

6-12 WORLD LANGUAGES Standards/Benchmarks/Grade Level Expectations (GLE)

Standard 1: Listening: To comprehend the general intention of familiar speech of an empathetic native speaker at a normal pace upon the second hearing with clarification; excluding dialectic speech or slang.

Interval Benchmark 1: Students understand and interpret spoken language on a variety of topics

Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Understands the basic ideas of oral messages and short conversations based on simple or familiar topics	a. Understands the main ideas, themes, and basic details from diverse, authentic spoken media on topics of personal interest	a. Understands the main ideas and significant details of extended discussions, lectures, formal presentations, and various forms of media
b. Understands the main ideas of ability-appropriate video or television programs on familiar topics	b. Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest	b. Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest

Interval Benchmark 2: Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Knows basic expressive forms of the target culture	a. Understands the general relationship between cultural perspectives and expressive products (e.g., music, visual arts, literature) in the target and native cultures	a. Draws conclusions about the relationship and mutual influence between perspectives and expressive products (e.g., literature, periodicals, music, theater, visual arts) in the target and native cultures
b. Knows familiar utilitarian forms of the target culture (e.g., toys, dress, types of dwellings, typical foods, currency) and how they compare to those in one's native culture	b. Knows familiar utilitarian forms of the target culture (e.g., toys, dress, types of dwellings, typical foods, currency) and how they compare to those in one's native culture	

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Interval Benchmark 3: Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language		
Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
	a. Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture	a. Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture
		b. Understands the main ideas and significant details of expository texts (e.g., full length feature articles in newspapers and magazines) on topics of current and historical importance to members of the target culture

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Interval Benchmark 5: Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own		
Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Understands common phrase groupings and voice inflection in simple spoken sentences	a. Understands common phrase groupings and voice inflection in simple spoken sentences	a. Understands common phrase groupings and voice inflection in simple spoken sentences
b. Knows words that have been borrowed from one language to another and how these word borrowings may have developed	b. Knows words that have been borrowed from one language to another and how these word borrowings may have developed	b. Knows words that have been borrowed from one language to another and how these word borrowings may have developed
c. Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language	c. Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language	c. Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language
d. Understands that an idea may be expressed in multiple ways in the target language	d. Understands that an idea may be expressed in multiple ways in the target language	d. Understands that an idea may be expressed in multiple ways in the target language
e. Understands that the ability to comprehend language surpasses the ability to produce language	e. Understands that the ability to comprehend language surpasses the ability to produce language	e. Understands that the ability to comprehend language surpasses the ability to produce language
f. Understands similar and different meanings of cognates in different languages and how this relates to the evolution of language	f. Understands similar and different meanings of cognates in different languages and how this relates to the evolution of language	f. Understands similar and different meanings of cognates in different languages and how this relates to the evolution of language
	g. Knows various linguistic elements of the target language and how these elements compare to linguistic elements in one's native language	g. Knows various linguistic elements of the target language and how these elements compare to linguistic elements in one's native language

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Interval Benchmark 6: Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own		
Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Knows basic expressive forms of the target culture (e.g., children's songs, simple selections from authentic children's literature, types of artwork or graphic representations enjoyed or produced by the peer group in the culture studied, dances) and how they compare to those in one's native culture	a. Knows cultural traditions and celebrations that exist in the target culture and how these traditions and celebrations compare with those of the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, recreational gatherings	a. Knows historical and cultural figures from the target culture and their contributions
b. Knows the location(s) and major geographic features of countries where the target language is/was used	b. Knows patterns of behavior or interaction typical of one's age group in various settings in the target culture (e.g., dating, telephone usage, etiquette	b. Knows chronological order and significance of important historical events in the target culture
	c. Knows a variety of age-appropriate utilitarian forms of the target culture (e.g., educational institutions or systems, means of transportation, various rules as they apply to the peer group in the culture being studied), their significance, and how these forms have influenced the larger community	c. Knows the location(s) and major geographic features of countries where the target language is/was used
		d. Understands age-appropriate expressive forms of the target culture (e.g., literature; popular books; periodicals; videos; commercials; fine arts such as music, dance, design, painting, theater) and their significance in the larger community

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Standard 2: Speaking and writing: To produce written and oral work which provides basic social and practical information using present, past and future tenses at a functional level comprehensible to an empathic native speaker

