

**SEL Competencies:** <https://files.constantcontact.com/f6736190301/2232a4dc-bff3-407b-88f0-08fd305cbba7.pdf>

**World Language Standards:** [Delaware World-Readiness Standards for Learning Languages \(doe.k12.de.us\)](https://doe.k12.de.us)

**World Language Proficiency Targets:** [Delaware WL Proficiency Targets Non-Immersion.pdf \(doe.k12.de.us\)](https://doe.k12.de.us)

## WORLD LANGUAGE STANDARD 1.1: INTERPERSONAL COMMUNICATION

*Learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions.*

Sample Proficiency Level Indicators	<u>Novice-Mid</u> Communicate basic information about self and people you know	<u>Novice-High</u> Exchange some personal information and interact with others in everyday situations	<u>Intermediate-Low</u> Ask and answer questions on factual information that is familiar to them; Engage in simple conversation on a number of everyday topics	<u>Intermediate-Mid</u> Start, maintain, and end a conversation on a variety of familiar topics; Talk about their daily activities and personal preferences	<u>Advanced-Low</u> Participate in conversations on a wide variety of topics that go beyond their everyday lives; Resolve an unexpected complication that arises in a familiar situation
<b>Key SEL Competencies and Benchmarks</b>	<b>Self-Awareness</b>				
	<b>Self-Management</b>				
	<b>Social Awareness</b>				
	<b>Relationship Skills</b>		<i>4A: Use positive communication and social skills to interact effectively with others. 4B: Develop and maintain positive relationships.</i>		
	<b>Responsible Decision-Making</b>				
<b>Example SEL Indicators</b>	*Effectively and appropriately communicates needs, wants, and ideas [4A]	*Uses active listening skills to foster better communication [4A]	*Demonstrates ability to perform different roles in a cooperative group to achieve group goals [4A]	*Empowers, encourages, and affirms themselves and others through their interactions [4A]	*Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward [4A]
	*Identifies and practices appropriate behaviors that maintain positive relationships [4B]	*Demonstrates cooperative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and reaches consensus) [4B]	*Is involved in positive activities with their peers [4B]	*Practices strategies for maintaining positive relationships with peers and others such as: pursuing shared interests and activities spending time together giving and receiving help practicing forgiveness [4B]	*Practices strategies for maintaining healthy relationships such as: pursuing shared interests and activities spending time together giving and receiving help exhibiting forgiveness [4B]
<b>Career Readiness Skills</b>	<i>16. Prepare for and participate in a formal interview; ask questions that demonstrate an understanding.</i>				

## WORLD LANGUAGE STANDARD 1.2: INTERPRETIVE COMMUNICATION

*Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

<b>Sample Proficiency Level Indicators</b>	<b><u>Novice-High</u></b>	<b><u>Intermediate-Low</u></b>	<b><u>Intermediate-Mid</u></b>	<b><u>Intermediate-High</u></b>	<b><u>Advanced-Low</u></b>
	Sometimes understand short, simple descriptions with the help of pictures or graphs	Understand messages in which the writer tells or asks the learner about topics of personal interest	Understand the main idea of what they read for personal enjoyment	Understand the main idea of texts related to everyday life, personal interests, and studies	Find and use information for practical purposes; Read texts that compare and contrast information
<b>Key SEL Competencies and Benchmarks</b>	<b>Self-Awareness</b>		1A: Demonstrate an awareness of one’s own emotions.		
	<b>Self-Management</b>				
	<b>Social Awareness</b>		3A: Demonstrate awareness and consideration of other people’s emotion, perspective, and social cues.		
	<b>Relationship Skills</b>				
	<b>Responsible Decision-Making</b>				
<b>Example SEL Indicators</b>	*Accurately recognizes and names basic emotions/feelings (i.e., happy, sad, mad, afraid, hurt) [1A]	*Recognizes the emotions of others by using active listening and/or visual cues [3A]	*Identifies how emotional states affect ability to problem solve [1A]	*Values and learns from the perspectives of others [3A]	*Recognizes the relationship between thoughts, feelings, and reactions to people [1A]
<b>Career Readiness Skills</b>	<p>19. <i>Communicate with coworkers, supervisors and individuals of diverse backgrounds, perspectives, and cultures by demonstrating effective listening, written, and verbal communication skills.</i></p> <p>21. <i>Evaluate the management style of a supervisor in a decision-making situation to consider how he or she communicates (e.g., verbal, non-verbal, written) and engages colleagues in a professional setting. Recognize how the management style effects employee productivity, morale, motivation, and job satisfaction.</i></p>				

