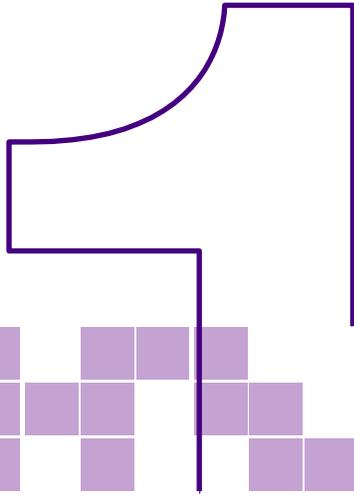
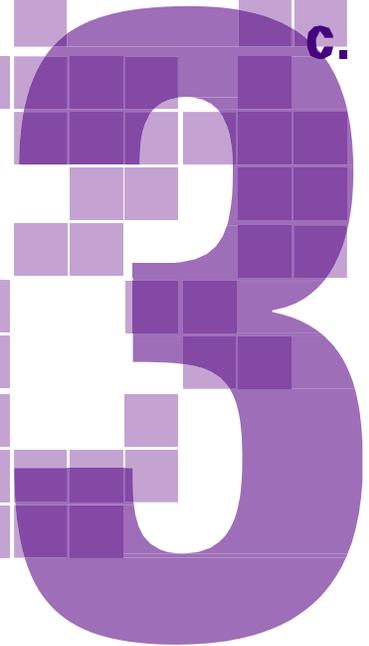
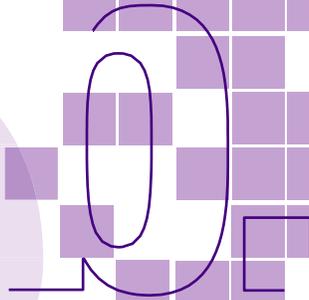


# Grade Expectations for Vermont's Framework of Standards and Learning Opportunities



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Summer 2004  
(Non-Native  
Language)

## Acknowledgments

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**STATE OF VERMONT Vermont**  
**Department of Education**  
**120 State Street**  
**Montpelier, VT 05620-2501**

July 2004

Dear Vermont Educational Leader:

In the fall of 1996, the State Board of Education adopted *Vermont's Framework of Standards and Learning Opportunities*. Over the years thousands of Vermont teachers, parents and students have participated in group meetings and reviews aimed at improving the standards with the goal of making them more useful as guides to curriculum development. In 2000, the standards were formally revised and again adopted by the State Board.

Now, in the summer of 2004, another chapter in the standards, *Grade Expectations for Vermont's Framework of Standards and Learning Opportunities*, has been written. Each of the existing standards for Non-Native Language has been carefully studied and applied to a process of development that has produced Grade Cluster Expectations (GCEs).

Like the Grade Level Expectations in Mathematics, Reading, and Writing, these GCEs are more specific statements of the Vermont standards in *Vermont's Framework*. Unlike the Grade Level Expectations (GLEs), which delineate specific grade levels, these Grade Expectations are organized by Grade Clusters (pre-K and K; 1 and 2; 3 and 4; 5 and 6; 7 and 8; and high school). The purpose of using grade clusters is to provide additional flexibility for alignment of local curriculum and local comprehensive assessment systems.

As in the development of the GLEs, the development and review of these Grade Expectations involved Department of Education and Vermont Institutes staff, teachers, administrators, content experts and professional associations. Nationally recognized standards, research and curriculum, standards from other states, and Vermont local curriculum were reviewed and considered as part of the development process.

I want to thank everyone who participated in this process.

Sincerely,

A handwritten signature in black ink, appearing to read 'Richard H. Cate'.

Richard H. Cate  
Commissioner

As Vermont educators work toward meeting the challenges of the School Quality Standards in Act 68 (formerly Act 60), additional resources are needed. The School Quality Standards state:

Vermont schools will have fully implemented a local comprehensive assessment system by which students are assessed in those *Framework* or comparable standards associated with the Fields of Knowledge and Vital Results and those standards associated with the arts, health and safety education, physical education, foreign languages and applied learning.

In response to this challenge, Grade Expectations (GEs) have been developed for Non-Native Languages. Grade Expectations (GEs), encompass both Grade Level Expectations in Reading, Writing and Math, and Grade Cluster Expectations. These GEs will serve multiple purposes in terms of teaching, student learning, and local assessment.

### **What are GEs for Non-Native Language?**

*Vermont's Framework of Standards and Learning Opportunities* provides the foundation for Local Comprehensive Assessment Systems. The creation of GEs will provide more explicit guidance. GEs are designed to:

- provide a valuable resource for teachers and schools as they implement *The Vermont Framework*
  - relate directly to the Vermont Standards and associated evidences
  - differentiate performance on content knowledge or skills between adjacent grade clusters
  - lead to focused, coherent and developmentally appropriate instruction without narrowing the curriculum
- The purposes of the Vermont Framework will not change with the development of GEs, but the GEs help to make the Standards more explicit.

