



This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

***World Languages* • Unpacked Content for Dual & Heritage Language Programs – Heritage Language**

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand what a student must know and be able to do, as expressed in the Essential Standards and their Clarifying Objectives.

What is in this document? What is “unpacked” content?

Descriptions of what each standard means a student will know and be able to do by the end of the program or course. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this mean that a student must know and be able to do?” An explanation of each Essential Standard is followed by its Clarifying Objectives, which are organized by year or course in a program. The goal is to provide a document that can be used in professional development, and create pacing guides, plan classroom curriculum, etc. Specific program and language notes are included in this document, but additional information, such as a detailed description of each program’s exit proficiency expectations and Assessment Prototypes for various programs and languages, will be shared in future documents.

How do I send feedback?

We intend the explanations and examples in this document to be helpful. However, we know that as this document is used, teachers and administrators will find ways in which the unpacking can be improved and made even more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Where are the standards alone and the other supporting documents? The *World Language Essential Standards* are posted online at <http://www.ncpublicschools.org/acre/standards/phase2/> and http://seclang.ncwiseowl.org/curriculum_instruction/essential_standards/.

The standards were approved by the State Board of Education (SBE) in September 2010 and are scheduled to be implemented during the 2012-13 school year. Supporting documents and resources, such as the *World Language Essential Standards Crosswalk*, additional components of the Instructional Toolkit, professional development materials, etc., will be posted online as they become available.

There are five *World Languages* Unpacked Content documents, and they are arranged by program in this manner:

- Classical Language Programs (formerly Latin, but now expanded to include Ancient Greek and classical studies).
- Dual & Heritage Language Programs: Dual Language/Immersion, according to gradespans of K-2, 3-5, 6-8, and 9-12.
- Dual & Heritage Language Programs: Heritage Language (formerly Spanish for Native Speakers, but now expanded to include any language being taught this way, such as Chinese for Native Speakers, French for Native Speakers, etc.).
- Modern Language Programs: FLES/Early Start & Middle School.
- Modern Language Programs: High School Credit Courses Levels I-VIII, with details for alphabetic, logographic, and visual languages.

Dual & Heritage Languages – Heritage Language • Unpacked Content

The intent of the *World Language Essential Standards* is to support the North Carolina State Board of Education (SBE) guiding mission: *Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.*

The SBE’s first [Future-Ready Students for the 21st Century](#) goal states that, “every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, **including a mastery of languages**, an appreciation of the arts, and competencies in the use of technology.” The SBE incorporated 17 future-ready skills necessary for every graduate in these goals, including multilingualism and being a knowledgeable global citizen. Thus, all students need to build proficiency in languages other than English and have wide-ranging knowledge of cultures from around the world.

The North Carolina *World Language Essential Standards* provide an articulated K-12 proficiency-based framework for each of the world language programs in the public schools: **Classical Language Programs, Dual & Heritage Language Programs, and Modern Language Programs.**

There are four Essential Standards (ES), with 2-5 Clarifying Objectives (CO) for each ES within a proficiency level, which are arranged by Strands.

Essential Standards (ES) are the “need to know” standards that provide curricular focus on big, conceptual ideas and enduring understandings. For World Languages, the ES are the three communication modes (Interpersonal, Interpretive, and Presentational) and culture, which parallel the national standards of Communication and Culture.

Clarifying Objectives (CO) are learning objectives, not activities, that elaborate further on the ES, provide details about the learning that will take place, and serve as the basis for assessment.

Strands organize the ES and encompass the other three national standards: Comparisons, Connections, and Communities. Our strands are:

Connections to Language & Literacy – CLL (Comparisons) - helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

Connections to Other Disciplines – COD (Connections) – involves students in making connections with other academic disciplines, formally and informally, particularly with the language arts (reading, writing, speaking, listening), but also with math, social studies, the arts, health, physical education, science, career and technical skills, and technology.

Communities – CMT (Communities) – prepares students to access knowledge and information from other communities and use that information to work and learn with people from diverse backgrounds.

The COs are identified using a uniform labeling system with four parts.

<i>abbreviation of the proficiency level</i>	<i>3-letter Strand code</i>	<i>ES number</i>	<i>CO number</i>
NL – Novice Low	CLL – Connections to Language & Literacy	3	1
NL.CLL.3.1			
NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.			

The label in the example above shows it is at the Novice Low (NL) proficiency level, in the Connections to Language & Literacy (CLL) Strand, from Essential Standard #3 (Presentational Communication Mode), and indicates that it is the first Clarifying Objective in that set.

In future documents, Assessment Prototypes (AP), sample activities or prototypical performance assessments, will be shared and will include classroom strategies that address differentiation, needs of students with disabilities, etc. Publications like the *Spanish for Native Speakers Curriculum* from 2003 will be updated and aligned with the *World Language Essential Standards*. These documents will also provide APs that increase the specificity of the CO and provide evidence of the learning taking place. They can be thought of as example assignments or tasks that could be given to students to show mastery. Some APs could be used in any world language program, while others will be specific to a program or a language. APs can be formative, benchmark or summative in nature, and include evaluation criteria.