### **WORLD LANGUAGE 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.*

Sample Proficiency Level Indicators	<u>Novice-Mid</u> Express their likes and dislikes using words, phrases, and memorized expressions	<u>Novice-High</u> Tell about a familiar experience, event person, place, or thing using phrases and simple sentence	<u>Intermediate-Low</u> Present information on plans, instructions, and directions	<u>Intermediate-Mid</u> Make a presentation about their personal and social experiences; Make a presentation about common interests and issues and state their viewpoint	<u>Advanced-Low</u> Explain issues of public and community interest, including different viewpoints
Key SEL Competencies and Benchmarks	Self-Awareness		<i>1B: Demonstrate an awareness of personal qualities and interests</i>		
	Self-Management				
	Social Awareness		<i>3A: Demonstrate awareness and consideration of other people’s emotions, perspective and social cues</i>		
	Relationship Skills				
	Responsible Decision-Making				
Example SEL Indicators	*Identifies and describes personal likes and dislikes [1B]	*Identifies an interest as it relates to personal experiences [1B]	*Identifies interaction between personal qualities and interests with academic activities and social opportunities [1B]  *Accepts and shows respect for other people’s perspectives, opinions, or points of view [3A]	*Recognizes the importance of personal qualities and interests in decision making [1B]  *Values and learns from the perspectives of others [3A]	*Appreciates the likes, dislikes and preferences of others, even when different from one’s own [1B]  *Considers the feelings of others [3A]
Career Readiness Skills	<p>15. <i>Submit targeted: cover letter, resume, application, and references to prospective employers.</i></p> <p>19. <i>Communicate with coworkers, supervisors and individuals of diverse backgrounds, perspectives, and cultures by demonstrating effective listening, written, and verbal communication skills.</i></p> <p>20. <i>Evaluate the management style of a supervisor in a decision-making situation to consider how he or she communicates (e.g., verbal, non-verbal, written) and engages colleagues in a professional setting. Recognize how the management style effects employee productivity, morale, motivation, and job satisfaction.</i></p>				

**WORLD LANGUAGE 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.*

<b>Sample Proficiency Level Indicators</b>	<b><u>Novice-Elementary</u></b>	<b><u>Intermediate-Elementary</u></b>	<b><u>Novice-Secondary</u></b>	<b><u>Intermediate-Secondary</u></b>	<b><u>Advanced-Secondary</u></b>
	Observe and imitate simple patterns of behavior at school	Participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama)	Role play simple interactions in the community (e.g. restaurant, stores) in the target culture	Engage in conversations with native speakers demonstrating an awareness of how to be culturally respectful	Adjust language, behaviors, and messages to acknowledge audiences with different cultural backgrounds
<b>Key SEL Competencies and Benchmarks</b>	<b>Self-Awareness</b>		<i>1D: Demonstrate a sense of personal responsibility and advocacy.</i>		
	<b>Self-Management</b>				
	<b>Social Awareness</b>		<i>3A: Demonstrate awareness and consideration of other people’s emotions, perspectives and social cues. 3B: Exhibit civic responsibility in multiple settings.</i>		
	<b>Relationship Skills</b>		<i>4A: Use positive communication and social skills to interact effectively with others. 4B: Develop and maintain positive relationships.</i>		
	<b>Responsible Decision-Making</b>				
<b>Example SEL Indicators</b>	*Understands and follows school-wide expectations for safe and productive learning [1D] <hr/> *Identifies how to help others [3B]	*Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community [1D]	*Recognizes, establishes, and adheres to personal boundaries and responsibilities [1D] <hr/> *Accepts and shows respect for other people’s perspectives, opinions, or points of view [3A]	*Demonstrates an ability to take responsibility for one's choices [1D] <hr/> *Identifies verbal, environmental, or situational cues that demonstrate how others feel [3A]	*Describes knowledge and skills of a responsible citizen and uses them to improve and advocate in the community [1D] <hr/> *Considers the feelings of others [3A] <hr/> *Is intuitive of other people’s needs [3A]