### **Why two-grade clusters?**

The GCEs for Non-Native Language specify two-grade cluster skills and content (PreK-K, 1-2, 3-4, 5-6, 7-8, and high school). Two-grade clusters:

- provide more flexibility in creating local curriculum
- allow for a broader time span in which developmental changes can be addressed
- take into account local opportunities to learn

### **How were the GEs developed?**

Grade Expectation development in Vermont involved many educators in order to get the best thinking and extensive involvement from those who will use the GEs. Teachers, content experts, curriculum coordinators, and administrators participated. Using background research in national, state, and local documents, committees of teachers came together to discuss and debate what was essential for Vermont's students to know and be able to do. These essential skills and concepts became the GEs, which were then reviewed by many teachers around the state during the field review process.

## Vermont Non-Native Language Grade Expectations Overview

### How do GEs fit into the curriculum?

The GEs are designed to work in conjunction with local decisions to help develop assessments and curricula, as represented by the following formula:

Content + Assessment (GEs) + Learning Opportunity + Teaching Opportunity = Curriculum

GEs are a guide to assessment and should not “narrow” the curriculum for instructional purposes.

NNL GEs are not intended to represent the full NNL curriculum for instruction at each grade cluster. GEs are meant to capture the “big ideas” that can be assessed locally. The NNL GEs include concepts and skills not easily assessed in an on-demand setting. Many language learning processes are ongoing throughout the school year and are best assessed within the classroom.

The NNL GEs are written in four groupings based on the *National Standards in Foreign Languages Education Project* and *Vermont’s Framework of Standards and Learning Opportunities*.

(Continued on next page).

GE Number(s)	Component	Grouped with Vermont Standards	National Standards
NNL1-3	Communication	5.19, 5.20, 5.21  Grouped with Vermont Standards 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 1.13, 1.14, 1.15, 1.18	1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.  1.2: Students understand and interpret [written and] spoken language on a variety of topics.  1.3: Students present information, concepts, and ideas to an audience of listeners [or readers] on a variety of topics.  5.1: Students use the language both within and beyond the school setting.
NNL4-5	Cultures and Communities	4.3, 6.13  Grouped with VT Standards:: 2.1, 4.1, 4.4, 4.5, 6.7, 6.14	2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.  2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.  4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
NNL6-7	Connections and Comparisons	6.9  Grouped with other Vermont Standards 5.2, 5.3, 5.18, 6.1, 6.2, 6.3, 1.18	3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.  3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.  4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.  4.2: Students demonstrate understanding of the concept through comparisons of the cultured studied and their own.  5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
NNL8-9	Curiosity, Cooperation and Challenge— Approach to Learning	1.11, 1.18, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.10	5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## What is assessment?

An assessment could include multiple choice or short answer constructed response tests, a performance, a product, a response to a prompt, a reflection, or a portfolio of work over time. It is a way of documenting what a student knows and is able to do.

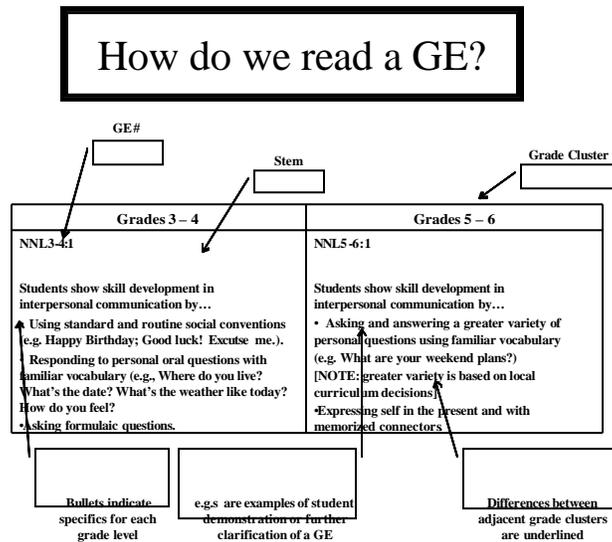
Ideally, taken as a group, assessments should:

- focus on depth of understanding by identifying key knowledge and skills that progress developmentally
- provide clear guidance to classroom teachers on content and skills that can be adequately assessed
- assess what is essential for our learners right now and what will be essential for our students 5, 10, or 20 years from now
- be designed to help the learner revise his or her performance independently

## How do you read the GEs?

Each GE has four parts:

- A bolded statement called the “stem” is at the beginning of each GE. Each “stem” remains the same across the grades, and is meant to communicate the focus of the GE across the grades.
- Bullets in a GE indicate how the GE is specified at that grade cluster.
- Differences between adjacent grades are underlined.
- “E.g.s” are **examples** (not requirements or limited sets) of student demonstration or further clarification of a GE.



