

## Connecticut State Department of Education

World Language Standards

Intermediate School

### 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 exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

Students will give and follow directions in order to travel from one location to another and ask questions for clarification.

Students will acquire goods and/or services through basic negotiations and exchange of monies.

Students will work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.

Students will exchange thoughts about people, activities and events in their personal lives or communities.

Students will find alternate methods of communication when they cannot express their intended message adequately.

***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 comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

Students will understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Students will work individually to collect data on familiar topics from various print, digital and electronic resources.

Students will identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.

Students will comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

Students will begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

Students will sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

***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 make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.

Students will prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.

Students will present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.

Students will summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.

Students will write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

Students will prepare a diary of their daily activities and those of their families and friends in the target language.

Students will effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.

### *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 identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance.

Students will identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance.

Students will participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Students will observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.

Students will identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

### *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 acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

Students will acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.

Students will use new information and critical thinking 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 expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

Students will develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

***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 understand how idiomatic expressions affect communication and reflect culture.

Students will access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.

Students will use oral and written language to relate their own experiences and construct their own stories.

Students will expand comprehension strategies to predict outcomes and make comparisons.

Students will produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

***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 compare and contrast art forms, such as music and songs across cultures.

Students will investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

Students will solicit their peers’ opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.

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

Students will use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.

Students will use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

### *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 discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

Students will interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.

Students will demonstrate their target language skills while involved in community activities, including community service activities.

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

Students will use various media from the target language and culture for entertainment.

Students will consult various sources in the target language to obtain information on topics of personal interest.

Students will demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.