Proficiency Outcome Expectations in the World Language Essential Standards

Mastering a language requires developing competency or proficiency in communication skills. The proficiency level achieved is directly linked to the amount of time spent learning the language. There are a number of ways that students might advance their proficiency level in a language skill, including:

- practicing with native speakers,
- taking a language course measured in instructional hours,
- traveling, living, or studying abroad,
- interacting with others learning the language, in a virtual or traditional classroom,
- participating in intensive study programs,
- and many other possibilities.

Proficiency Outcome Expectations, or exit proficiency expectations as they are called in the *World Language Essential Standards* document, are included for each program and are sometimes differentiated based on the model being used or the language being learned. These expectations are a guide to focus classroom instruction on measurable student outcomes at the end of a course or gradespan and will also assist with placement of

students who have acquired language proficiency outside of the classroom environment. These expectations are based on research conducted around the globe. Expertise from the field and various organizations, such as the Title VI language resource centers, was used to set challenging, yet reasonable, expectations for proficiency-based language learning in North Carolina.

The proficiency outcome expectations on the next page were compiled based on the best information available in order to establish measurable student outcomes. Using multiple measures of proficiency within a comprehensive, balanced assessment system enables students, teachers, administrators, parents, and other stakeholders to show annual student progress in world language programs. However, as the *World Language Essential Standards* are implemented and program outcome data is collected, the proficiency expectations may need to be adjusted in future revisions.

The most efficient way to measure proficiency is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale which currently has 10 levels of proficiency:

- | | | | |
|---------------------|---------------------------|-----------------------|------------------|
| 1. Novice Low (NL) | 4. Intermediate Low (IL) | 7. Advanced Low (AL) | 10. Superior (S) |
| 2. Novice Mid (NM) | 5. Intermediate Mid (IM) | 8. Advanced Mid (AM) | * Distinguished |
| 3. Novice High (NH) | 6. Intermediate High (IH) | 9. Advanced High (AH) | * Native |

* Two higher levels may be added at the upper end of the ACTFL scale in the near future, so they are included here, but they do not currently have accompanying descriptions.

Heritage Language Exit Proficiency Expectations for Alphabetic Languages or Programs, such as French for Native Speakers, Spanish for Native Speakers, etc.

Level and → total hours	Level I or 135-150 hours	Level II or 270-300 hours
↓MODE & Skill		
INTERPRETIVE Listening	Intermediate Low	Intermediate Mid
INTERPRETIVE Reading	Novice Mid-High	Intermediate Low
INTERPERSONAL Person-to-Person	Intermediate Low	Intermediate Mid
PRESENTATIONAL Speaking	Novice Mid-High	Intermediate Low
PRESENTATIONAL Writing	Novice Mid	Novice High

Heritage Language Exit Proficiency Expectations for Logographic Languages or Programs, such as Mandarin Chinese for Native Speakers, etc.

Level and → total hours	Level I or 135-150 hours	Level II or 270-300 hours
↓MODE & Skill		
INTERPRETIVE Listening	Novice High	Intermediate Low
INTERPRETIVE Reading	Novice Low-Mid	Novice High
INTERPERSONAL Person-to-Person	Novice High	Intermediate Low
PRESENTATIONAL Speaking	Novice Mid-High	Novice High-Intermediate Low
PRESENTATIONAL Writing	Novice Low-Mid	Novice Mid-High

The writers and reviewers of the *World Language Essential Standards*, as well as the stakeholders who provided feedback on the drafts, agreed that K-12 World Language program proficiency expectations should extend through Advanced Mid (AM). Program proficiency expectations, or student

outcomes, for the programs and courses are designed to be challenging, yet reasonable, goals for the K-12 group of language learners, with the knowledge that some students will go beyond those expectations or outcomes.

In the ACTFL *K-12 Performance and Proficiency Guidelines*, each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels, due to a number of factors, like student motivation, continuity and quality of instruction, informal exposure to the language through travel abroad, accessing online resources for individual practice, etc. World language programs across the state, and within districts and individual schools, take many forms and are offered at different points in the K-12 continuum, which sometimes allows students to study multiple world languages. Some programs start in elementary or middle school, while others begin at the high school, so there are multiple entry points. In order to account for these variations and embed multiple entry points, it was decided that the *World Language Essential Standards* would be organized by proficiency level, rather than by grade level.

Dual & Heritage Language programs include dual language/immersion programs where students are taught academic content in two languages, English and the target language, as well as Spanish for Native Speaker or other heritage languages taught to native speakers. For heritage language speakers, such as those who speak Spanish or some other language besides English at home, heritage language programs build literacy skills in reading and writing as part of a two-course sequence, so that students can bridge into advanced language courses, which supports the North Carolina State Board of Education's goals for [Future-Ready Students for the 21st Century](#) to be competitive in an international economy by being multilingual, knowledgeable global citizens. The expansion of the global community and workplace challenges the United States to produce a workforce that not only communicates in many languages, but that also understands the nuances of the many cultures. The educated heritage speaker is an authentic resource who will have expanded career opportunities in the 21st Century.

