

Delaware World- Readiness Standards for Learning Languages

Refreshed 2016

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World Language: Preparing Global Citizens

Twenty first century lives are not lived in isolation. People live and work with others from diverse backgrounds who speak different languages. Advances in technology have made instantaneous global communication possible. In order to thrive in this global society, today's learners must be able to communicate in other languages at higher levels of proficiency and with greater cultural competence than ever before. The *Delaware World-Readiness Standards for Learning Languages* prepare students not only to be full participants in the global workforce, but also to become citizens of the world. This is the essence of college-, career-, and world-readiness.

Adapting to a Changing World Landscape

Since the Delaware World Language standards were adopted in 2007, several changes have occurred on both the State and National levels, including the introduction of the Common Core State Standards, a refreshed version of our National World Language Standards, and the ever-growing national and international presence in our lives made possible by rapid advancements in communication technology. These changes are significant enough to necessitate refreshing Delaware's World Language Standards.

In 2012, Delaware adopted the Common Core State Standards. As these standards do not explicitly include World Languages, the national organization ACTFL (American Council on the Teaching of Foreign Languages) created a [crosswalk document](#) that shows that the World Language Standards and the Common Core State Standards are mutually supportive. This document details the alignment of the English Language Arts Common Core Standards with the World Language Standards, giving explicit guidance to teachers on how and where each standard supports the other. Refreshing Delaware's World Language Standards to include this information is crucial to properly align current teaching practices with the Common Core.

In 2013, ACTFL refreshed their Standards for World Language Learning, with language that is inclusive of all learners and which reflects best practices, renaming them *World-Readiness Standards for Learning Languages*. ACTFL has also published several supporting documents in the past few years that inform teacher practice, such as [the Proficiency Guidelines \(2012\)](#), [Performance Descriptors \(2012\)](#), and the [NCSSFL/ACTFL Can-Do Statements \(2013\)](#). Their inclusion in a state document is necessary for Delaware's teachers to stay at the forefront of National performance and practice.

Embracing Language Initiatives in Delaware

In 2010, the Governor introduced the World Language Initiative, changing the goals of language learning in Delaware. Emphasizing college- and career-readiness, Delaware's schools have to provide students with the skills to use the language they study in order to achieve practical outcomes. The Governor also introduced Immersion Programs in both Spanish and Chinese with the goal of producing learners with advanced proficiency by the time they leave middle school.

In addition to these changes, the Freshman class of 2011 was the first class required by the state to pass two consecutive levels of the same world language in order to graduate from high school. This two-year graduation requirement affects all students receiving a diploma, meaning that teaching strategies and approaches must be differentiated to meet the needs of all learners, from honors students to those with special needs who may not have traditionally taken world language classes in the past. In 2013,

Delaware's Department of Education created [a document to assist teachers in differentiating instruction for these special needs students](#). The changes made on the State level highlight the need for our standards to be made clearer and more accessible by including this information, allowing teachers to empower all students to be in charge of their own learning.

The focus of instruction has shifted from learning about the language to engaging in the language. Today's learners are being equipped with the skills to use their new language skills in meaningful ways in real-life situations. In today's classroom, the emphasis is on the student being a "doer" and a "creator," giving rise to different approaches to engage learners, including project-based learning, blended learning, and flipped classrooms. The tools of the 21st century have altered the core aspects of education in such a way that curriculum and pedagogy sometimes must change to be synchronous with the world in which we live. Refreshed Delaware standards would help educators transform their practice to guide their students to functional, demonstrated proficiency in their new languages.

Empowering Delaware's Economic Future

Since its 2006 report was published, the US Committee for Economic Development has been calling attention to the importance of language and cultural skills for US economic security. They warn that America's continued global leadership is at risk and will depend on our students' abilities to interact with the world community at home and abroad.

According to the Council on Foreign Relations memo regarding the Languages for Jobs Initiative (2012), "The promotion of foreign language instruction should be a national priority. In an increasingly competitive international economy, a workforce with more market-relevant foreign language skills is a strategic economic asset for the United States." They also state that "global economy is shifting away from the English-speaking world."

To remain competitive, world language capacity is crucial to Delaware to maintain and strengthen its domestic economy. Delaware's population is increasingly diverse. There are currently 26 international companies operating in Delaware. Sixty percent of Fortune 500 companies are incorporated in Delaware, and 1992-2011 has seen a 125 percent increase in jobs tied to international trade. Yet, only 10 percent of the population report speaking a language other than English (DE Economic Development Office). Therefore, Delaware graduates who enter the job market without the ability to speak a world language other than English are at a significant disadvantage. It's important to remember that most jobs require intermediate and advanced level proficiency, necessitating an early start and long sequence of study.

The goal of Delaware World Language instruction is to provide a rigorous world language education that prepares Delaware students with the language skills to compete in an ever-changing global economy at home and around the world. In essence, Delaware will begin to graduate globally-competent students with advanced-level proficiency in languages, giving them an economic advantage in the multilingual and multicultural workforce of the 21st century. Refreshing Delaware's World-Readiness Standards for Language Languages will provide a clear path to that future.