Grades PreK-K

**NNLPK-K:1**

**Students show skill development in interpersonal communication by...**

- Using standard social conventions (e.g. greetings-hello-goodbye; thank you, please).
- Responding to oral questions with memorized vocabulary (e.g., How are you? What's your name?).

**NNLPK-K:2**

**Students show skill development in presentational communication by...**

- Reciting (e.g., songs, poems).
- Repeating words for colors, numbers.
- Repeating alphabet letters or characters.

**NNLPK-K:3**

**Students show skill development in interpretive communication by...**

- Responding to verbal prompts with teacher cues (e.g., stand up, show me...).
- Recognizing some sound/symbol relationships.

Grades 1-2

**NNL1-2:1**

**Students show skill development in interpersonal communication by...**

- Using standard social conventions (e.g., greetings-hello-goodbye; thank you, please; titles).
- Responding with an expanded repertoire of oral questions with memorized vocabulary (e.g., How are you? What's your name? What is your age?).

**NNL1-2:2**

**Students show skill development in presentational communication by...**

- Reciting (e.g., songs, poems).
- Recognizing and saying the names of familiar objects and people in immediate environment and in a meaningful context (e.g., classroom items, body parts, foods, family).
- Repeating, identifying and saying independently alphabet letters or characters.
- Copying words in meaningful context.

**NNL1-2:3**

**Students show skill development in interpretive communication by...**

- Responding to verbal prompts independently (e.g., stand up, show me...).
- Recognizing more sound/symbol relationships.
- Responding to yes-no, either-or, etc. questions about presented material.

Grades 3-4

NNL3-4:1

Students show skill development in interpersonal communication by...

- Using standard and routine social conventions (e.g., Happy Birthday; Good luck! Excuse me and more routine conventions).
- Responding to personal oral questions with familiar vocabulary (e.g. Where do you live? What's the date? What's the weather like today? How do you feel?).
- Asking formulaic questions.

NNL3-4:2

Students show skill development in presentational communication by...

- Reciting (e.g. songs, poems).
- Recognizing and saying the names of a greater number of familiar objects and people in meaningful contexts.
- Using the alphabet/characters, and any accent (spelling) marks to write their name and familiar words.
- Writing whole or partial simple sentences (e.g., taking down information, completing a message).
- Making short presentations with props.

NNL3-4:3

Students show skill development in interpretive communication by...

- Responding to verbal prompts by labeling, matching, drawing or showing.
- Recognizing more sound/symbol/meaning relationships.
- Responding with some details to content questions about presented material (i.e., who, what, when, where).

Grades 5-6

NNL5-6:1

Students show skill development in interpersonal communication by...

- Asking and answering a greater variety\* of personal questions using familiar vocabulary (e.g., likes/dislikes, giving simple examples).

[\*NOTE: This variety is based on local curriculum decisions]

- Expressing self in the present and with memorized connectors.

NNL5-6:2

Students show skill development in presentational communication by...

- Performing short skits, plays, puppet shows using familiar or memorized vocabulary.
- Describing using simple language.
- Using a greater number of characters.
- Creating simple sentences to convey a message, story, information in meaningful contexts.

NNL5-6:3

Students show skill development in interpretive communication by...

- Responding to increasingly complex prompts by labeling, matching, dramatization, drawing, retelling
- Recognizing more sound/symbol/meaning relationships.
- Responding with details to content questions about presented material (i.e. who, what, when, where).
- Demonstrating/providing personal interpretations.

Grades 5-6

NNL5-6:1

Students show skill development in interpersonal communication by...

- Asking and answering a greater variety\* of personal questions using familiar vocabulary (e.g., likes/dislikes, giving simple examples).

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- Performing short skits, plays, puppet shows using familiar or memorized vocabulary.
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- Creating simple sentences to convey a message, story, information in meaningful contexts.

NNL5-6:3 Students show skill development in interpretive communication by...

- Responding to increasingly complex prompts by labeling, matching, dramatization, drawing, retelling
- Recognizing more sound/symbol/meaning relationships.
- Responding with details to content questions about presented material (i.e. who, what, when, where).
- Demonstrating/providing personal interpretations.

Grades 7-8

NNL7-8:1

Students show skill development in interpersonal communication by...

- Asking and answering a greater variety of personal questions using familiar vocabulary (e.g., What are your weekend plans?).