The two-course sequence is not designed to replace English as a Second Language (ESL) instruction, but, instead, to enhance the heritage language of the students. Many of the skills, processes, and strategies will transfer to English, and research recognizes the power of heritage language literacy skills in helping English language learners (ELLs) systematically connect with concepts of print, and extend literacy beyond social and conventional classroom language to the specific academic contexts of English language arts, mathematics, science, social studies, and other academic content areas. The course content will be delivered in the heritage language, and North Carolina seeks to expand opportunities like this to all ELLs to shorten the time needed to gain proficiency in English.

The national *ACTFL Standards for Foreign Language Learning* address the issue of heritage language students or those students who have home backgrounds in a language other than English or come from other immersion experiences, formal or informal. These students need instruction that allows them to maintain strengths in their heritage language, while developing new ones, particularly in academic vocabulary and literacy skills or the areas of reading and writing. With such support, they will build skills to be multilingual and multi-literate in a way that honors their need to simultaneously identify and communicate with:

- their heritage, home, or immersion culture(s) and;
- the mainstream culture(s) in which they live and work.

Please go to http://seclang.ncwiseowl.org/resources/spanish_for_native_speakers_heritage_language_programs/ for more information about and resources for Spanish for Native Speakers and other heritage language programs.

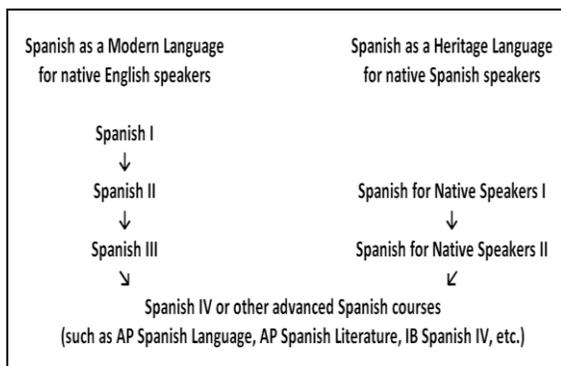
Proficiency expectations for Heritage Language programs reflect the fact that most students have some level of oral proficiency with Interpretive Listening and Presentational Speaking skills, so the focus is on building Interpretive Reading and Presentational Writing. Proficiency would be assessed at the end of each course, and, just as in all language acquisition programs, students may progress at different rates in each of the four skill areas: listening, speaking, reading, and writing. In addition, the type of writing system used by a language impacts the amount of time needed to reach different levels of proficiency. Learning an alphabetic language, or one that uses a system in which each letter is linked to a particular sound, is different than learning a logographic language that uses a character writing system. For heritage students who have learned English as a second language and/or not had an opportunity for formal education in their home language, a logographic language will require more time to master the writing system, which also impacts reading skills. Languages like Cherokee and Japanese use a syllabary system, where each letter or character represents a syllable or sound combination. Based on advice from national experts, Cherokee is grouped with alphabetic languages and Japanese with logographic ones.

The proficiency outcome expectations in this document are delineated for the two-course sequence used in Heritage Language programs using alphabetic and logographic languages. The same process could be used to outline proficiency expectations for visual languages in a Heritage Language program, and new programs using other alphabetic and logographic languages could use this same framework. The three languages that currently have, or have had, heritage language programs in North Carolina's public schools include:

- Alphabetic languages – French and Spanish.
- Logographic languages – Mandarin Chinese.

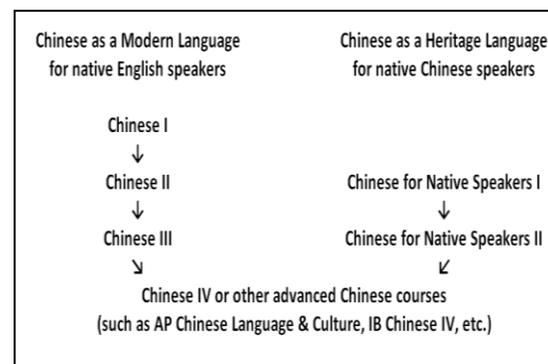
Using Spanish as an example for alphabetic languages, heritage language students can enroll in:

- Spanish for Native Speakers I and
- Spanish for Native Speakers II,
(an honors course, because it is equivalent to a Level III course in proficiency expectations).



Using Mandarin Chinese as an example for logographic languages, heritage language students can enroll in:

- Mandarin Chinese for Native Speakers I and
- Mandarin Chinese for Native Speakers II,
(an honors course because it is equivalent to a Level III course in proficiency expectations).