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The Kentucky Standard for World Language Proficiency (Kentucky Department of Education, 2013)

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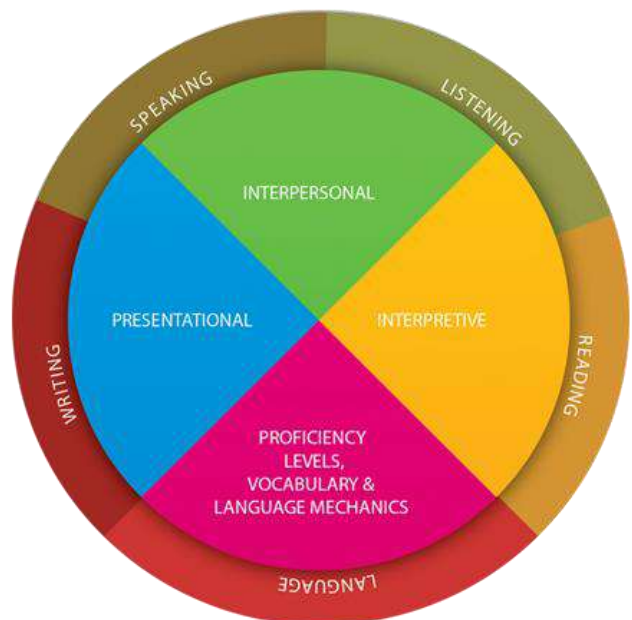
How to Use This Document

The Refreshed *Delaware World-Readiness Standards for Learning Languages* is designed for many audiences and many purposes. It can be used by Districts and Teachers to create curriculum, inform unit design, and provide a common language between World Language teachers and their administrators about the goals and purposes of World Language instruction.

The *Delaware World-Readiness Standards for Learning Languages* mirror the refreshed national Standards in content and organization. These refreshed standards maintain the 5Cs of Language Learning - Communication, Cultures, Connections, Comparisons, and Communities - as Goal Areas. Each Goal Area contains distinct content standards, which describe the knowledge and abilities that all students should acquire. The Communication Goal (Standards 1.1 - 1.3) represents all three modes of communication (Interpersonal, Interpretive, and Presentational), and is followed by a global statement of how well learners are able to use language as they improve their performance from the Novice to the Advanced ranges of proficiency. Standards 1.2 and 1.3 are further subdivided by the skills used in their respective modes. Following each standard are sample indicators. These indicators are examples of what learners at different proficiency ranges can do to demonstrate the knowledge and skills of that standard using the language.

Goal Area 1 (Communication Standards 1.1 - 1.3) reflects the Common Core strands of **Reading, Writing, Listening and Speaking**. The Common Core strand of **Language** is described for languages through proficiency levels that outline three key benchmarks achieved by learners given sufficient instruction over time. These benchmarks are: Novice, Intermediate, and Advanced.

Goal Areas 2-5 (Cultures , Comparisons, Connections, and Communities, Standards 2.1 - 5.2) are embedded within each of the ELA Common Core Anchor Standards. For a clearer explanation of how the two sets of guidelines align, see the [Alignment of the National Standards for Learning Languages with the Common Core State Standards](http://santillanausa.com/commoncore/).



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Common Core and World Language Standard Alignment (graphic from Santillana Publishing <http://santillanausa.com/commoncore/>)



DELAWARE WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>Communication</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>	<p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>Cultures</p> <p>Interact with cultural competence and understanding</p>	<p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>		<p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>
<p>Connections</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career- related situations</p>	<p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>		<p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<p>Comparisons</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>Communities</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>		<p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Goal Area 1: Communication: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Global Statement	Sample Indicators
Novice Range - Standard 1.1	
<p>Novice Low Learners can communicate on some very familiar topics using single words and phrases.</p>	<p>Novice Low Learners can</p> <ul style="list-style-type: none"> ● greet peers ● introduce self to someone ● answer a few simple questions
<p>Novice Mid Learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.</p>	<p>Novice Mid Learners can</p> <ul style="list-style-type: none"> ● greet and leave people in a polite way ● introduce self and others ● answer a variety of simple questions ● make some simple statements in a conversation ● ask some simple questions ● communicate basic information about self and people they know ● communicate some basic information about their everyday lives
<p>Novice High Learners can communicate and exchange information about familiar topics using phrases and simple sentences sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>Novice High Learners can</p> <ul style="list-style-type: none"> ● exchange some personal information ● exchange information using texts, graphs, or pictures ● ask for and give simple directions ● make plans with others ● interact with others in everyday situations

Intermediate Range - Standard 1.1	
<p>Intermediate Low Learners can participate in conversations on a number of familiar topics using simple sentences. They can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>Intermediate Low Learners can</p> <ul style="list-style-type: none"> ● have a simple conversation on a number of everyday topics ● ask and answer questions on factual information that is familiar to them ● use the language to meet their basic needs in familiar situations
<p>Intermediate Mid Learners can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday lives.</p>	<p>Intermediate Mid Learners can</p> <ul style="list-style-type: none"> ● start, maintain, and end a conversation on a variety of familiar topics ● talk about their daily activities and personal preferences ● use their language to handle tasks related to their personal needs ● exchange information about subjects of special interest to them
<p>Intermediate High Learners can participate with ease and confidence in conversations on familiar topics. They can usually talk about events and experiences in various time frames. They can usually describe people, places, and things. They can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> ● exchange information related to areas of mutual interest ● use their language to do a task that requires multiple steps ● use their language to handle a situation that may have a complication