[\*NOTE: greater variety is based on local curriculum decisions]

- Expressing self in the present and with other basic sentence structures using some details.
- Describing self and others using some details.
- Creating short oral and written texts, using familiar vocabulary (e.g., emails, personal letters, telephone messages invitations, and cards, short conversations).

NNL7-8:2

Students show skill development in presentational communication by...

- Performing short skits, plays, puppet shows, recitations.
- Describing using more details and more precision.
- Narrating a simple story.
- Using a greater number of characters.
- Creating, in meaningful context, more detailed sentences and short paragraphs using adjectives, connecting words, adverbs.
- Applying writing and speaking strategies.

NNL7-8:3 Students show skill development in interpretive communication by...

- Responding to increasingly complex prompts by labeling, dramatization, drawing, retelling, graphing and mapping, ranking
- Recognizing more sound/symbol/meaning relationships.
- Responding to questions about presented material in detail (who, what, when, where, how and why).
- Giving simple personal reactions to events, actions, attitudes, situations.
- Applying reading strategies (e.g., guessing words from context, using prior knowledge, format and illustrations).
- Providing personal and technical interpretations.

Grades 9-10

**NNL9-10:1**

**Students show skill development in interpersonal communication by...**

- Participating in conversations, improvised dialogues, interviews, etc.
- Asking clarifying questions.
- Expressing self on various topics using a variety of transitions, sentence structures and time frames.
- Describing and comparing self with others, using details.
- Creating oral and written texts, using familiar vocabulary, oral and written texts to obtain information or reply to requests, (e.g., emails, personal letters, telephone messages, invitations, and cards).

**NNL9-10:2**

**Students show skill development in presentational communication by...**

- Performing short skits, plays, recitations.
- Narrating, with some precision, events and stories using a variety of structures and details.
- Using a greater number of characters.
- Creating a variety of presentations (e.g., a short report, journal entry, letter) using a variety of structures, and details.
- Applying writing and speaking strategies.

**NNL9-10:3**

**Students show skill development in interpretive communication by...**

- Recognizing more sound/symbol/meaning relationships.
- Answering and generating questions and making detailed responses and statements about presented material.
- Giving simple personal reactions to events, actions, attitudes, situations.
- Applying reading strategies for comprehension of the main idea (e.g., guessing words from context, using prior knowledge, using format and illustrations, scanning and skimming).
- Analyzing presented material on various topics by ranking, giving a personal response, categorizing, identifying causes and effects.

Grades 11-12

**NNL11-12:1**

**Students show skill development in interpersonal communication by...**

- Participating fully in conversations, improvised dialogues, interviews, etc. (e.g., “holding one’s own end of a conversation).
- Asking clarifying questions.
- Expressing different types of thinking ideas on various topics using writing strategies (e.g., comparing and contrasting, showing cause and effect, and expressing possibility).
- Creating oral and written texts to obtain information or reply to requests, (e.g., writing personal and business letters, participating in an interview).

**NNL11-12:2**

**Students show skill development in presentational communication by...**

- Performing plays, recitations.
- Reporting, narrating and describing, using connected sentences, and longer forms of discourse.
- Using a greater number of characters.
- Creating a variety of presentations, including reports, media reviews, reactions to articles, songs and poems.
- Applying writing and speaking strategies.

**NNL11-12:3**

**Students show skill development in interpretive communication by...**

- Recognizing more sound/symbol/meaning relationships.
- Answering and generating a variety of questions and making extended statements about presented material.
- Applying reading strategies, to extract the main idea and separate facts from opinions (e.g., identifying the genre, raise questions from the text, making connections).
- Analyzing presented material on various topics by ranking, giving personal response, categorizing; comparing and contrasting, showing cause and effect and defending a hypothesis.

Grades PreK-K

NNLPK-K:4

**Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by...**

- Identifying a few concrete cultural practices as different from their own. (e.g., shaking hands, greetings, bowing).

NNLPK-K:5

**Students demonstrate skills representative of the customs, beliefs, and traditions of another culture by...**

- Using gestures (e.g., greetings and farewells; counting).
- Using authentic words and gestures in cultural games, songs, nursery rhymes with teacher cues.
- Identifying authentic cultural objects (e.g., tortilla, sombrero, baguette, chopsticks).

Grades 1-2

NNL1-2:4

**Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by...**

- Identifying social and ritual cultural practices as different from their own. (e.g., shaking hands, greetings; celebrations, traditions, eating).
- Recognizing some famous landmarks, monuments, people from target cultures. (e.g., Napoleon, Cortez, Eiffel Tower, Mayan ruins).

NNL1-2:5

**Students demonstrate skills representative of the customs, beliefs, and traditions of another culture by...**

- Using gestures spontaneously (e.g., greetings and farewells; counting).
- Using independently authentic words and gestures in cultural games, songs, nursery rhymes.
- Demonstrating how to use authentic cultural objects (e.g., tortilla, sombrero, baguette, chopsticks).