Standard 2.1 continued on next page

**World Language Standard 2.1: Relating Cultural Practices to Perspectives (continued)**

<b>Example SEL Indicators (continued)</b>	*Uses positive communication and behaviors such as: taking turns sharing with others	*Recognizes and identifies body language and non-verbal, environmental or social	*Evaluates the impact of a school, home, or community	*Works cooperatively with others to implement a strategy	*Uses awareness and empathy to be more patient—even when one doesn’t feel like it [3A]
---	--	--	---	--	--

	<p>saying “please”, “thank you,” and/or “excuse me” using compliments to encourage others paying attention when others are talking [4A]</p> <p>*Effectively and appropriately communicates needs, wants, and ideas [4A]</p> <p>*Identifies and practices appropriate behaviors that maintain positive relationships [4B]</p>	<p>communication to identify the emotions and perspectives of others [3A]</p> <p>*Identifies roles they have to contribute to their school, home, and community [3B]</p> <p>*Works collaboratively with peers to complete a job, task, or address a need [3B]</p> <p>*Uses active listening skills to foster better communication [4A]</p> <p>*Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem-solving process, peer mediation, adult assistance [4B]</p>	<p>initiative the student was personally involved in [3B]</p> <p>*Demonstrates ability to perform different roles in a cooperative group to achieve group goals [4A]</p> <p>*Is involved in positive activities with their peers [4B]</p>	<p>to address a need in the broader community [3B]</p> <p>*Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward [4A]</p> <p>*Practices strategies for maintaining positive relationships with peers and others such as: pursuing shared interests and activities spending time together giving and receiving help practicing forgiveness [4B]</p>	<p>*Evaluates the impact of a school, home, or community initiative for change [3B]</p> <p>*Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward [4A]</p> <p>*Actively participates in healthy support network of valued relationships [4B]</p> <p>*Independently seeks out relationships that support goals and personal values. [4B]</p>
<p><b>Career Readiness Skills</b></p>	<p>14. <i>Conduct research to understand the values, history, and organizational structure of prospective employers.</i></p> <p>19. <i>Communicate with coworkers, supervisors and individuals of diverse backgrounds, perspectives, and cultures by demonstrating effective listening, written, and verbal communication skills.</i></p> <p>21. <i>Evaluate the management style of a supervisor in a decision-making situation to consider how he or she communicates (e.g., verbal, non-verbal, written) and engages colleagues in a professional setting. Recognize how the management style effects employee productivity, morale, motivation, and job satisfaction.</i></p> <p>22. <i>Exhibit professional skills appropriate to the workplace setting including: problem-solving; conflict resolution; persistence and grit; and positive response to praise, setbacks, and constructive criticism.</i></p>				

**WORLD LANGUAGE 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 Proficiency Level Indicators	<u>Novice-Elementary</u> 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	<u>Intermediate-Elementary</u> 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	<u>Novice-Secondary</u> 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	<u>Intermediate-Secondary</u> 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	<u>Advanced-Secondary</u> Use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture
Key SEL Competencies and Benchmarks	Self-Awareness				
	Self-Management				
	Social Awareness	<i>3A: Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues. 3C: Demonstrate an awareness of and respect for human dignity, including culture and differences.</i>			
	Relationship Skills				
	Responsible Decision-Making				
Example SEL Indicators	*Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice [3A]  *Names qualities of others from a variety of cultures and groups [3C]	*Recognizes multiple points of view or perspectives in a situation [3A]  *Recognizes the similarities of different cultures and social groups [3C]	*Accepts and shows respect for other people’s perspectives, opinions, or points of view [3A]  *Recognizes how beliefs are shaped by social and cultural experience [3C]	*Values and learns from the perspectives of others [3A]  *Develops an awareness of personal and external bias [3C]	*Uses awareness and empathy to be more patient—even when one doesn’t feel like it [3A]  *Identifies and addresses explicit or implicit biases [3C]
Career Readiness Skills	14. Conduct research to understand the values, history, and organizational structure of prospective employers.  21. Evaluate the management style of a supervisor in a decision-making situation to consider how he or she communicates (e.g., verbal, non-verbal, written) and engages colleagues in a professional setting. Recognize how the management style effects employee productivity, morale, motivation, and job satisfaction.				