Advanced Range - Standard 1.1	
<p>Advanced Low Learners can participate in conversations about familiar topics that go beyond their everyday lives. They can talk in an organized way and with some detail about events and experiences in various time frames. They can describe people, places, and things in an organized way and with some detail. They can handle a familiar situation with an unexpected complication.</p>	<p>Advanced Low Learners can</p> <ul style="list-style-type: none"> ● participate in conversations on a wide variety of topics that go beyond their everyday lives ● compare and contrast life in different locations and in different times ● resolve an unexpected complication that arises in a familiar situation ● conduct or participate in interviews
<p>Advanced Mid Learners can express themselves fully not only on familiar topics but also on some concrete social, academic, and professional topics. They can talk in detail and in an organized way about events and experiences in various time frames. They can confidently handle routine situations with an unexpected complication. They can share their points of view in discussions on some complex issues.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> ● communicate effectively on a wide variety of present, past, and future events ● exchange general information on topics outside their fields of interest ● handle a complication or unexpected turn of events
<p>Advanced High Learners can express themselves freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. They can usually support their opinion and develop hypotheses on topics of particular interest or personal expertise.</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> ● exchange complex information about academic and professional tasks ● exchange detailed information on topics within and beyond their fields of interest ● support their opinions and construct hypotheses

Goal Area 1: Communication: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Global Statement	Sample Indicators
Novice Range - Standard 1.2 (Listening)	
<p>Novice Low Learners can recognize a few memorized words and phrases when they hear them spoken.</p>	<p>Novice Low Learners can</p> <ul style="list-style-type: none"> ● occasionally identify the sound of a character or a word ● occasionally understand isolated words that have been memorized, particularly when accompanied by gestures or pictures
<p>Novice Mid Learners can recognize some familiar words and phrases when they hear them spoken.</p>	<p>Novice Mid Learners can</p> <ul style="list-style-type: none"> ● understand a few courtesy phrases. ● recognize and sometimes understand basic information in words and phrases that they have memorized ● recognize and sometimes understand words and phrases that they have learned for specific purposes
<p>Novice High Learners can often understand words, phrases, and simple sentences related to everyday life. They can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>Novice High Learners can</p> <ul style="list-style-type: none"> ● sometimes understand simple questions or statements on familiar topics. ● understand simple information when presented with pictures and graphs. ● sometimes understand the main topic of conversations that they overhear.

Intermediate Range - Standard 1.2 (Listening)	
<p>Intermediate Low Learners can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea of simple conversations that they overhear.</p>	<p>Intermediate Low Learners can</p> <ul style="list-style-type: none"> ● understand the basic purpose of a message ● understand messages related to their basic needs ● understand questions and simple statements on everyday topics when learners are part of the conversation
<p>Intermediate Mid Learners can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea in conversations that they overhear.</p>	<p>Intermediate Mid Learners can</p> <ul style="list-style-type: none"> ● understand basic information in ads, announcements, and other simple recordings ● understand the main idea of what they listen to for personal enjoyment ● understand messages related to their everyday life
<p>Intermediate High Learners can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed. They can sometimes follow what they hear about events and experiences in various time frames.</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> ● easily understand straightforward information or interactions ● understand a few details in ads, announcements, and other simple recordings ● sometimes understand situations with complicating factors

Advanced Range - Standard 1.2 (Listening)	
<p>Advanced Low Learners can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<p>Advanced Low Learners can</p> <ul style="list-style-type: none"> ● understand descriptions and stories of events that have happened or will happen ● understand the main idea of popular genres
<p>Advanced Mid Learners can understand the main idea and most supporting detail on a variety of topics of personal and general interest, as well as some topics of professional interest. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in most genres, even when not familiar with the topic.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> ● understand the main idea and many details of descriptions or interviews ● understand accounts of events ● understand directions and instructions on everyday tasks
<p>Advanced High Learners can easily follow narrative, informational, and descriptive speech. They can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes follow extended arguments and different points of view.</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> ● easily understand detailed reports and exposés ● often understand various viewpoints in extended arguments ● understand discussions and presentations on many concrete and abstract topics

Goal Area 1: Communication: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Global Statement	Sample Indicators
Novice Range - Standard 1.2 (Reading)	
<p>Novice Low Learners can recognize a few letters or characters. They can identify a few memorized words and phrases when they read.</p>	<p>Novice Low Learners can</p> <ul style="list-style-type: none"> ● recognize a few letters or characters ● connect some words, phrases, or characters to their meanings
<p>Novice Mid Learners can recognize some letters or characters. They can understand some learned or memorized words and phrases when they read.</p>	<p>Novice Mid Learners can</p> <ul style="list-style-type: none"> ● recognize words, phrases, and characters with the help of visuals ● recognize words, phrases, and characters when they associate them with things they already know
<p>Novice High Learners can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They can sometimes understand the main idea of what they have read.</p>	<p>Novice High Learners can</p> <ul style="list-style-type: none"> ● usually understand short simple messages on familiar topics ● sometimes understand short, simple descriptions with the help of pictures or graphs ● sometimes understand the main idea of published materials ● understand simple everyday notices in public places on topics that are familiar to them