Upon completion of the two-course sequence, students can proceed to a Level IV and/or Advanced Placement (AP) course, where they will be joined by fourth- and/or fifth-year students who are studying that language as a modern language.

Also, the standards associated with heritage language programs are used to develop language arts courses for secondary level dual language/immersion students in French, German, Japanese, Mandarin Chinese, and Spanish. This is done to build literacy skills and prepare students for the rigors of upper level language courses and other curricular components, such as the [College Board's Advanced Placement \(AP\) Program](#) or the [International Baccalaureate \(IB\) Diploma Program](#).

As stated before, the program proficiency expectations contained in this document were compiled based on the best information available in order to establish measurable outcomes for students in a heritage language program. Using multiple measures of proficiency within a comprehensive, balanced assessment system enables students, teachers, administrators, parents, and other stakeholders to use this information to show annual student progress in world language programs. However, as the *World Language Essential Standards* are implemented and program outcome data is collected, the proficiency expectations may need to be adjusted in future revisions.

For curriculum planning purposes, please read the notes for heritage language programs, followed by the unpacking of each standard and its Clarifying Objectives (CO) arranged by proficiency level and skill area. For **Dual & Heritage Languages – Heritage Language**, the proficiency expectations correspond to the end points of each course level.

Notes for Heritage Languages

Student Characteristics: Heritage language speakers/learners come from very diverse backgrounds and communicate with varying levels of proficiency in the heritage language and in English. While some students may have had extensive schooling in their native countries, others have received limited schooling and may not be literate in their native language. The disparity in the students' diverse backgrounds presents a tremendous challenge to teachers who are responsible for the instruction of heritage language speakers/learners.

Students in Heritage Language Programs can be classified as follows:

- Immigrant students who primarily speak their heritage or home language, but who may have varying degrees of education.
- 1st and 2nd generation bilinguals who may have varying levels of proficiency in their heritage language and English.
- 3rd or 4th generation students born in the U.S. who are English dominant and who have limited heritage language speaking skills.
- Students from dual language/immersion programs who have similar literacy building needs to the three groups of learners described above.

Language Maintenance: The heritage language classes offer students who are already able to converse and understand a language other than English an opportunity to maintain, develop, and refine their language. Very often students have acquired an informal language necessary for communicating with families and friends, but they have not developed the "standard" or "prestige variety" of the language necessary for academic success. In addition, their language has a limited range of vocabulary, contexts, and registers; therefore, students need to expand and refine their spoken fluency beyond the confines of their families and friend. They need to learn what language to use to convey respect or friendliness, what language to use when speaking with adults they do not know, and what language to use for academic and technical purposes. Students can develop a sense of register through exposure to and practice with a variety of models from videos, radio, films, or from interaction with guest speakers.

Furthermore, many students enrolled in heritage language classes lack literacy skills in the language. They need to acquire and/or refine literacy skills to become successful. To accomplish this, students must gain some experience in reading effortlessly from sources ranging from newspapers, books, and magazines to authentic texts found on the Internet. In addition, they need the opportunity to write often for a variety of purposes and audiences.

Transfer of Literacy Skills: The heritage language serves as the foundation for English language acquisition. When students develop their oral and literacy skills in their home language, they enhance their literacy development in English. The incorporation of reading skills and the writing process helps students as they approach a reading or writing assignment in both languages. Moreover, the research states that good learners have a wide repertoire of learning strategies to which they can resort. The heritage language teacher can introduce strategies to help students make sense of the text or to help them organize their ideas prior to a presentation. Those strategies can be transferred to the English class where students are expected to engage in similar activities. Teachers may want to ensure that students are aware of the carryover of skills, processes, and strategies.

Register: Register, or knowing when and how to use formal versus informal language, is important in both the heritage language and English. One of the purposes of heritage language programs is to develop literacy skills, which incorporate register as part of the Presentational Communication mode in speaking and writing for different audiences. Facility with register helps students progress into advanced levels of proficiency and perform effectively with the wide variety of materials and tasks found in upper level language courses.

Cultural Awareness: Students in heritage language programs may have a limited view and/or negative perception of the culture(s) associated with their language. Teachers can help students by introducing them to the wide variety of cultures all over the world, but especially those represented in the classroom, that use the heritage language. This allows students to make connections by comparing and contrasting the different cultures and languages with their own dialects. This approach builds students' self-esteem and honors their need to simultaneously identify and communicate with:

- their heritage, home, or immersion culture(s) and;
- the mainstream culture(s) in which they live and work.

Language Variety: Teachers need to accept and validate the diversity in the students' languages and be very careful to avoid denigrating the language spoken by the students or to impose their own dialect or variety as the "correct" one. Indeed the language diversity can be an effective teaching tool to help students expand their language. In addition, heritage languages have many dialects which exist within different regions of a country, and this diversity can be a powerful tool for bilingual students in a global economy.

Error Correction: Heritage speakers are sensitive at being corrected. A focus on errors alienates the students and reinforces the notion that their language is not good enough. For this reason, it is best to first validate what the students already know and then to help them build on that to expand their vocabulary, contexts, and registers.