Interval Benchmark 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Uses the target language to express likes, dislikes, and personal preferences	a. Gives and follows simple instructions in the target language	a. Uses appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, summarization) to communicate a message in the target language
b. Uses basic vocabulary to describe assorted objects (e.g., basic subject area terms, such as story elements, animals, weather, geographical concepts; categories such as numbers, shapes, colors, size)	b. Uses verbal exchanges to share personal data, information, and preferences	b. Uses the target language to exchange information about current or past events and aspirations in one's personal life and in those of family, friends, and community
c. Uses the target language to exchange information about general events (e.g., classes, meetings, concerts, meals) and transportation (e.g., place, date, time)	c. Uses appropriate vocabulary to acquire goods and services through basic negotiation of procedures and exchange of monies	c. Uses appropriate vocabulary to acquire goods and services through basic negotiation of procedures and exchange of monies
d. Uses appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions	d. Uses appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions	d. Uses appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions
e. Uses the target language to express needs, feelings, and ideas related to everyday situations	e. Uses the target language to express needs, feelings, and ideas related to everyday situations	e. Uses the target language to express needs, feelings, and ideas related to everyday situations
f. Asks and answers questions in the target language	f. Asks and answers questions in the target language	f. Asks and answers questions in the target language

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Interval Benchmark 2: Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Uses vocabulary for a wide range of topics	a. Uses vocabulary for a wide range of topics	a. Uses appropriate vocabulary (e.g., literary terms such as setting, character plot, conflict, resolution, theme) to express personal reactions and feelings about authentic literary texts (e.g., poems, plays, short stories, novels)
b. Uses verbal and written exchanges to express opinions in the target language	b. Uses verbal and written exchanges to express opinions in the target language	b. Uses the target language to exchange information about current or past events and aspirations in one's personal life and in those of family, friends, and community

Interval Benchmark 3: Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Knows words that have been borrowed from one language to another and how these word borrowings may have developed	a. Knows words that have been borrowed from one language to another and how these word borrowings may have developed	a. Knows words that have been borrowed from one language to another and how these word borrowings may have developed
b. Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language	b. Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language	b. Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language
c. Understands that an idea may be expressed in multiple ways in the target language	c. Understands that an idea may be expressed in multiple ways in the target language	c. Understands that an idea may be expressed in multiple ways in the target language
d. Understands how idiomatic expressions have an impact on communication and reflect culture (e.g., anticipates larger units of meaning rather than individual word equivalencies)	d. Understands how idiomatic expressions have an impact on communication and reflect culture (e.g., anticipates larger units of meaning rather than individual word equivalencies)	d. Understands how idiomatic expressions have an impact on communication and reflect culture (e.g., anticipates larger units of meaning rather than individual word equivalencies)
a. Understands that the ability to comprehend language surpasses the ability to produce language	a. Understands that the ability to comprehend language surpasses the ability to produce language	a. Understands that the ability to comprehend language surpasses the ability to produce language

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Interval Benchmark 4: Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Knows the location(s) and major geographic features of countries where the target language is/was used	a. Knows patterns of behavior or interaction typical of one's age group in various settings in the target culture (e.g., dating, telephone usage, etiquette)	a. Knows chronological order and significance of important historical events in the target culture
	b. Knows a variety of age-appropriate utilitarian forms of the target culture (e.g., educational institutions or systems, means of transportation, various rules as they apply to the peer group in the culture being studied), their significance, and how these forms have influenced the larger community	b. Knows the location(s) and major geographic features of countries where the target language is/was used
c. Knows basic expressive forms of the target culture (e.g., children's songs, simple selections from authentic children's literature, types of artwork or graphic representations enjoyed or produced by the peer group in the culture studied, dances) and how they compare to those in one's native culture	c. Knows cultural traditions and celebrations that exist in the target culture and how these traditions and celebrations compare with those of the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, recreational gatherings)	c. Knows historical and cultural figures from the target culture and their contributions
d. Knows a variety of age-appropriate utilitarian forms of the target culture (e.g., educational institutions or systems, means of transportation, various rules as they apply to the peer group in the culture being studied), their significance, and how these forms have influenced the larger community	d. Knows the location(s) and major geographic features of countries where the target language is/was used	d.
	e. Understands age-appropriate expressive forms of the target culture (e.g., literature; popular books; periodicals; videos; commercials; fine arts such as music, dance, design, painting, theater) and their significance in the larger community	e.

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Interval Benchmark 5: Standard 5.1: Students use the language both within and beyond the school setting

Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Understands the main ideas of ability-appropriate video or television programs on familiar topics	a. Understands the main ideas of ability-appropriate video or television programs on familiar topics	a. Understands the main ideas of ability-appropriate video or television programs on familiar topics
	b. Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture	b. Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture
		c. Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g., favorite activities, popular events, school subjects)
d. Understands various phrase groupings and structures in spoken forms of the target language (e.g., expressions, questions, polite commands)	d. Understands various phrase groupings and structures in spoken forms of the target language (e.g., expressions, questions, polite commands)	d. Understands various phrase groupings and structures in spoken forms of the target language (e.g., expressions, questions, polite commands)