Grades 3-4

NNL3-4:4

Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by...

- Differentiating between formal and informal forms of address.
- Identifying the concrete components of cultural differences (e.g., they do..., we do...).
- Demonstrating knowledge of some significant people, places and their historical impact (e.g., Pasteur and milk).
- Recognizing some acronyms (e.g., w.c.) and city markers (e.g., sortie).

NNL3-4:5

Students demonstrate skills representative of the customs, beliefs, and traditions of another culture by...

- Applying formal and informal courtesy (e.g., tu/vous; señor/señora, du/Sie).
- Using authentic words and gestures in cultural games, role plays and skits from script (e.g., serving dinner, including setting table, using appropriate manners).
- Demonstrating use of authentic cultural objects in specific context and purposes (e.g., piñata for parties; report cards; money).

Grades 5-6

NNL5-6:4

Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by...

- Identifying and listing products and practices specific to the target culture (e.g., holidays, rituals, dining, apparel) without value judgment.
- Identifying and describing characteristics of diverse expressions of target language cultures and locate them (e.g., food and celebrations in Québec, Sénégal, France).
- Recognizing acronyms and abbreviations (e.g., S.V.P., le prof).

NNL5-6:5

Students demonstrate skills representative of the customs, beliefs, and traditions of another culture by...

- Dramatizing, or presenting a cultural practice (e.g., poster, illustration, skit).
- Using authentic words and gestures in cultural games, role plays and skits from script, including folktales and proverbs.
- Demonstrating use of authentic cultural objects and practices in specific context and purposes (e.g., cake, birthday celebrations, gift giving).

Grades 5-6

NNL5-6:4

**Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by...**

- Identifying and listing products and practices specific to the target culture (e.g., holidays, rituals, dining, apparel) without value judgment.
- Identifying and describing characteristics of diverse expressions of target language cultures and locate them (e.g., food and celebrations in Québec, Sénégal, France).
- Recognizing acronyms and abbreviations (e.g., S.V.P., le prof).

NNL5-6:5

**Students demonstrate skills representative of the customs, beliefs, and traditions of another culture by...**

- Dramatizing, or presenting a cultural practice (e.g., poster, illustration, skit).
- Using authentic words and gestures in cultural games, role plays and skits from script, including folktales and proverbs.
- Demonstrating use of authentic cultural objects and practices in specific context and purposes (e.g., cake, birthday celebrations, gift giving).

Grades 7-8

NNL7-8:4

**Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by...**

- Describing, comparing and contrasting products and practices in target culture and own culture (e.g., use of money, school schedules, vacations).
- Identifying and describing symbols of cultural expression. (e.g., eagle on Mexican flag; fleur de lis; rising sun).
- Recognizing acronyms and abbreviations.

NNL7-8:5

**Students demonstrate skills representative of the customs, beliefs, and traditions of another culture by...**

- Dramatizing, or presenting various products and practices (e.g., a meal, a celebration).
- Using authentic words and gestures in cultural games, role plays and skits, including folktales and proverbs.
- Demonstrating use of authentic cultural objects and practices related to presented materials and activities.

Grades 9-10

NNL9-10:4

**Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by...**

- Comparing and contrasting products and practices in target culture and own culture by asking and answering questions (e.g., dating, family relationships, special foods).
- Identifying and describing the meaning (aspects) of cultural practices, and symbols of cultural expression (e.g., education, weddings, mourning).
- Recognizing and using acronyms and abbreviations.

NNL9-10:5

**Students demonstrate skills representative of the customs, beliefs, and traditions of another culture by...**

- Identifying aspects of culture in different media (e.g., TV, films, advertisements, literature, songs).
- Using authentic words and gestures in cultural games, role plays and skits, including folktales and proverbs.
- Raising questions and obtaining information about difference and various aspects of the culture.

Grades 11-12

NNL11-12:4

**Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by...**

- Making inferences about a culture based on cultural practices and symbols (e.g., exams for educational placement, graduation, greeting cards).
- Comparing and contrasting the meaning of words and symbols and explaining how they can be charged with embedded meaning or are taboo (e.g., “collaboration,” swastika).
- Using acronyms and abbreviations.

NNL11-12:5

**Students demonstrate skills representative of the customs, beliefs, and traditions of another culture by...**

- Creating representations (e.g., dramatizations, collage, performances) that show importance of products and practices.
- Using words and gestures in cultural games, role plays and skits, including folktales and proverbs.
- Raising questions and obtaining information about difference and various aspects of the culture.
- Identifying cultural issues in presented material.