Learning Strategies: Research shows that good learners adopt a variety of strategies. These include monitoring their own and others' performances, using mnemonic techniques, organizing information, incorporating graphic organizers, applying reading and writing processes, and many more. Students can be taught to use these strategies to become better language learners and to take more responsibility for their own learning.

Content from Other Subjects: Students should be given the opportunity to apply their language to challenging and engaging topics which involve

them in reading, writing, discussing, and supporting opinions. Many of these topics can be found in the school curriculum and may include such concepts as immigration, stereotyping, and bias. Topics may also be expanded to incorporate concepts from disciplines such as the sciences, social studies, math, and the arts.

Critical Thinking Skills: Throughout their language learning experience, students encounter a variety of thinking skills ranging from basic (memorization and recall) to more complex (summarizing, problem solving, organizing, inferring, analyzing, and synthesizing). An effective world language classroom can be designed to promote the development of critical thinking skills by involving students in activities requiring these skills. It is important to remember that the level of thinking skills is not tied to the amount of language the students know but rather to their cognitive development.

Resources and Materials: There are many instructional resources available for heritage language programs. A textbook or literature anthology are possible resources; however, the use of a textbook is not required and should be in conjunction with other materials, such as magazines (paper and online), videos, CDs, DVDs, realia, and the Internet. Authentic materials and technology have a prominent place in heritage language programs. Students have frequent access to a variety of media and other electronic and online tools. They are involved in activities including the use of TV, videos, Internet, emails, novels, plays, authentic newspapers and magazines. These materials provide the necessary basis for the development of listening, speaking, reading, and writing skills and at the same time they offer insights into culture(s).

Course Description for Heritage Language Level I

This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and the immediate community. The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Note: This course may be taken in middle or high school.

Course Description for Heritage Language Level II

Students enrolled in this course have either successfully completed a Heritage Language Level I course at the middle or high school or have placed out of Level I due to previous language study and/or established proficiency.

This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to further develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and broader community. The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Note: This course may be taken in middle or high school. The objectives for Heritage Language Level II, which is the equivalent of a Level III as

Interpersonal Communication: Dual & Heritage Languages – Alphabetic			
Heritage Language Programs, Levels I & II			
	<i>Included to facilitate course planning</i>	Level I	Level II
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
Connections to Language & Literacy (CLL)	<p>NH.CLL.1.1. Use simple phrases and short sentences to exchange information about familiar topics.</p> <p>NH.CLL.1.2. Generate conversations using familiar vocabulary and structures in short social interactions.</p> <p>NH.CLL.1.3. Generate responses to familiar questions, statements, commands, or other stimuli.</p> <p>NH.CLL.1.4. Use simple questions about familiar topics to acquire needed information.</p>	<p>IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.</p> <p>IL.CLL.1.2 Use questions to exchange information in familiar situations.</p>	<p>IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.</p> <p>IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.</p> <p>IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.</p>
Connections to Other Disciplines (COD)	<p>NH.COD.1.1. Use simple phrases and short sentences to exchange information about topics in other disciplines.</p> <p>NH.COD.1.2. Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.</p> <p>NH.COD.1.3. Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.</p>	<p>IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.</p> <p>IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.</p>	<p>IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.</p> <p>IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.</p>
Communities (CMT)	<p>NH.CMT.1.1. Use simple phrases and short sentences in short social interactions.</p> <p>NH.CMT.1.2. Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.</p>	<p>IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.</p> <p>IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.</p>	<p>IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.</p> <p>IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpersonal Communication: Dual & Heritage Languages – Logographic			
Heritage Language Programs, Levels I & II			
	Level I	Level II	<i>Included to facilitate course planning</i>
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
Connections to Language & Literacy (CLL)	<p>NH.CLL.1.1. Use simple phrases and short sentences to exchange information about familiar topics.</p> <p>NH.CLL.1.2. Generate conversations using familiar vocabulary and structures in short social interactions.</p> <p>NH.CLL.1.3. Generate responses to familiar questions, statements, commands, or other stimuli.</p> <p>NH.CLL.1.4. Use simple questions about familiar topics to acquire needed information.</p>	<p>IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.</p> <p>IL.CLL.1.2 Use questions to exchange information in familiar situations.</p>	<p>IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.</p> <p>IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.</p> <p>IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.</p>
Connections to Other Disciplines (COD)	<p>NH.COD.1.1. Use simple phrases and short sentences to exchange information about topics in other disciplines.</p> <p>NH.COD.1.2. Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.</p> <p>NH.COD.1.3. Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.</p>	<p>IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.</p> <p>IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.</p>	<p>IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.</p> <p>IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.</p>
Communities (CMT)	<p>NH.CMT.1.1. Use simple phrases and short sentences in short social interactions.</p> <p>NH.CMT.1.2. Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.</p>	<p>IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.</p> <p>IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.</p>	<p>IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.</p> <p>IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Unpacking the Interpretive Communication Essential Standard

Essential Standard #2: Understand words and concepts presented in the language.

