

**COMMUNICATION**  
**A. INTERPERSONAL: CONVERSATION**

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

*Rationale: Students must know how to use the language effectively in order to exchange ideas and information with other people in a culturally appropriate manner. This standard focuses on the goal of learning to engage in conversations.*

**Performance Standards**

<b><u>Beginning</u> <u>Receptive – Imitative</u></b>	<b><u>Developing</u> <u>Imitative – Reflective</u></b>	<b><u>Transitioning</u> <u>Reflective – Interactive</u></b>	<b><u>Refining</u> <u>Interactive – Initiative</u></b>
<b>A1: Conversations:</b> <i>Students will carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do.</i>	<b>A1: Conversations:</b> Students will sustain a conversation including descriptions on selected topics about themselves and their state or country.	<b>A1: Conversations:</b> Students will discuss and defend an opinion on selected topics from the local to the international level.	<b>A1: Conversations:</b> Students will discuss or debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion.
<b>A2: Questions:</b> Students will ask and answer questions, including biographical information.	<b>A2: Questions:</b> Students will ask and answer a variety of questions, giving reasons for their answers.	<b>A2: Questions:</b> Students will ask and answer a variety of questions that require follow-up questions and responses for more information.	<b>A2: Questions:</b> Students will ask and answer a variety of questions that require elaboration and substantiation of opinions.
<b>A3: Opinions:</b> Students will state personal preferences and feelings.	<b>A3: Opinions:</b> Students will state personal preferences and feelings with some explanation.	<b>A3: Opinions:</b> Students will defend personal preferences, feelings, and opinions with more complete explanation.	<b>A3: Opinions:</b> Students will defend personal preferences, feelings, and opinions with substantive arguments.
<b>A4: Problem-solving:</b> Students will express personal needs.	<b>A4: Problem-solving:</b> Students will give possible solutions to a problem related to a personal need.	<b>A4: Problem-solving:</b> Students will suggest options for solving problems related to personal needs and needs of others.	<b>A4: Problem-solving:</b> Students will discuss options and negotiate to solve a problem.
<b>A5: Comprehension:</b> Students will ask for repetition and repeat to ensure understanding.	<b>A5: Comprehension:</b> Students will ask for simplification and clarification.	<b>A5: Comprehension:</b> Students will ask for clarification and suggest alternative words to ensure understanding.	<b>A5: Comprehension:</b> Students will ask for clarification and be able to paraphrase to ensure understanding.

**COMMUNICATION**  
**B. INTERPRETIVE: LISTENING AND READING**

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

*Rationale: Students must develop strong listening and reading skills to interpret the concepts, ideas, and opinions expressed by members of other cultures through their media and their literatures. This standard focuses on increasing the level of understanding as students listen to, read, or view materials in their new language.*

**Performance Standards**

<b><u>Beginning</u> <u>Receptive – Imitative</u></b>	<b><u>Developing</u> <u>Imitative – Reflective</u></b>	<b><u>Transitioning</u> <u>Reflective – Interactive</u></b>	<b><u>Refining</u> <u>Interactive - Initiative</u></b>
<b>B1: Listening:</b> Students will understand spoken language on familiar topics that has strong visual support.	<b>B1: Listening:</b> Students will understand spoken language that incorporates familiar vocabulary and structures.	<b>B1: Listening:</b> Students will understand spoken language that incorporates more advanced vocabulary and structures.	<b>B1: Listening:</b> Students will understand spoken language on a wide variety of topics.
<b>B2: Listening:</b> Students will comprehend simple daily conversations on familiar topics and selected, age-appropriate authentic recordings, broadcasts, videos.	<b>B2: Listening:</b> Students will comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos.	<b>B2: Listening:</b> Students will comprehend the main ideas and supporting ideas of oral presentations, and selected authentic materials including videos, radio and television broadcasts.	<b>B2: Listening:</b> Students will comprehend the main idea and supporting ideas of oral presentations and authentic spoken materials.
<b>B3: Reading:</b> Students will understand written materials on familiar topics that have strong visual support.	<b>B3: Reading:</b> Students will understand selected written materials on topics of personal interest.	<b>B3: Reading:</b> Students will understand more complex written materials on a variety of topics and formats.	<b>B3: Reading:</b> Students will understand written materials on a wide variety of topics and in a wide variety of formats.
<b>B4: Reading:</b> Students will comprehend the main idea of selected, short authentic written materials.	<b>B4: Reading:</b> Students will comprehend the main idea and some supporting ideas of selected authentic written materials.	<b>B4: Reading:</b> Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.	<b>B4: Reading:</b> Students will comprehend the main idea and supporting ideas, and make inferences in a wide variety of authentic written materials.
<b>B5: Strategies:</b> Students will use previous classroom experience with the language to understand its spoken and written forms.	<b>B5: Strategies:</b> In addition, students will begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order.	<b>B5: Strategies:</b> In addition, students will use the dictionary to look up words that cannot be deciphered via previously learned strategies.	<b>B5: Strategies:</b> In addition, students will analyze the author's use of language to understand a written text.