Grades PreK-K

NNLPK-K:6

Students access new information through the language and culture by...

- Participating in interdisciplinary activities (e.g., singing, dancing, painting, counting).
- Recognizing a spoken language as different from their own.

No NNLPK-K:7 at this level

Grades 1-2

NNL1-2:6

Students access new information through the language and culture by...

- Participating in interdisciplinary activities (e.g., singing, dancing, painting, counting).
- Discussing where a non-native language might be heard.
- Using target language for learning another academic discipline (e.g., in science, describing animals; in math, practicing math facts).

NNL1-2:7

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by...

- Identifying borrowed words (e.g., pizza, tortilla, piñata, café, ballet, karaoke).

Grades 3-4

NNL3-4:6

Students access new information through the language and culture by...

- Participating in interdisciplinary activities (e.g., singing, dancing, painting, counting, creating visual art).
- Identifying on a map some places where the language is spoken (e.g., México, Québec, Puerto Rico).
- Using target language for learning another academic discipline, (e.g., using metric system to talk about weather).
- Identifying cultural context of children's books, movies and TV programs.

NNL3-4:7

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by...

- Recognizing word order differences.
- Comparing sound and writing systems.
- Identifying formal and informal language use (e.g., tu/vous).
- Identifying cognates (e.g., hotel, restaurante, Kaffee).

Grades 5-6

NNL5-6:6

Students access new information through the language and culture by...

- Participating in interdisciplinary activities (e.g., singing, dancing, painting, counting, creating visual art, using musical instruments).
- Identifying increasing number of places where language is spoken and some capitals (e.g., drawing maps and flags of regions/countries).
- Using target language for learning another academic discipline, (e.g., identifying currency and making change).
- Identifying cultural context of children's books, movies, magazines, and TV programs, etc.
- Using authentic material from the culture for discovery.
- Greeting and introducing native speakers.

NNL5-6:7

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by...

- Recognizing word order differences.
- Identifying grammatical notions of gender.
- Using formal and informal language in predictable, teacher directed situations.
- Identifying and translating cognates.
- Identifying non-verbal behavior patterns (e.g., shrugs, eye contact, use of personal space).

Grades 5-6

NNL5-6:6

Students access new information through the language and culture by...

- Participating in interdisciplinary activities (e.g., singing, dancing, painting, counting, creating visual art, using musical instruments).
- Identifying increasing number of places where language is spoken and some capitals (e.g., drawing maps and flags of regions/countries).
- Using target language for learning another academic discipline, (e.g., identifying currency and making change).
- Identifying cultural context of children's books, movies, magazines, and TV programs, etc.
- Using authentic material from the culture for discovery.
- Greeting and introducing native speakers.

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- Recognizing word order differences.
- Identifying grammatical notions of gender.
- Using formal and informal language in predictable, teacher directed situations.
- Identifying and translating cognates.
- Identifying non-verbal behavior patterns (e.g., shrugs, eye contact, use of personal space).

Grades 7-8

NNL7-8:6

Students access new information through the language and culture by...

- Participating in interdisciplinary activities (e.g., singing, dancing, painting, computing, creating visual art, playing musical instruments).
- Identifying for regions/countries where target language is spoken: capitals and other key cities; important geographic features, and bordering countries.
- Using target language for learning another academic discipline (e.g., converting weights and measures; researching famous people).
- Using technology (the World Wide Web) in the target language to research information needed in other disciplines.
- Discussing historical and present day interaction for loan-words (e.g., karaoke, rodeo).
- Discussing possible relationship between cultural perspectives and expressive products (e.g., music, visual arts, and appropriate forms of literature, etc.).
- Using reference materials in the language for academic and practical purposes.
- Greeting, introducing, asking questions of, and corresponding with native speakers.
- Experiencing and discussing literature and arts.

NNL7-8:7

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by...

- Comparing syntax and sentence structure.
- Identifying grammatical notions of agreement (gender, number, subject, verb).
- Using formal and informal language in appropriate contexts.
- Identifying words borrowed from the target language and their meaning
- Identifying and using root words (e.g., venir/ bienvenue).
- Demonstrating verbal and non-verbal behavior patterns.

Grades 9-10

NNL9-10:6

Students access new information through the language and culture by...

- Participating in interdisciplinary activities (e.g., Singing, dancing, painting, counting, creating visual art, playing musical instruments).
- Identifying the historical reasons for the variety of countries of the target language (e.g., colonization, wars of independence).
- Using target language for learning another academic discipline (e.g., completing a research project on an individual country or historical figure).
- Using technology (the World Wide Web) in the target language to research information needed in other disciplines.
- Discussing possible relationship between cultural perspectives and expressive products (e.g., music, visual arts, and appropriate forms of literature, etc.).
- Researching using the Web, resource materials and original sources in the language or from native informants.
- Engaging in a short conversation or correspondence about an assigned topic with a native or fluent speaker.
- Discussing literature and art works from a variety of viewpoints (e.g., historical, aesthetic, cultural, technical, political).