Interpretive skills involve receiving information, from others and/or a wide variety of media sources, in a situation where meaning cannot be negotiated with the speaker or author. Students hear or see the message and respond based on their interpretation.

Interpretive Skills within the Connections to Language & Literacy (CLL) Strand

Interpretive communication involves listening to and reading about everyday topics, such as current events, news about family and friends, social events, personal viewpoints, social media, and so on. Students develop greater understanding and insight into the nature of language and culture, including their native or first language, as they learn to draw on specific strategies and skills sets to infer meaning in situations where no negotiation takes place.

Interpretive Skills within the Connections to Other Disciplines (COD) Strand

Interpretive communication involves listening to information about common classroom or academic topics, such as instructions, directions, class discussions, lectures (live or recorded), school events, requests for information, and so on. It also involves reading of all types, such as from textbooks or other instructional materials, fiction and non-fiction books, websites, wikis, etc. Students make connections through listening and reading with other academic disciplines during both language and academic instruction, and they build background knowledge in mathematics, economics, social studies, the arts, health, physical education, science, career and technical skills, technology, etc., that can be used later to engage in Interpersonal and Presentational Communication.

Interpretive Skills within the Communities (CMT) Strand

Interpretive communication involves listening to and reading about topics from daily life, such as greetings, directions, current events (locally or in the target culture), class discussions, community events, requests for information, community discourse/debate, news broadcasts, television and radio programs, websites, wikis, other social media, and so on. Students access knowledge and information from other communities and use that information in listening and reading to become knowledgeable global citizens.

For curriculum planning purposes, please review the Interpretive Communication Clarifying Objectives (CO) on the following pages. Charts for **Dual & Heritage Languages – Heritage Language** have been organized to show the proficiency expectations for the end of each course by language type (alphabetic and logographic):

Alphabetic Languages – French and Spanish

Page 15 – 16

Logographic Languages – Mandarin Chinese

Page 17 – 18

Also, additional COs are shown when the proficiency expectations are given as a range (ex. Novice Mid-High, rather than just Novice High) or in cases where seeing the previous or upcoming proficiency-based COs may facilitate course planning.

Interpretive Communication: Dual & Heritage Languages – Alphabetic			
Heritage Language Programs, Level I			
	Level I - Reading		Level I - Listening
	Novice Mid (NM)	Novice High (NH)	Intermediate Low (IL)
Connections to Language & Literacy (CLL)	<p>NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.</p> <p>NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.</p> <p>NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).</p> <p>NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.</p> <p>NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.</p>	<p>NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.</p> <p>NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.</p> <p>NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.</p> <p>NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.</p>	<p>IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.</p> <p>IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.</p> <p>IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.</p> <p>IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.</p>
Connections to Other Disciplines (COD)	<p>NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.</p> <p>NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.</p> <p>NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).</p>	<p>NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.</p> <p>NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.</p> <p>NH.COD.2.3 Interpret simple processes from other disciplines using the target language.</p>	<p>IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.</p> <p>IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.</p> <p>IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.</p> <p>IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.</p> <p>IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.</p>
Communities (CMT)	<p>NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.</p> <p>NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.</p> <p>NM.CMT.2.3 Recall common expressions and phrases about</p>	<p>NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.</p> <p>NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.</p>	<p>IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.</p> <p>IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.</p>

	familiar topics used in target language communities.		
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Interpretive Communication: Dual & Heritage Languages – Alphabetic			
Heritage Language Programs, Level II			
	Level II – Reading		Level II - Listening
	Intermediate Low (IL)		Intermediate Mid (IM)
Connections to Language & Literacy (CLL)	<p>IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.</p> <p>IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.</p> <p>IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.</p> <p>IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.</p>		<p>IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.</p> <p>IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.</p> <p>IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.</p>
Connections to Other Disciplines (COD)	<p>IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.</p> <p>IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.</p> <p>IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.</p> <p>IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.</p> <p>IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.</p>		<p>IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.</p> <p>IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.</p> <p>IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.</p>
Communities (CMT)	<p>IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.</p> <p>IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.</p>		<p>IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.</p> <p>IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpretive Communication: Dual & Heritage Languages – Logographic			
Heritage Language Programs, Level I			
	Level I - Reading		Level I - Listening
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
Connections to Language & Literacy (CLL)	<p>NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.</p> <p>NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.</p> <p>NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.</p> <p>NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.</p> <p>NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.</p>	<p>NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.</p> <p>NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.</p> <p>NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).</p> <p>NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.</p> <p>NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.</p>	<p>NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.</p> <p>NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.</p> <p>NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.</p> <p>NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.</p>
Connections to Other Disciplines (COD)	<p>NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.</p> <p>NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.</p> <p>NL.COD.2.3 Recognize words in groups from other disciplines.</p>	<p>NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.</p> <p>NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.</p> <p>NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).</p>	<p>NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.</p> <p>NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.</p> <p>NH.COD.2.3 Interpret simple processes from other disciplines using the target language.</p>
Communities (CMT)	<p>NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.</p> <p>NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.</p>	<p>NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.</p> <p>NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.</p> <p>NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.</p>	<p>NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.</p> <p>NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Interpretive Communication: Dual & Heritage Languages – Logographic		
Heritage Language Programs, Level II		
	Level II – Reading	Level II - Listening
	Novice High (NH)	Intermediate Low (IL)
Connections to Language & Literacy (CLL)	<p>NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.</p> <p>NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.</p> <p>NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.</p> <p>NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.</p>	<p>IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.</p> <p>IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.</p> <p>IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students’ language.</p> <p>IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.</p>
Connections to Other Disciplines (COD)	<p>NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.</p> <p>NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.</p> <p>NH.COD.2.3 Interpret simple processes from other disciplines using the target language.</p>	<p>IL.COD.2.1 Analyze the relationship between words from the target language and the students’ language to expand vocabulary related to academic topics.</p> <p>IL.COD.2.2 Differentiate the structural patterns of the target language and the students’ language.</p> <p>IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.</p> <p>IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.</p> <p>IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.</p>
Communities (CMT)	<p>NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.</p> <p>NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.</p>	<p>IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.</p> <p>IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Unpacking the Presentational Communication Essential Standard