**COMMUNICATION**  
**C. PRESENTATIONAL: SPEAKING AND WRITING**

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

*Rationale: Students must develop strong speaking and writing skills in order to communicate their thoughts, concepts, and opinions effectively to members of other cultures. This standard focuses on presenting information in a way that is appropriate for the audience.*

**Performance Standards**

<b><u>Beginning</u> Receptive – Imitative</b>	<b><u>Developing</u> Imitative – Reflective</b>	<b><u>Transitioning</u> Reflective – Interactive</b>	<b><u>Refining</u> Interactive – Initiative</b>
<b>C1: Oral Presentations:</b> Students will dramatize student-created and/or authentic songs, short poems, skits or dialogues.	<b>C1: Oral Presentations:</b> Students will present student-created and/or authentic short plays, stories, skits, poems, songs.	<b>C1: Oral Presentations:</b> Students will present student-created works and excerpts of authentic literature.	<b>C1: Oral Presentations:</b> Students will present student-created works and authentic literature.
<b>C2: Speeches:</b> Students will write and present a short narrative about themselves.	<b>C2: Speeches:</b> Students will write and deliver a short presentation about their school or community.	<b>C2: Speeches:</b> Students will write and deliver a short speech on a topic of personal interest.	<b>C2: Speeches:</b> Students will write and present a speech on a topic that has been researched.
<b>C3: Directions:</b> Students will give simple commands and make requests of another person or group.	<b>C3: Directions:</b> Students will give simple directions to someone in order to complete a multi-step task.	<b>C3: Directions:</b> Students will give a series of directions to someone, coaching the person in order to complete the task.	<b>C3: Directions:</b> Students will give a series of detailed instructions to someone with suggestions in how best to complete the task.
<b>C4: Recounting events:</b> Students will tell a simple story.	<b>C4: Recounting events:</b> Students will tell a story incorporating some description and detail.	<b>C4: Recounting events:</b> Students will recount a story with substantive description and detail.	<b>C4: Recounting events:</b> Students will recount a long story with a wide variety of details and descriptions.
<b>C5: Forms of writing:</b> Students will write personal journals and/or brief messages to friends (postcard, letter, e-mail).	<b>C5: Forms of writing:</b> Students will write short compositions and letters.	<b>C5: Forms of writing:</b> Students will write formal compositions and letters for a variety of purposes.	<b>C5: Forms of writing:</b> Students will write formal compositions, research papers, and letters for a variety of purposes.

## CULTURE D. PRACTICES

Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

*Rationale: To fully understand another culture, students need to develop an awareness of another people's way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their behaviors.*