NNL9-10:7

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by...

- Comparing different ranges of meaning in the two languages (e.g., temporal differences, idioms).
- Using correctly grammatical notions of agreement (gender, number, subject, verb).
- Identifying different forms of language (dialect, slang, informal expressions).
- Identifying characteristics of cognates (common root or affixes), (e.g., -ity words in English are -it e, in French or -idad, in Spanish; -it t in German).
- Comparing and contrasting verbal and non-verbal behavior patterns.

Grades 11-12

NNL11-12:6

Students access new information through the language and culture by...

- Participating in interdisciplinary activities (e.g., singing, dancing, painting, counting, creating visual art, playing musical instruments, participating in a play).
- Identifying and presenting the historical reasons for the variety of countries of the target language (e.g., colonization, wars of independence).
- Using target language for learning another academic discipline by identifying and discussing national social, health and cultural issues (e.g., immigration and de-colonization in target country).
- Acquiring new cultural and political viewpoints through the Web, resource materials and original sources in the language and/or native informants.
- Engaging in sustained verbal or written conversation on an assigned topic with a native or fluent speaker.
- Interpreting literature and art works from a variety of viewpoints (e.g., historical, aesthetic, cultural, technical, political).

NNL11-12:7

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by...

- Comparing different ranges of meaning in the two languages (e.g., verb tenses, subjunctive mood, idioms).
- Using correctly grammatical notions of agreement (gender, number, subject, verb).
- Identifying different forms of language (dialect, slang, informal expressions).
- Identifying characteristics of cognates and root words (e.g., -ity words in English are -ite, in French or -idad, in Spanish, -it t in German).
- Demonstrating appropriate verbal and non-verbal behavior patterns.

Grades PreK-K

**NNLPK-K:8**

**Students show understanding of how knowing another language and culture influences lifelong choices by...**

- Participating in games and activities of the target culture.
- Responding creatively to learning challenges (e.g., art, music, etc.).

**NNLPK-K:9**

**Students employ appropriate social strategies in language learning by---**

- Using peers to practice and validate language use.
- Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem, and support.
- Responding constructively as members of a partnership, group and audience.

Grades 1-2

**NNL1-2:8**

**Students show understanding of how knowing another language and culture influences lifelong choices by...**

- Participating in authentic games and activities to foster enjoyment of learning the language.
- Responding creatively to learning challenges (e.g., art, music, re-enactments, etc.)
- Applying problem solving skills (e.g., using words that are familiar, accessing prior knowledge).

**NNL1-2:9**

**Students employ appropriate social strategies in language learning by---**

- Using peers to practice and validate language use.
- Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem, and support.
- Responding constructively as members of a partnership, group and audience.

Grades 3-4

NNL3-4:8

Students show understanding of how knowing another language and culture influences lifelong choices by...

- Participating in authentic games, sports and activities (music, crafts) enjoyed by children in target culture to foster enjoyment of learning the language.
- Responding creatively to learning challenges (e.g., art, music, re-enactments, poems, etc.).
- Appreciating and accepting challenges inherent in the learning (e.g., trying multiple times, using different methods, coping with frustration, persevering).
- Using a variety of strategies/techniques to address those challenges (e.g., visual representation, mnemonic devices, repetition, flash cards, technology).
- Applying problem solving skills (e.g., using words that are familiar, accessing prior knowledge, using authentic resources; communicating directly in target language).

NNL3-4:9

Students employ appropriate social strategies in language learning by---

- Using peers and advanced or native speakers to practice and validate language use.
- Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem, and support.
- Responding constructively as members of a partnership, group and audience.

Grades 5-6

NNL5-6:8

Students show understanding of how knowing another language and culture influences lifelong choices by...

- Participating in authentic games, sports, and activities (music, crafts) attending or viewing a cultural event to foster enjoyment of learning the language.
- Responding creatively to learning challenges (e.g., art, music, re-enactments, poems, etc.).
- Appreciating and accepting challenges inherent in the learning (e.g., trying multiple times, using different methods, coping with frustration, being willing to accept limited communication and to take risks).
- Using a variety of strategies/techniques to address those challenges (e.g., visual representation, mnemonic devices, repetition, flash cards, computers, role plays).
- Applying problem solving skills (e.g., using words that are familiar, accessing prior knowledge, using authentic resources; communicating directly in target language).

NNL5-6:9

Students employ appropriate social strategies in language learning by---

- Using peers and advanced or native speakers to practice and validate language use.
- Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem, and support.
- Responding constructively as members of a partnership, group and audience.