Essential Standard #3: Use the language to present information.

Presentational skills involve preparing information to be shared formally or informally with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language.

Presentational Skills within the Connections to Language & Literacy (CLL) Strand

Presentational communication involves speaking and writing about everyday topics, such as introductions, current events, stories about family and friends, past and present events, differing viewpoints, and so on. Students develop greater understanding and insight into the nature of language and culture, including their native or first language, because they have time to prepare and practice what they plan to present.

Presentational Skills within the Connections to Other Disciplines (COD) Strand

Presentational communication involves speaking and writing in the classroom or other academic setting, such as making introductions, giving class presentations or lectures (live or recorded), participating in school events, sharing requests for information, and so on. It also involves responding to learning, such as cooperative activities in the classroom, writing in journals, presenting reports, etc. Students make connections through speaking and writing with other academic disciplines during both language and academic instruction, and they are able to present on mathematics, economics, social studies, the arts, health, physical education, science, career and technical skills, technology, etc.

Presentational Skills within the Communities (CMT) Strand

Presentational communication involves speaking about topics from daily life, such as making introductions, giving directions, sharing current events and news (locally or in the target culture), participating in class discussions or community discourse/debate, sharing requests for information, being involved with broadcasts (speaking on television and radio programs), creating or contributing to websites or other social media, and so on. Students access knowledge and information from other communities and use that information in speaking and writing to become knowledgeable global citizens.

For curriculum planning purposes, please review the Presentational Communication Clarifying Objectives (CO) on the following pages. Charts for **Dual & Heritage Languages – Heritage Language** have been organized to show the proficiency expectations for the end of each course by language type (alphabetic and logographic):

Alphabetic Languages – French and Spanish
Logographic Languages – Mandarin Chinese

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Page 21 – 22

Also, additional COs are shown when the proficiency expectations are given as a range (ex. Novice Mid-High, rather than just Novice High) or in cases where seeing the previous or upcoming proficiency-based COs may facilitate course planning.

Presentational Communication: Dual & Heritage Languages – Alphabetic			
Heritage Language Programs, Level I & II			
	Level I – Writing	Level II - Writing	
	Level I - Speaking		Level II - Speaking
	Novice Mid (NM)	Novice High (NH)	Intermediate Low (IL)
Connections to Language & Literacy (CLL)	<p>NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.</p> <p>NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.</p> <p>NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.</p>	<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.</p>	<p>IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.</p> <p>IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.</p> <p>IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.</p> <p>IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.</p>
Connections to Other Disciplines (COD)	<p>NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.</p> <p>NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.</p> <p>NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.</p> <p>IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.</p> <p>IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.</p>
Communities (CMT)	<p>NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.</p> <p>NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.</p>	<p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.</p>	<p>IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.</p> <p>IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Presentational Communication: Dual & Heritage Languages – Logographic			
Heritage Language Programs, Level I			
	Level I - Writing		
		Level I - Speaking	
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
Connections to Language & Literacy (CLL)	<p>NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.</p> <p>NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.</p> <p>NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.</p>	<p>NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.</p> <p>NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.</p> <p>NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.</p>	<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.</p>
Connections to Other Disciplines (COD)	<p>NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.</p> <p>NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.</p> <p>NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.</p>	<p>NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.</p> <p>NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.</p> <p>NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>
Communities (CMT)	<p>NL.CMT.3.1 Identify arts, sports, games and media from the target culture.</p> <p>NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.</p>	<p>NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.</p> <p>NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.</p>	<p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Presentational Communication: Dual & Heritage Languages – Logographic			
Heritage Language Programs, Level II			
	Level II - Writing		
		Level II - Speaking	
	Novice Mid (NM)	Novice High (NH)	Intermediate Low (IL)
Connections to Language & Literacy (CLL)	<p>NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.</p> <p>NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.</p> <p>NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.</p>	<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.</p>	<p>IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.</p> <p>IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.</p> <p>IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.</p> <p>IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.</p>
Connections to Other Disciplines (COD)	<p>NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.</p> <p>NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.</p> <p>NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p>	<p>IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.</p> <p>IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.</p> <p>IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.</p>
Communities (CMT)	<p>NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.</p> <p>NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.</p>	<p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.</p>	<p>IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.</p> <p>IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