### Performance Standards

<u>Beginning</u> <u>Receptive - Imitative</u>	<u>Developing</u> <u>Imitative - Reflective</u>	<u>Transitioning</u> <u>Reflective - Interactive</u>	<u>Refining</u> <u>Interactive - Initiative</u>
<p><b><i>D1 – Patterns of Interaction:</i></b> Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied</p>	<p><b><i>D1– Patterns of Interaction:</i></b> Students will interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations</p>	<p><b><i>D1 – Patterns of Interaction:</i></b> Students will interact with respect according to the social and cultural requirements of most social and some formal contexts</p>	<p><b><i>D1 – Patterns of Interaction:</i></b> Students will interact in a variety of cultural contexts (formal/informal, social/work) with sensitivity and respect</p>
<p><b><i>D2 –Cultural Activities:</i></b> Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)</p>	<p><b><i>D2 –Cultural Activities:</i></b> Students will experience cultural and social activities common to a student of similar age in the target culture (such as holiday celebrations, school life, and pastimes)</p>	<p><b><i>D2 –Cultural Activities:</i></b> Students will compare and contrast activities from other cultures to their own in relation to home, school, community, and nation</p>	<p><b><i>D2 –Cultural Activities:</i></b> Students will examine the role and importance of various social activities within the cultures studied (such as religious celebrations, historical events, rites of passage)</p>
<p><b><i>D3 – Beliefs and Attitudes:</i></b> Students will identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of family</p>	<p><b><i>D3 - Beliefs and Attitudes:</i></b> Students will identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes</p>	<p><b><i>D3 - Beliefs and Attitudes:</i></b> Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community, and nation</p>	<p><b><i>D3 - Beliefs and Attitudes:</i></b> Students will explain how beliefs, perspectives, and attitudes affect the target countries' position on global issues</p>
<p><b><i>D4 – Historical Influences:</i></b> Students will identify reasons for different patterns of interaction</p>	<p><b><i>D4 – Historical Influences:</i></b> Students will begin to be able to explain historical and philosophical reasons for different patterns of interaction</p>	<p><b><i>D4 – Historical Influences:</i></b> Students will exhibit broader and deeper knowledge of historical and philosophical backgrounds that explain patterns of interaction</p>	<p><b><i>D4 – Historical Influences:</i></b> Students will discuss historical and philosophical backgrounds that have influenced a culture's patterns of interaction</p>

## CULTURE E. PRODUCTS

Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

*Rationale: To respect and appreciate the diversity of their world, students need to learn about the contributions of other cultures to the world and the solutions they offer to problems confronting them. Awareness of these contributions helps students understand how their views and other people's views of the world have been influenced.*

### Performance Standards

#### Beginning Receptive - Imitative

**E1 – Objects and symbols:**

Students will identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures

**E2 – Contributions:** Students will identify some major contributions and historical figures from the cultures studied that are significant in the target culture

**E3 – Mutual influences:** Students will identify some historical and contemporary influences from other cultures that are significant in their own culture, such as explorers and settlers, music, and sports

**E4 - Geography:** Students will identify countries, regions, and geographic features where the target language is spoken

#### Developing Imitative - Reflective

**E1 – Objects and symbols:**

Students will compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture

**E2 – Contributions:** Students will identify major contributions and historical figures from the cultures studied that are significant in the target cultures

**E3 – Mutual influences:** Students will identify some historical and contemporary influences from other cultures that impact today's society, such as the democratic form of government and environmental concerns

**E4 - Geography:** Students will explain the impact of the target country's geography on daily life

#### Transitioning Reflective - Interactive

**E1 – Objects and symbols:**

Students will research the historic background of objects and symbols and how they came to represent certain cultures

**E2 – Contributions:** Students will examine the role and significance of the contributions of other cultures in today's world

**E3 – Mutual influences:** Students will discuss how historical and contemporary influences from other cultures shape people's views of the world and their own attitudes toward issues facing the world

**E4 - Geography:** Students will explain the impact of the target country's geography on the people's beliefs, perspectives, and attitudes

#### Refining Interactive - Initiative

**E1 – Objects and symbols:**

Students will connect objects and symbols of other cultures to the underlying beliefs and perspectives

**E2 – Contributions:** Students will examine the role and significance of other cultures on the target culture

**E3 – Mutual influences:** Students will explain the impact of a culture's views on what is happening and could happen in the world today

**E4 - Geography:** Students will evaluate the target country's geography with respect to the impact on politics, economics, and history

The following six standards encourage students to go beyond their knowledge of and skills in language and culture to develop real-life applications for communication throughout the world. That is why these standards are presented in a different format, illustrating that they provide a context for the development of skills in communication and culture. Students at all levels of language development engage in similar types of activities in connections, comparisons, and communities; the difference is in the increasing sophistication with which students use their language skill and cultural knowledge.