Intermediate Range - Standard 1.2 (Reading)	
<p>Intermediate Low Learners can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>Intermediate Low Learners can</p> <ul style="list-style-type: none"> ● understand messages in which the writer tells or asks the learner about topics of personal interest ● identify some simple information needed on forms ● identify some information from news media
<p>Intermediate Mid Learners can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>Intermediate Mid Learners can</p> <ul style="list-style-type: none"> ● understand simple personal questions ● understand basic information in ads, announcements, and other simple texts ● understand the main idea of what they read for personal enjoyment ● read simple written exchanges between other people
<p>Intermediate High Learners can easily understand the main idea of texts related to everyday life, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> ● understand accounts of personal events or experiences ● sometimes follow short, written instructions when supported by visuals ● understand the main idea of and a few supporting facts about famous people and historic events

Advanced Range - Standard 1.2 (Reading)	
<p>Advanced Low Learners can understand the main idea and some supporting details on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames and genres.</p>	<p>Advanced Low Learners can</p> <ul style="list-style-type: none"> ● find and use information for practical purposes ● read texts that compare and contrast information ● follow simple written instructions
<p>Advanced Mid Learners can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. They can follow stories and descriptions of considerable length and in various time frames. They can understand texts written in a variety of genres, even when they are unfamiliar with the topic.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> ● follow the general idea and some details of what is written in a variety of stories and autobiographical accounts ● understand general information on topics outside their field of interest ● understand messages on a wide variety of past, present, and future events
<p>Advanced High Learners can easily follow narrative, informational, and descriptive texts. They can understand what they read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes understand extended arguments and different points of view.</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> ● understand narrative, descriptive, and informational texts of any length ● read about most topics of special interest ● read most general fiction and non-fiction

Goal Area 1: Communication: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Global Statement	Sample Indicators
Novice Range - Standard 1.3 (Speaking)	
<p>Novice Low Learners can present information about themselves and some other very familiar topics using single words or memorized phrases.</p>	<p>Novice Low Learners can</p> <ul style="list-style-type: none"> ● recite words and phrases that they have learned ● state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases ● introduce themselves to a group. ● recite short memorized phrases, parts of poems, and rhymes
<p>Novice Mid Learners can present information about themselves and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p>	<p>Novice Mid Learners can</p> <ul style="list-style-type: none"> ● present information about themselves and others using words and phrases ● express their likes and dislikes using words, phrases, and memorized expressions ● present information about familiar items in their immediate environment ● talk about their daily activities using words, phrases, and memorized expressions ● present simple information about something they learned using words, phrases, and memorized expressions
<p>Novice High Learners can present basic information on familiar topics using language they have practiced using phrases and simple sentences.</p>	<p>Novice High Learners can</p> <ul style="list-style-type: none"> ● present information about their life using phrases and simple sentences ● tell about a familiar experience or event using phrases and simple sentences ● present basic information about a familiar person, place, or thing using phrases and simple sentences

Intermediate Range - Standard 1.3 (Speaking)	
<p>Intermediate Low Learners can present information on most familiar topics using a series of simple sentences.</p>	<p>Intermediate Low Learners can</p> <ul style="list-style-type: none"> ● talk about people, activities, events, and experiences ● express their needs and wants ● present information on plans, instructions, and directions ● present songs, short skits, or dramatic readings ● express their preferences on topics of interest
<p>Intermediate Mid Learners can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p>Intermediate Mid Learners can</p> <ul style="list-style-type: none"> ● make a presentation about their personal and social experiences ● make a presentation on something they have learned or researched ● make a presentation about common interests and issues and state their viewpoint
<p>Intermediate High Learners can make presentations in a generally organized way on school, work, and community topics, and on topics they have researched. They can make presentations on some events and experiences in various time frames.</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> ● present information on academic and work topics ● make a presentation on events, activities, and topics of particular interest ● present their points of view and provide reasons to support them

Advanced Range - Standard 1.3 (Speaking)	
<p>Advanced Low Learners can deliver organized presentations appropriate to their audience on a variety of topics. They can present information about events and experiences in various time frames.</p>	<p>Advanced Low Learners can</p> <ul style="list-style-type: none"> ● deliver short presentations on a number of academic and workplace topics ● deliver short presentations on social and cultural topics ● explain issues of public and community interest, including different viewpoints ● deliver presentations for a specific audience
<p>Advanced Mid Learners can deliver well-organized presentations on concrete social, academic, and professional topics. They can present detailed information about events and experiences in various time frames.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> ● present information about events of public or personal interest ● convey their ideas and elaborate on a variety of academic topics ● give presentations with ease and detail on a wide variety of topics related to professional interests
<p>Advanced High Learners can deliver detailed presentations, usually with accuracy, clarity, and precision, on a variety of topics and issues related to community interests and some special fields of expertise.</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> ● present complex information on many concrete topics and related issues ● present a viewpoint with supporting arguments on a complex issue ● use appropriate presentational conventions and strategies