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Interval Benchmark 6 Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Understands the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level	a. Understands the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level	a. Understands the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level
b. Understands the main ideas of ability-appropriate video or television programs on familiar topics	b. Understands the main ideas of ability-appropriate video or television programs on familiar topics	b. Understands the main ideas of ability-appropriate video or television programs on familiar topics
c. Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g., favorite activities, popular events, school subjects)	c. Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g., favorite activities, popular events, school subjects)	c. Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g., favorite activities, popular events, school subjects)
d. Uses context clues (e.g., known language, diagrams, text features, graphics) to decode unfamiliar words and phrases in complex messages or texts	d. Uses context clues (e.g., known language, diagrams, text features, graphics) to decode unfamiliar words and phrases in complex messages or texts	d. Uses context clues (e.g., known language, diagrams, text features, graphics) to decode unfamiliar words and phrases in complex messages or texts

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Standard 3: Reading: To read authentic, non-technical materials deductively using cultural, context and graphic clues to extract basic meaning and pertinent details in order to apply the information.

Interval Benchmark 1: Standard 1.2: Students understand and interpret written language on a variety of topics

Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Understands the main ideas in highly illustrated texts that use many cognates	a. Understands the content of ability-appropriate primary sources on familiar topics	a. Understands the main ideas and significant details of expository texts on topics of current and historical importance to members of the target culture
b. Uses vocabulary for a wide range of topics (e.g., basic subject area terms, such as story elements, animals, weather, geographical concepts; categories such as numbers, shapes, colors, size)	b. Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs)	b. Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs)
c. Understands the main ideas and basic literary elements (e.g., principal characters, sequence of events, simple themes) in written poems, short folk tales, fairy tales, or illustrated stories that are appropriate at this developmental level	c. Understands the main ideas and basic literary elements (e.g., principal characters, sequence of events, simple themes) in written poems, short folk tales, fairy tales, or illustrated stories that are appropriate at this developmental level	c. Understands the main ideas and basic literary elements (e.g., principal characters, sequence of events, simple themes) in written poems, short folk tales, fairy tales, or illustrated stories that are appropriate at this developmental level
d. Uses context clues (e.g., known language, diagrams, text features, graphics) to decode unfamiliar words and phrases in complex messages or texts	d. Uses context clues (e.g., known language, diagrams, text features, graphics) to decode unfamiliar words and phrases in complex messages or texts	d. Understands the main ideas and significant details of expository texts (e.g., full length feature articles in newspapers and magazines) on topics of current and historical importance to members of the target culture

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Interval Benchmark 2: Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language		
Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
	a. Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture	a. Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture
		b. Understands the main ideas and significant details of expository texts (e.g., full length feature articles in newspapers and magazines) on topics of current and historical importance to members of the target culture

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Standard 5: Culture: To recognize basic cultural and historical differences and similarities and be able to respond appropriately so as not to offend or find offense in the differences.

Interval Benchmark 1 Standard 2.1: Students demonstrate an understanding of the relationship between the products, practices and perspectives of the culture studied

Grade Level Beginning	Grade Level Intermediate	Grade Level Advanced
a. Uses language conventions and style (e.g., phrases, structures, grammar, spelling, mechanics, commands, vocabulary, dialect, slang, idioms, humor, pronunciation, intonation, tone, stress) appropriate for different audiences (e.g., peers, adults) and settings (e.g., formal, informal, social, academic)	a. Uses language conventions and style (e.g., phrases, structures, grammar, spelling, mechanics, commands, vocabulary, dialect, slang, idioms, humor, pronunciation, intonation, tone, stress) appropriate for different audiences (e.g., peers, adults) and settings (e.g., formal, informal, social, academic)	a. Uses language conventions and style (e.g., phrases, structures, grammar, spelling, mechanics, commands, vocabulary, dialect, slang, idioms, humor, pronunciation, intonation, tone, stress) appropriate for different audiences (e.g., peers, adults) and settings (e.g., formal, informal, social, academic)
b. Knows basic cultural beliefs and perspectives of people in both native and target cultures relating to family, school, work, and play	b. Knows basic cultural beliefs and perspectives of people in both native and target cultures relating to family, school, work, and play	b. Knows a variety of age-appropriate expressive forms of the culture (e.g., popular music and dance; appropriate authentic texts, such as children's magazines, comic books, children's literature, folktales; the use of color; common or everyday artwork such as designs typical of the culture's clothing, pottery, ceramics, paintings, architectural structures) and how these expressive forms compare with those of the native culture
c. Knows simple patterns of behavior and interaction in various settings in the target culture (e.g., school, family, community) and how these patterns compare to those in one's native culture	c. Knows patterns of behavior or interaction typical of one's age group in various settings in the target culture (e.g., dating, telephone usage, etiquette)	c. Knows patterns of behavior or interaction typical of one's age group in various settings in the target culture (e.g., dating, telephone usage, etiquette)
		d. Understands age-appropriate expressive forms of the target culture (e.g., literature; popular books; periodicals; videos; commercials; fine arts such as music, dance, design, painting, theater) and their significance in the larger community