## **CONNECTIONS** **F. ACROSS DISCIPLINES**

Students in Wisconsin will reinforce and further their knowledge of other disciplines through a language other than English.

*Rationale: The conscious effort to connect the study of languages with other disciplines opens doors to information and experiences which enrich students' entire lives. Students can use information and skills learned in other classes to practice their new language. Conversely, language classes provide additional information to enhance what students learn in other disciplines.*

### **Performance Standards**

- F1 Speaking and Writing:** Students will use topics and skills from other school subjects to discuss and/or write in the language studied
- F2 Reading and Listening:** Students will read material, listen to and/or watch programs in the language studied on topics from other classes
- F3 Accessing Resources:** Students will access resources in the language studied on topics being discussed or researched in other classes

## **CONNECTIONS** **G. ADDED PERSPECTIVE**

Students in Wisconsin will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

*Rationale: Being able to access information in more than one language gives students a much richer base of knowledge. Not only is there a greater choice of resources, but there is also the opportunity to analyze a topic from another culture's perspective, providing students with unique insights.*

### **Performance Standards**

- G1 Popular Media:** Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures
- G2 Accessing Resources:** Students will access information in the language studied in order to gain greater insight about other cultures and/or their own

## COMPARISONS H. LANGUAGE

Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

*Rationale: Students who study more than one language gain insight into the nature of their own language and can analyze the power of word choice. They can compare how different language systems express meaning and reflect culture.*

### **Performance Standards**

**H1 Structures:** Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning

**H2 Idioms:** Students will identify expressions that cannot be translated word for word in order to derive meaning

**H3 Translation:** Students will identify words and expressions that have no equivalent in another language

**H4 Cultural Characteristics:** Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language

**H5 Phonetics:** Students will compare the sound-symbol association of English to that of the language studied

## COMPARISONS I. CULTURE

Students in Wisconsin will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

*Rationale: Students who study more than one language continuously compare and contrast the practices of people in different cultures. This helps students understand themselves better and builds understanding of different responses to similar situations.*

### **Performance Standards**

**I1 Cultural Variations:** Students will discuss the meaning of perspectives, products, and practices in different cultures

**I2 Comparisons:** Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures

**I3 Characteristics of Culture:** Students will understand the concept of culture as they compare other cultures to their own

**COMMUNITIES**  
**J. PRACTICAL APPLICATIONS**

Students in Wisconsin will use the language both within and beyond the school setting.

*Rationale: As businesses expand domestic and international markets, and as people of the world meet each other more often through face-to-face encounters and/or the use of technology, the need for students to be proficient in other languages becomes critical in order for the United States to maintain international respect and economic competitiveness.*

**Performance Standards**

- J1 Service:** Students will provide service to their school and community through such activities as tutoring, teaching, translating, interpreting, and assisting speakers of other languages
- J2 Outreach:** Students will participate in activities where the ability to communicate in a second language may be beneficial, including business internships, exchange programs, and sister city projects
- J3 Communication:** Students will exchange information with people locally and around the world through avenues such as penpals, e-mail, video, speeches, and publications

**COMMUNITIES**  
**K. PERSONAL ENRICHMENT**

Students in Wisconsin will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

*Rationale: Students who study another language are better prepared to be responsible members of their communities because of their global perspective. They have expanded their employment opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.*

**Performance Standards**

- K1 Media:** Students will use various media in the language studied for study, work, or pleasure
- K2 Careers:** Students will investigate careers where skills in another language and/or cross-cultural understanding are needed
- K3 Understanding:** Students will deepen their understanding of other cultures through various avenues such as cuisine, sports, theatre, dance, and art
- K4 Further Learning:** Students will look for opportunities to learn more about languages and cultures
- K5 Intercultural Experiences:** Students will travel to communities where the language studied is spoken and/or host someone from a country where the language studied is spoken