Goal Area 1: Communication: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Global Statement	Sample Indicators
Novice Range - Standard 1.3 (Writing)	
<p>Novice Low Learners can copy some familiar words, characters, or phrases.</p>	<p>Novice Low Learners can</p> <ul style="list-style-type: none"> ● copy some characters or letters and words that they see on the wall or board, in a book, or on the computer ● write words and phrases that they have learned ● label familiar people, places, and objects in pictures and posters
<p>Novice Mid Learners can write lists and memorized phrases on familiar topics.</p>	<p>Novice Mid Learners can</p> <ul style="list-style-type: none"> ● fill out a simple form with some basic personal information ● write about themselves using learned phrases and memorized expressions ● list their daily activities and write lists that help them in their day-to-day life ● write notes about something they have learned using lists, phrases, and memorized expressions
<p>Novice High Learners can write short messages and notes on familiar topics related to everyday life.</p>	<p>Novice High Learners can</p> <ul style="list-style-type: none"> ● write information about their daily life in a letter, blog, discussion board, or email message ● write short notes using phrases and simple sentences ● write about a familiar experience or event using practiced material ● write basic information about things they have learned ● ask for information in writing

Intermediate Range - Standard 1.3 (Writing)	
<p>Intermediate Low Learners can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>Intermediate Low Learners can</p> <ul style="list-style-type: none"> ● write about people, activities, events and experiences ● prepare materials for a presentation ● write about topics of interest ● write basic instructions on how to make or do something ● write questions to obtain information
<p>Intermediate Mid Learners can write on a wide variety of familiar topics using connected sentences.</p>	<p>Intermediate Mid Learners can</p> <ul style="list-style-type: none"> ● write messages and announcements ● write short reports about something they have learned or researched ● compose communications for public distribution
<p>Intermediate High Learners can write on topics related to school, work, and community in a generally organized way. They can write some simple paragraphs about events and experiences in various time frames.</p>	<p>Intermediate High Learners can</p> <ul style="list-style-type: none"> ● write about school and academic topics ● write about work and career topics ● write about community topics and events ● write about an entertainment or social event

Advanced Range - Standard 1.3 (Writing)	
<p>Advanced Low Learners can deliver organized presentations appropriate to their audience on a variety of topics. They can present information about events and experiences in various time frames.</p>	<p>Advanced Low Learners can</p> <ul style="list-style-type: none"> ● meet basic school and academic writing needs. ● meet basic work and career writing needs. ● meet basic social and civic writing needs.
<p>Advanced Mid Learners can write on general-interest, academic, and professional topics. They can write organized paragraphs about events and experiences in various time frames.</p>	<p>Advanced Mid Learners can</p> <ul style="list-style-type: none"> ● write well-organized texts for a variety of academic purposes. ● write well-organized texts for a variety of professional purposes. ● write well-organized texts for a variety of general interest purposes.
<p>Advanced High Learners can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.</p>	<p>Advanced High Learners can</p> <ul style="list-style-type: none"> ● write using target language and culture conventions to present and elaborate a point of view. ● write using target language and culture conventions for informational purposes. ● write using target language and culture conventions for formal purposes.

Goal Area 2: Cultures: Learners interact with cultural competence and understanding.

Standard 2.1 Relating Cultural Practices To Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Sample Indicators
Novice Range - Standard 2.1
<p>Novice learners in elementary school can</p> <ul style="list-style-type: none"> ● use appropriate gestures and oral expressions for greetings, leave takings, and common classroom or social interactions. ● participate in or simulate age-appropriate cultural activities such as games, birthday celebrations, storytelling, and dramatizations. ● create or propose simple cultural triangles connecting practices to associated products and perspectives. ● observe and imitate simple patterns of behavior at school. ● use words and phrases to describe what people from the target culture are doing in photos and short videos and ask simple questions about characteristics of daily life after looking at the photos or short videos. ● list practices observed in a video of a festival or holiday celebrated in the target culture.
<p>Novice learners in middle school and high school can</p> <ul style="list-style-type: none"> ● use appropriate gestures and oral expressions for greetings, leave takings, and common classroom or social interactions. ● participate in or simulate age-appropriate cultural activities such as games, birthday celebrations, storytelling, and dramatizations. ● create or propose simple cultural triangles connecting practices to associated products and perspectives. ● imitate appropriate etiquette from the target culture at mealtime. ● list practices observed in a video of a practice from the target culture. ● role play simple interactions in stores and restaurants in the target culture.

Intermediate Range - Standard 2.1

Intermediate learners in elementary school can:

- observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture.
- participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama).
- distinguish informal and formal ways to address classmates and adults.
- role play simple situations from the target culture such as buying a snack using culturally appropriate gestures and language.
- use some culturally appropriate gestures and expressions in their interactions with others.
- create cultural triangles connecting practices to associated products and perspectives, beginning to analyze the relationship among the practices, products, and perspectives.

Intermediate learners in middle school and high school can:

- observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture.
- participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama).
- identify and analyze cultural practices from authentic materials such as videos and news articles.
- engage in conversations with native speakers demonstrating an awareness of how to be culturally respectful.
- use formal and informal forms of address appropriately in rehearsed situations.
- role play culturally appropriate interactions with service personnel (e.g., shopkeepers) in the target culture.
- begin to adjust language and message to acknowledge audiences with different cultural backgrounds.
- suggest cultural triangles with reasons connecting practices to associated products and perspectives.

Advanced Range - Standard 2.1

Advanced learners in middle school and high school can:

- use formal and informal forms of address appropriately.
- engage in conversations with native speakers in a culturally respectful way.
- use culturally appropriate behaviors in a variety of situations in the target culture.
- adjust language, behaviors, and messages to acknowledge audiences with different cultural backgrounds.
- connect practices to associated products, giving evidence-based reasons for the perspectives proposed.

