources of information available only in the target language and culture(s), e.g., newspapers, websites, television, etc.

Students will demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.

Students will demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.

Students will develop listening and speaking skills on a range of topics to facilitate reading skills.

Students will retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher.

Students will copy and organize in a logical sequence a written text provided by the teacher.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.

Students will demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.

Students will identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.

Students will use new information and cultural awareness to recognize the similarities and differences across cultures.

Students will use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s).

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.

Students will identify different types of employment in which target language skills are an asset.

Students will review materials and/or media from the target language and culture for enjoyment and/or entertainment.