Grades 5-6

**NNL5-6:8**

**Students show understanding of how knowing another language and culture influences lifelong choices by...**

- Participating in authentic games, sports, and activities (music, crafts) attending or viewing a cultural event to foster enjoyment of learning the language.
- Responding creatively to learning challenges (e.g., art, music, re-enactments, poems, etc.).
- Appreciating and accepting challenges inherent in the learning (e.g., trying multiple times, using different methods, coping with frustration, being willing to accept limited communication and to take risks).
- Using a variety of strategies/techniques to address those challenges (e.g., visual representation, mnemonic devices, repetition, flash cards, computers, role plays).
- Applying problem solving skills (e.g., using words that are familiar, accessing prior knowledge, using authentic resources; communicating directly in target language).

**NNL5-6:9**

**Students employ appropriate social strategies in language learning by---**

- Using peers and advanced or native speakers to practice and validate language use.
- Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem, and support.
- Responding constructively as members of a partnership, group and audience.

Grades 7-8

**NNL7-8:8**

**Students show understanding of how knowing another language and culture influences lifelong choices by...**

- Participating in authentic games, sports and activities (music, crafts) planning a trip, attending or viewing a cultural event, exploring international websites, to foster enjoyment of learning the language.
- Responding creatively to learning challenges (e.g., art, music, re-enactments, poems, etc.).
- Appreciating and accepting challenges inherent in the learning (e.g., trying multiple times, using different methods, recognizing frustration as a component of learning, being willing to accept limited communication, taking risks, recognizing ethnocentrism, participating in simulated cultural environment).
- Using a variety of strategies/techniques to address those challenges (e.g., technology, role playing, dance, art, music, media, reading and writing, categorizing, classifying, associations, roots, synonyms, antonyms).
- Applying problem solving skills (e.g., using words that are familiar, accessing prior knowledge, consulting authentic resources; communicating directly in target language).
- Taking responsibility for setting and adjusting goals for self (e.g., managing time and meeting deadlines).

**NNL7-8:9**

**Students employ appropriate social strategies in language learning by---**

- Using peers and advanced or native speakers to practice and validate language use.
- Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem, and support.
- Responding constructively as members of a partnership, group and audience.

Grades 9-10

**NNL9-10:8**

**Students show understanding of how knowing another language and culture influences lifelong choices by...**

- Participating in authentic activities (e.g., music, crafts, reading comics, magazines, shopping), attending or viewing a cultural event, exploring international websites, communicating with individual(s) from target culture, to foster enjoyment of learning the language.
- Responding creatively to learning challenges (e.g., art, music, re-enactments, poems, etc.).
- Appreciating and accepting challenges inherent in the learning, (e.g. trying multiple times, using different methods, recognizing frustration as a component of learning, persevering when not understood or understanding taking risks, examining ethnocentrism).
- Using a variety of strategies/techniques to address those challenges (e.g., using technology, reading and writing, categorizing, classifying, observing associations, roots, synonyms, antonyms).
- Applying problem solving skills (e.g., using words that are familiar, accessing prior knowledge, consulting authentic resources; communicating directly in target language).
- Taking responsibility for setting and adjusting goals for self (e.g., managing time, meeting deadlines, prioritizing responsibilities).

**NNL9-10:9**

**Students employ appropriate social strategies in language learning by---**

- Using peers and advanced or native speakers to practice and validate language use.
- Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem, and support.
- Responding and collaborating constructively as members of a partnership, group and audience.

Grades 11-12

**NNL11-12:8**

**Students show understanding of how knowing another language and culture influences lifelong choices by...**

- Identifying opportunities for lifelong involvement with the target language, camps, work experiences, travel, media, community conversation groups, internet, study abroad opportunities to foster enjoyment of learning the language).
- Responding creatively to learning challenges (e.g., art, music, re-enactments, poems, etc.).
- Appreciating and accepting and overcoming challenges inherent in the learning, (e.g., simulated cultural environment, the interference of native language; persevering when not understood or understanding, taking risks, analyzing ethnocentrism).
- Using a variety of strategies/techniques to address those challenges (e.g., consulting sources, inquiring, initiating research).
- Applying problem solving skills (e.g., using words that are familiar, accessing prior knowledge, consulting authentic resources; communicating directly in target language).
- Taking responsibility for setting and adjusting goals for self (e.g., managing time, meeting deadlines, prioritizing responsibilities).

**NNL11-12:9**

**Students employ appropriate social strategies in language learning by---**

- Using peers and advanced or native speakers to practice and validate language use.
- Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem, and support.
- Responding and collaborating constructively as members of a partnership or group to pursue research and create a product.