Goal Area 2: Cultures: Learners interact with cultural competence and understanding.

Standard 2.2 Relating Cultural Products To Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Sample Indicators
Novice Range - Standard 2.2
<p>Novice learners in elementary school can:</p> <ul style="list-style-type: none"> ● identify and observe tangible products of the target culture such as toys, dress, homes, monuments, currency, famous people, and art. ● identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, and traditional recipes. ● identify and tell the purpose of products of the target culture. ● listen to or read about expressive products of the target culture such as children’s or traditional songs, selections from the literature commonly read, and types of artwork enjoyed or produced by their peer group in the target culture. ● illustrate products associated with the target culture. ● make simple cultural triangles showing the relationship of products, practices, and perspectives.
<p>Novice learners in middle school and high school can:</p> <ul style="list-style-type: none"> ● identify and observe tangible products of the target culture such as toys, dress, homes, monuments, currency, famous people, and art. ● identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, and traditional recipes. ● give simple reasons for the role and importance of products from the target culture. ● listen to and/or read short poems, stories, or plays from the target culture, identifying the author and country of origin. ● make simple cultural triangles connecting products to associated practices and possible perspectives.

Intermediate Range - Standard 2.2**Intermediate learners in elementary school can:**

- experience (read, listen to, observe, perform) expressive products of the target culture (e.g., stories, poetry, music, paintings, dance, drama) and explain the origin and importance of these products in today's culture.
- search for, identify, and investigate the function of products (e.g., sports equipment, household items, tools, foods, clothing) of the target culture studied compared to their function within the learners' homes and communities.

Intermediate learners in middle school and high school can:

- experience (read, listen to, observe, perform) expressive products of the target culture (e.g., stories, poetry, music, paintings, dance, drama) and explain the origin and importance of these products in today's culture.
- identify and analyze cultural products found in literature, news stories, and films from the target culture.
- create cultural triangles connecting products to associated practices along with suggested perspectives based on background information.

Advanced Range - Standard 2.2**Advanced learners in middle school and high school can:**

- use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture.
- research in detail the role and importance of products from the target culture.
- identify and analyze the role and importance of cultural products found in literature, news stories, and film.
- describe how some cultural products have changed or disappeared over time.
- create cultural triangles connecting products to associated practices and giving evidence-based insights to the cultural perspective.

Goal Area 3: Connections: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Standard 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Sample Indicators
Novice Range - Standard 3.1
<p>Novice learners in elementary school can:</p> <ul style="list-style-type: none"> ● identify and label items in the target language on charts and visuals used as instructional materials in other content areas, including weather, math facts, measurements, animals, musical instruments, or geographical formations. ● draw and mark maps of their cities, states, and of countries where the target language is used with civic and geographic features studied in other classes. ● use a website about the rainforest that was introduced in a science class to create a product in the target language that highlights plants, animal life, and weather in the area. ● read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).
<p>Novice learners in middle school and high school can:</p> <ul style="list-style-type: none"> ● use mathematics skills to convert american dollars to the currencies of countries in the target culture in order to understand prices of items such as clothing, tickets, and restaurant meals. ● use mathematics skills to convert weights and measures from the american system to the metric system in order to understand distances, sizes, and quantities of items. ● use science knowledge and skills to record daily temperatures and weather in different locations around the world, giving reasons for temperatures based on location and time of year. ● use knowledge from health and science classes to compare healthy-eating recommendations using food pyramids or the equivalents from countries in the target culture. ● use skills from social studies and english language arts to present short biographical sketches of people from the past and present who have had a positive influence locally and/or globally.

Intermediate Range - Standard 3.1**Intermediate learners in elementary school can:**

- share information in the target language about topics from other school subjects, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.
- use their knowledge of history to create timelines of historic events in the countries where the target language is spoken.
- write original poems, stories, and plays using their understanding of the characteristics of these genres gained in English language arts.
- use their knowledge of geography to create maps of countries where the target language is spoken.

Intermediate learners in middle school and high school can:

- seek out articles or multimedia in the target language on topics being studied in other classes and enter notes on main ideas in a journal.
- make oral or written presentations in the target language on topics being studied in other classes.
- describe and compare key characteristics of countries where the target language is spoken.
- report on and evaluate the effectiveness of efforts to protect the environment in countries where the target language is spoken.
- maintain a blog comparing attitudes and reactions to current events of global importance in countries where the target language is spoken.
- evaluate the role and importance of education for all children in countries where the target language is spoken.
- use technology to present representative examples of contemporary culture (e.g., music, art, architecture) from countries where the target language is spoken.
- research and compare how countries where the target language is spoken deal with environmental issues (such as water shortages).

Advanced Range - Standard 3.1**Advanced learners in middle school and high school can:**

- write a critical analysis of a movie from a country where the target language is spoken.
- use their knowledge of subjects taught in their schools to tutor English language learners whose first language is the target language.
- use their knowledge of different forms of government to compare how leaders of countries where the target language is spoken are chosen or elected.
- create an innovation/invention to improve the quality of life of people around the world.
- write and produce an original play to highlight a challenge facing people in countries where the target language is spoken.