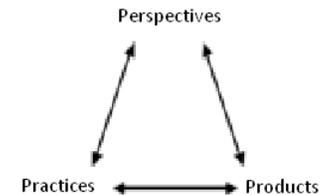
Unpacking the Culture Essential Standard

Essential Standard #4: Compare the students' culture and the target culture.

Studying another language enables students to understand a different culture on its own terms. The connections between the culture that is lived and the language that is spoken can only be realized by those who possess knowledge of both. Learners need to develop an awareness of other views, ways of life, and patterns of behavior, as well as to understand the contributions of other cultures to the world and their impact on the issues that challenge people in every country.

Culture is composed of three interrelated components of a society, referred to as the 3 P's:

- Perspectives, or the way people perceive things (their beliefs, attitudes, values, ideas, etc.),
- Practices, or what people do (their patterns of social interactions), and
- Products, or what people create (their books, tools, laws, foods, etc.).



Just as the perspectives of a society influence the social practices and the products created by that society, often the practices and products influence one another, as illustrated in the figure above.

Culture within the Connections to Language & Literacy (CLL) Strand

Language is inextricably linked to cultural understanding and awareness, a concept called interculturality, or knowing how to say what, to whom, and when. Within language and literacy, this involves understanding the cultural nuances associated with practices, perspectives, and products when communicating.

Culture within the Connections to Other Disciplines (COD) Strand

Culture within classroom and academic environments involves understanding the cultural nuances associated with practices, perspectives, and products when communicating about learning or within discipline-specific topics. Students make cultural connections when communicating about other academic disciplines during both language and academic instruction.

Culture within the Communities (CMT) Strand

Culture within communities, whether a target language community or communities of learners of the same target language, involves understanding the cultural nuances associated with practices, perspectives, and products when communicating about topics and events that impact people as a group or community.

Notes on Culture for Dual & Heritage Languages – Heritage Language Programs

The Culture Essential Standard is somewhat different from the Essential Standards based on communication modes (Interpersonal, Interpretive, and Presentational) in that it is not as dependent on years of study or other time accumulation. The Clarifying Objectives for the Culture Essential

Standard are organized in a similar manner, because of the way they support the development of interculturality and the understanding of practices, perspectives, and products.

The Culture COs can also be further adapted for use beyond just the heritage language program in various ways: aligned to unit, grade level, or career academy themes; connected to global or international topics being explored as a school or district; correlated with social studies or other content area standards or curricula, etc.

Culture: Dual & Heritage Languages – Alphabetic & Logographic		
Heritage Language Programs, Level I		
	Novice Low (NL)	Novice Mid (NM)
Connections to Language & Literacy (CLL)	NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture. NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture. NL.CLL.4.3 Recognize examples of cognates and loan words.	NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture. NM.CLL.4.2 Exemplify instances of cognates and loan words. NM.CLL.4.3 Compare the language conventions of the students' language and the target language.
Connections to Other Disciplines (COD)	NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures. NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.	NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures. NM.COD.4.2 Identify information about target culture perspectives and practices.
Communities (CMT)	NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others. NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices. NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture. NL.CMT.4.4 Identify products from the target cultures that are used globally.	NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language. NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture. NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture. NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

Culture: Dual & Heritage Languages – Alphabetic & Logographic		
Heritage Language Programs, Level II		
	Novice High (NH)	Intermediate Low (IL)
Connections to Language & Literacy (CLL)	<p>NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.</p> <p>NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.</p> <p>NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.</p>	<p>IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.</p> <p>IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.</p> <p>IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.</p>
Connections to Other Disciplines (COD)	<p>NH.COD.4.1 Understand cultural practices and perspectives from the target culture.</p> <p>NH.COD.4.2 Identify the products of the target culture.</p>	<p>IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.</p> <p>IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.</p>
Communities (CMT)	<p>NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.</p> <p>NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.</p> <p>NH.CMT.4.3 Identify key characteristics of target culture traditions.</p>	<p>IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.</p> <p>IL.CMT.4.2 Create resources in the target language for use in the community.</p> <p>IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.</p>

Note: Clarifying Objective numbers do not necessarily articulate across proficiency levels.