### WORLD LANGUAGE 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.*

<b>Sample Proficiency Level Indicators</b>	<b><u>Novice-Elementary</u></b>	<b><u>Intermediate-Elementary</u></b>	<b><u>Novice-Secondary</u></b>	<b><u>Intermediate-Secondary</u></b>	<b><u>Advanced-Secondary</u></b>
	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)	Write original poems, stories, and plays in the target language using their understanding of the characteristics of these genres gained in English language arts	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	Research and compare how countries where the target language is spoken deal with global issues (such as water shortages)	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
<b>Key SEL Competencies and Benchmarks</b>	<b>Self-Awareness</b>				
	<b>Self-Management</b>				
	<b>Social Awareness</b>		<i>3A: Demonstrate awareness and consideration of other people’s emotions, perspectives and social cues. 3C: Demonstrate an awareness of and respect for human dignity, including culture and differences</i>		
	<b>Relationship Skills</b>				
	<b>Responsible Decision-Making</b>				
<b>Example SEL Indicators</b>	*Recognizes the emotions/ feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice [3A]  *Describes characteristics of two people that are similar and different [3C]	*Recognizes multiple points of view or perspectives in a situation [3A]  *Recognizes the similarities of different cultures and social groups [3C]	*Accepts and shows respect for other people’s perspectives, opinions, or points of view [3A]  *Recognizes how beliefs are shaped by social and cultural experience [3C]	*Values and learns from the perspectives of others [3A]  *Develops an understanding of how privilege impacts groups and individuals [3C]	*Is intuitive of other people’s needs [3A]  *Identifies and addresses explicit or implicit biases [3C]
<b>Career Readiness Skills</b>	14. Conduct research to understand the values, history, and organizational structure of prospective employers.				

**WORLD LANGUAGE 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 Proficiency Level Indicators	<u>Novice-Elementary</u> Read, listen to, or talk about age-appropriate school content such as ecology, social studies, sciences, the arts, physical education, and health	<u>Intermediate-Elementary</u> Use sources intended for same-age speakers of the target language to prepare presentations on familiar topics	<u>Novice-Secondary</u> Identify the main idea(s) of current events reported in the news in the internet from countries where the target language is spoken	<u>Intermediate-Secondary</u> 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	<u>Advanced-Secondary</u> Read a piece of literature in the target language and analyze the universality of the message
Key SEL Competencies and Benchmarks	Self-Awareness				
	Self-Management				
	Social Awareness		<i>3A: Demonstrate awareness and consideration of other people’s emotions, perspectives and social cues. 3C: Demonstrate an awareness of and respect for human dignity, including culture and differences</i>		
	Relationship Skills				
	Responsible Decision-Making				
Example SEL Indicators	*Recognize the effect of words and actions on others’ emotions [3A] <hr/> *Names qualities of others from a variety of cultures and groups [3C]	*Recognizes multiple points of view or perspectives in a situation [3A] <hr/> *Recognizes the value of different cultures and social groups [3C]	*Accepts and shows respect for other people’s perspectives, opinions, or points of view [3A] <hr/> *Analyzes how culture impacts interpretation of historical events [3C]	*Values and learns from the perspectives of others [3A] <hr/> *Develops an awareness of personal and external bias [3C]	*Uses awareness and empathy to be more patient—even when one doesn’t feel like it [3A] <hr/> *Identifies and addresses explicit or implicit biases [3C]
Career Readiness Skills	19. <i>Communicate with coworkers, supervisors and individuals of diverse backgrounds, perspectives, and cultures by demonstrating effective listening, written, and verbal communication skills.</i>  21. <i>Evaluate the management style of a supervisor in a decision-making situation to consider how he or she communicates (e.g., verbal, non-verbal, written) and engages colleagues in a professional setting. Recognize how the management style effects employee productivity, morale, motivation, and job satisfaction.</i>				

**WORLD LANGUAGE 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.*

<b>Sample Proficiency Level Indicators</b>	<b>Novice-Elementary</b>	<b>Intermediate-Elementary</b>	<b>Novice-Secondary</b>	<b>Intermediate-Secondary</b>	<b>Advanced-Secondary</b>
	Observe and identify formal and informal forms of language in greetings and leave-takings.	Match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning	Cite and use examples of words that are similar in the language they are learning and their native language and pose guesses about why languages in general might need to borrow words	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	Compare the writing system of the target language and own; Examine other writing systems and report about the nature of those writing systems (e.g., logographic, syllabic, alphabetic)
<b>Key SEL Competencies and Benchmarks</b>	<b>Self-Awareness</b>				
	<b>Self-Management</b>				
	<b>Social Awareness</b>		<i>3A: Demonstrate awareness and consideration of other people’s emotions, perspectives and social cues. 3C: Demonstrate an awareness of and respect for human dignity, including culture and differences</i>		
	<b>Relationship Skills</b>				
	<b>Responsible Decision-Making</b>				
<b>Example SEL Indicators</b>	*Recognizes the emotions/ feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice [3A] <hr/> *Describes characteristics of two people that are similar and different [3C]	*Recognizes multiple points of view or perspectives in a situation [3A] <hr/> *Recognizes the similarities of different cultures and social groups [3C]	*Accepts and shows respect for other people’s perspectives, opinions, or points of view [3A] <hr/> *Recognizes how beliefs are shaped by social and cultural experience [3C]	*Values and learns from the perspectives of others [3A] <hr/> *Develops an awareness of personal and external bias [3C]	*Is intuitive of other people’s needs [3A] <hr/> *Identifies and addresses explicit or implicit biases [3C]
<b>Career Readiness Skills</b>	14. <i>Conduct research to understand the values, history, and organizational structure of prospective employers.</i>				
	19. <i>Communicate with coworkers, supervisors and individuals of diverse backgrounds, perspectives, and cultures by demonstrating effective listening, written, and verbal communication skills.</i>				
	20. <i>Evaluate the management style of a supervisor in a decision-making situation to consider how he or she communicates (e.g., verbal, non-verbal, written) and engages colleagues in a professional setting. Recognize how the management style effects employee productivity, morale, motivation, and job satisfaction.</i>				

## **WORLD LANGUAGE 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 Proficiency Level Indicators	<u>Novice-Elementary</u> Compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits)	<u>Intermediate-Elementary</u> 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	<u>Novice-Secondary</u> Compare daily routines in their culture and the target culture; compare celebrations (e.g., birthdays, holidays) in the target cultures to their own	<u>Intermediate-Secondary</u> 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	<u>Advanced-Secondary</u> Compare and contrast the importance placed on individual needs versus community/global needs in the target culture and their own
Key SEL Competencies and Benchmarks	Self-Awareness				
	Self-Management				
	Social Awareness	<i>3A: Demonstrate awareness and consideration of other people’s emotions, perspectives and social cues. 3C: Demonstrate an awareness of and respect for human dignity, including culture and differences</i>			
	Relationship Skills				
	Responsible Decision-Making				
Example SEL Indicators	Recognizes the effect of words and actions on others’ emotions [3A] <hr/> *Describes characteristics of two people that are similar and different [3C]	Recognizes multiple points of view or perspectives in a situation [3A] <hr/> *Recognizes the similarities of different cultures and social groups [3C]	Accepts and shows respect for other people’s perspectives, opinions, or points of view [3A] <hr/> *Recognizes how beliefs are shaped by social and cultural experience [3C]	Identifies verbal, environmental, or situational cues that demonstrate how others feel [3A] <hr/> *Develops an understanding of how privilege impacts groups and individuals [3C]	Considers the feelings of others [3A] <hr/> *Identifies and addresses explicit or implicit biases [3C]
Career Readiness Skills	<p>13. <i>Compile a log of policies and trainings relevant to the immersion experience which includes: workplace regulations; appropriate workplace non-discrimination laws and standards; health and safety policies (e.g., Occupational Safety and Health Administration); health training and certifications; relevant federal and state labor laws; and workplace and federal drug and alcohol policies during and beyond work hours.</i></p> <p>14. <i>Conduct research to understand the values, history, and organizational structure of prospective employers.</i></p>				

**WORLD LANGUAGE 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.*

<b>Sample Proficiency Level Indicators</b>	<b><u>(Novice-Elementary)</u></b>	<b><u>Intermediate-Elementary</u></b>	<b><u>Novice-Secondary</u></b>	<b><u>Intermediate-Secondary</u></b>	<b><u>Advanced-Secondary</u></b>
	Identify places that another language is used and attempt to interact with the language in some way	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	Identify professions that require proficiency in another language; Communicate on a personal level with speakers of the language in person or via email, video chats, instant messaging, and shared video clips	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 community resources to research a topic related to culture and/or language study; Provide service to the community by using the target language at school, clinics, or daycare center
<b>Example SEL Indicators</b>	*Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice [3A]	*Recognizes the emotions of others by using active listening and/or visual cues [3A] Works collaboratively with peers to complete a job, task, or address a need [3B]	*Accepts and shows respect for other people’s perspectives, opinions, or points of view [3A] Evaluates the impact of a school, home, or community initiative the student was personally involved in [3B]	*Values and learns from the perspectives of others [3A] *Works cooperatively with others to implement a strategy to address a need in the broader community [3B]	*Uses awareness and empathy to be more patient—even when one doesn’t feel like it [3A] *Evaluates the impact of a school, home, or community initiative for change [3B]
<b>Key SEL Competencies and Benchmarks</b>	<b>Self-Awareness</b>				
	<b>Self-Management</b>				
	<b>Social Awareness</b>	<i>3A: Demonstrate awareness and consideration of other people’s emotions, perspectives and social cues. 3B: Exhibit civic responsibility in multiple settings. 3C: Demonstrate an awareness of and respect for human dignity, including culture and difference.</i>			
	<b>Relationship Skills</b>	<i>4A: Use positive communication and social skills to interact effectively with others. 4B: Develop and maintain positive relationships.</i>			
	<b>Responsible Decision-Making</b>				

Standard 5.1 continued on next page

**World Language Standard 5.1: School and Global Communities (continued)**

<b>Example SEL Indicators (Continued)</b>	*Identified how to help others [3B]	*Recognizes the value of different cultures and social groups [3C]	*Recognizes how beliefs are shaped by social and cultural experience [3C]	*Develops an awareness of personal and external bias [3C]	*Identifies and addresses explicit or implicit biases [3C]
---	-------------------------------------	--	---	---	--

	<p>*Names qualities of others from a variety of cultures and groups [3C]</p>	<p>*Uses active listening skills to foster better communication [4A]</p> <p>*Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem-solving process, peer mediation, adult assistance) [4B]</p>	<p>*Demonstrates ability to perform different roles in a cooperative group to achieve group goals [4A]</p> <p>*Develops friendships based on personal value [4B]</p>	<p>*Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward [4A]</p> <p>*Practices strategies for maintaining positive relationships with peers and others such as: pursuing shared interests and activities spending time together giving and receiving help practicing forgiveness [4B]</p>	<p>*Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward [4A]</p> <p>*Actively participates in healthy support network of valued relationships [4B]</p>
<p><b>Career Readiness Skills</b></p>	<p>16. <i>Prepare for and participate in a formal interview; ask questions that demonstrate an understanding.</i></p> <p>17. <i>Document immersive experience expectations with an employer including: work hours; start and end dates; scheduled school breaks; preferred communication channels for contacting supervisor; worksite and in-class work requirements; and required portfolio artifacts.</i></p>				

**WORLD LANGUAGE STANDARD 5.2: LIFELONG LEARNING**

*Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.*

<b>Sample Proficiency Level Indicators</b>	<b><u>Novice-Elementary</u></b>	<b><u>Intermediate-Elementary</u></b>	<b><u>Novice-Secondary</u></b>	<b><u>Intermediate-Secondary</u></b>	<b><u>Advanced-Secondary</u></b>
	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	Use the NCSSEL-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	Consult various sources in the target language to obtain information on topics of personal interest; Explore where they can use the target language to maintain and increase their communication skill	Read and/or use various media from the target language and culture for entertainment or personal and professional growth; Establish and/or maintain interpersonal relations with speakers of the target language
<b>Key SEL Competencies and Benchmarks</b>	<b>Self-Awareness</b>		<i>1C: Demonstrate an awareness of one's own strengths and opportunities for growth. 1D: Demonstrate a sense of personal responsibility and advocacy.</i>		
	<b>Self-Management</b>		<i>2B: Set, monitor, adapt and evaluate one's own goals to achieve success in school and life.</i>		
	<b>Social Awareness</b>				
	<b>Relationship Skills</b>				
	<b>Responsible Decision-Making</b>		<i>5A: Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibility, and short-term and long-term goals. 5B: Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.</i>		
<b>Example SEL Indicators</b>	*Identifies strengths and opportunities for growth with adult support [1C] <hr/> *Advocates for themselves by asking for help [1D] <hr/> *Identifies a short-term goal (wish, dream) [2B]	*Describes and prioritizes strengths and interests that one wants to develop [1C] <hr/> *Demonstrates responsible behaviors [1D]	*Applies self-reflection techniques to recognize potential, strengths, and growth areas [1C] <hr/> *Plans and develops an action plan to set and achieve short- and long-term goals [1D]	*Identifies the skills and credentials required to enter a particular career and begins to prepare accordingly [1C] <hr/> *Describes how taking personal responsibility is linked to being accountable for behavior [1D]	*Distinguishes between strengths, opportunities for growth, and skills [1C] <hr/> *Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others [1D]

Standard 5.2 continued on next page

**World Language Standard 5.2: School and Global Communities (continued)**

<b>Example SEL Indicators (continued)</b>		*Identifies personal skills, planning, or strategies that lead to accomplishments [2B]	*Designs actions plans with timelines for achieving goals [2B] <hr/>	*Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement [2B]	*Analyzes the effect personal tendencies have on goal achievement (e.g., integrity,
---	--	--	---	--	---

			<p>*Analyzes the reason for school and societal rules and their impact on decision [5A]</p>	<p>*Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making [5A]</p> <hr/> <p>*Evaluates decisions and processes and modifies if necessary [5B]</p>	<p>prioritizing, managing time, adequate resources) [2B]</p> <hr/> <p>*Reflects on lessons learned from experiences and uses in future decision-making [5A]</p> <hr/> <p>* Understands how decisions can impact the future and have long-term effects [5B]</p>
<p><b>Career Readiness Skills</b></p>	<p>11. <i>Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities.</i></p> <p>12. <i>Demonstrate proficiency in task management and career specific applications, resources, technology, and equipment as exhibited through assignments and work deliverables.</i></p> <p>17. <i>Document immersive experience expectations with an employer including: work hours; start and end dates; scheduled school breaks; preferred communication channels for contacting supervisor; worksite and in-class work requirements; and required portfolio artifacts.</i></p> <p>18. <i>Develop a work-learning plan in partnership with employer, student, and school staff to address short-term career goals. The plan should allow for flexibility based upon changing circumstances, employer feedback, and unplanned assignments.</i></p>				





Overlay of WL Standards and Key SEL Competencies

Career Readiness Skills											
	16	19, 21	15, 19, 20	14, 19, 21, 22	14, 21	14	19, 21	14, 19, 29	13, 14	16, 17	11, 12, 17, 18