Goal Area 3: Connections: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Standard 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Sample Indicators
Novice Range - Standard 3.2
<p>Novice learners in elementary school can:</p> <ul style="list-style-type: none"> ● read, listen to, or talk about age-appropriate school content such as ecology, social studies, sciences, the arts, physical education, and health. ● expand vocabulary for working with school content through illustrated visuals (e.g., plants, anatomy, timelines of historical periods, maps).
<p>Novice learners in middle school and high school can:</p> <ul style="list-style-type: none"> ● interpret the main idea(s) from infographics showing statistics such as numbers of endangered animals, changes in population of cities and countries, and popularity of various sports and leisure activities. ● view video clips and identify ways that the people in the target culture protect the environment on a daily basis. ● identify the main idea(s) of current events reported in the news in the internet from countries where the target language is spoken. ● view websites of schools in countries where the target language is spoken to identify courses, schedules, and special projects, and compare the information to their school’s website.

Intermediate Range - Standard 3.2**Intermediate learners in elementary school can:**

- use sources intended for same-age speakers of the target language to prepare presentations on familiar topics.

Intermediate learners in middle school and high school can:

- access a current event article or broadcast on the web in the target language and chart how it compares with the same event reported in the United States.
- research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know.
- access survey results about preferences related to daily life (e.g., music, leisure activities, movies) of people in countries where the target language is spoken and compare the results to preferences of people in their community.
- view publicity for products sold in countries where the target language is spoken and compare the publicity to the way similar products are marketed in the United States.
- compare news articles on front pages of newspapers from countries where the target language is spoken.
- compare listings of houses for sale in countries where the target language is spoken in terms of what features are showcased, cost, size, and location.

Advanced Range - Standard 3.2**Advanced learners in middle school and high school can:**

- research an issue of global importance in order to provide insights from the perspective of a country or countries where the target language is spoken.
- read a piece of literature in the target language and analyze the universality of the message.
- prepare a virtual exhibit of artwork from a country where the target language is spoken, situating the contents historically, and explaining the importance of the artwork in the country of origin.

Goal Area 4: Comparisons: Learners develop insight into the nature of language and culture in order to interact with cultural competence.

Standard 4.1 Language Comparisons: Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.

Sample Indicators
Novice Range - Standard 4.1
<p>Novice learners in elementary school can:</p> <ul style="list-style-type: none"> ● cite and use examples of words that are similar in the language they are learning and their native language and they pose guesses about why languages in general might need to borrow words. ● identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates when the context in which they see them suggests a misfit. ● inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general. ● observe and identify formal and informal forms of language in greetings and leave-takings. ● report differences and similarities between the sound and writing systems of their own language and the language being learned.
<p>Novice learners in middle school and high school can:</p> <ul style="list-style-type: none"> ● cite and use examples of words that are similar in the language they are learning and their native language and they pose guesses about why languages in general might need to borrow words. ● identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates when the context in which they see them suggests a misfit. ● inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general. ● compare word order in items such as the date and placement of descriptors. ● observe formal and informal forms of language in greetings and leave-takings and try out expressions of politeness in other languages and their own. ● report differences and similarities between the sound and writing systems of their own language and the language being learned.

Intermediate Range - Standard 4.1**Intermediate learners in elementary school can:**

- match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning.
- identify words in the target language that have no translation in English and vice versa.
- compare word order in the target language to English.
- notice how different time frames are expressed in the target language.

Intermediate learners in middle school and high school can:

- hypothesize about the similarities of languages based on their awareness of cognates and similar idioms.
- match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning.
- compare how different time frames are expressed in the target language and their native language and describe the shades of meaning expressed by such differences.

Advanced Range - Standard 4.1**Advanced learners in middle school and high school can:**

- compare the choice and use of prepositions among languages.
- recognize that cognates have the same as well as different meanings among languages and speculate about the evolution of language.
- keep a journal of phrases and idioms that do not translate directly from one language to another.
- analyze elements of the target language, such as time and tense and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships.
- report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.
- compare the writing system of the target language and their own. They also examine other writing systems and report about the nature of those writing systems (e.g., logographic, syllabic, alphabetic).

Goal Area 4: Comparisons: Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Sample Indicators
Novice Range - Standard 4.2
<p>Novice learners in elementary school can:</p> <ul style="list-style-type: none"> ● appropriately use gestures used to greet friends, family, or new acquaintances. ● compare and contrast tangible products (e.g., toys, sports, equipment, food) of the target culture and their own. ● compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits). ● compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target cultures and their own.
<p>Novice learners in middle school and high school can:</p> <ul style="list-style-type: none"> ● compare games, stories, songs, and rhymes from their childhood to those in the target culture. ● compare daily routines in their culture and the target culture. ● compare celebrations (e.g., birthdays, holidays) in the target cultures to their own. ● compare meal time in their culture and the target culture. ● compare places in a city where the target language is spoken to places in the city where they live.

Intermediate Range - Standard 4.2**Intermediate learners in elementary school can:**

- fill in a graphic organizer that compares sample daily activities in the target culture and their own.
- speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target culture and their own.
- hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices from the target culture and their own.

Intermediate learners in middle school and high school can:

- hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, forms of literature) by analyzing selected products from the target culture and their own.
- compare and contrast the role and importance of family in the target culture to their own.
- compare and contrast school schedules, course offerings, and attitudes toward school in the target culture to their own.
- compare and contrast the role of social networking in the target culture to their own.
- compare and contrast career choices and preparation in the target culture to their own.
- compare and contrast entertainment and leisure options in the target culture and their own.

Advanced Range - Standard 4.2**Advanced learners in middle school and high school can:**

- compare and contrast the value placed on work and leisure time in the target culture and their own.
- compare and contrast behaviors related to health and wellness in the target culture and their own.
- compare and contrast attitudes toward youth and aging in the target culture and their own.
- compare and contrast the importance placed on individual needs versus community/global needs in the target culture and their own.

Goal Area 5: Communities: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Standard 5.1: School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Sample Indicators
Novice Range - Standard 5.1
<p>Novice learners in elementary school can:</p> <ul style="list-style-type: none"> ● identify places that another language is used and attempt to interact with the language in some way (e.g., finding products in the language at a grocery store, attempting to speak to a community member in a library or restaurant). ● access relationships with speakers of the language either in person or via texting, email, social media forums, or voice chats. ● identify professions that require proficiency in another language. ● conduct online research and report on a cultural event or a school topic. ● write and illustrate short stories to present to others. ● perform for school, campus, or community celebrations.
<p>Novice learners in middle school and high school can:</p> <ul style="list-style-type: none"> ● communicate on a personal level with speakers of the language in person or via email, video chats, instant messaging, and shared video clips. ● identify professions which require proficiency in another language. ● create imaginary situations to role play interactions that might take place in a community setting ● do WebQuests and report on a cultural event or a school topic. ● write and illustrate short stories to present to others. ● perform for school, campus, or community celebrations.

Intermediate Range - Standard 5.1

Intermediate learners in elementary school can:

- interact with members of the local community or with contacts made electronically to hear how they use the language in their various fields of work.
- participate in language club activities that benefit the school or community.

Intermediate learners in middle school and high school can:

- discuss their preferences in leisure activities and current events, in written form or orally, with peers.
- discuss steps to becoming a professional in a field requiring the ability to communicate in the target language.
- present information gained from a native speaker about a cultural event or a topic of interest.
- use their knowledge of the target language to tutor english language learners who speak the target language.
- discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language.
- interact with members of the local community or with contacts made electronically to hear how they use the language in their various fields of work.
- participate in language club activities which benefit the school or community.
- write and illustrate stories to present to others.
- perform for a school, campus, or community celebration.

Advanced Range - Standard 5.1

Advanced learners in middle school and high school can:

- communicate orally or in writing with members of the target culture regarding topics of personal interest, community issues, or world concern.
- participate in a career exploration or school-to-work project which requires proficiency in the target language and culture.
- use community resources to research a topic related to culture and/or language study.
- design and organize a multimedia presentation about the target language and culture to present to others.
- participate in language club activities which benefit the school or community.
- write and illustrate stories to present to others.
- read, add information, and monitor edits on wikis in the target language.
- provide service to the community by interpreting the target language at school, clinics, or daycare centers.

Goal Area 5: Communities: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Standard 5.2: Lifelong Learning: Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.

Sample Indicators
Novice Range - Standard 5.2
<p>Novice learners in elementary school can:</p> <ul style="list-style-type: none"> ● interpret material and/or use media from the target language and culture for enjoyment. ● play sports or games from the target culture. ● exchange information about topics of personal interest. ● plan real or imaginary travel. ● attend or use media to view cultural events and social activities. ● listen to music, sing songs, or play musical instruments from the target culture. ● create can-do statements with the help of their teachers of what they want to communicate in the target language for each unit of instruction. ● collect evidence showing that they have achieved the can-do statements for each unit.
<p>Novice learners in middle school and high school can:</p> <ul style="list-style-type: none"> ● use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. ● collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. ● interpret materials and/or use media from the target language and culture for enjoyment. ● play sports or games from the target culture. ● exchange information about topics of personal interest. ● plan real or imaginary travel. ● attend or view via media cultural events and social activities. ● listen to music, sing songs, or play musical instruments from the target culture. ● explore the internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills.

Intermediate Range - Standard 5.2**Intermediate learners in elementary school can:**

- create can-do statements with the help of their teachers of what they want to communicate in the target language for each unit of instruction.
- collect evidence showing that they have achieved the can-do statements for each unit.
- consult various sources in the target language to obtain information on topics of personal interest.
- play sports or games from the target culture.
- exchange information about topics of personal interest.
- use various media from the target language and culture for entertainment.
- attend or use media to view cultural events and social activities.
- listen to music, sing songs, or play musical instruments from the target culture.

Intermediate learners in middle school and high school can:

- use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills.
- collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction.
- consult various sources in the target language to obtain information on topics of personal interest.
- play sports or games from the target culture.
- exchange information around topics of personal interest.
- use various media from the target language and culture for entertainment.
- attend or use media to view cultural events and social activities.
- listen to music, sing songs, or play musical instruments from the target culture.
- explore the internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills.

Advanced Range - Standard 5.2**Advanced learners in middle school and high school can:**

- use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills.
- collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction.
- consult various sources in the target language to obtain information on topics of personal interest.
- consult various sources in the target language to obtain information on topics of personal interest.
- play sports or games from the target culture.
- read and/or use various media from the target language and culture for entertainment or personal growth.
- establish and/or maintain interpersonal relations with speakers of the target language.
- attend or use media to view cultural events and social activities.
- listen to music, sing songs, or play musical instruments from the target culture.
- explore the internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills.