

## WORLD LANGUAGES

Language and communication are at the heart of the human experience whether communication occurs face-to-face, in writing, or through the arts and media. Graduates of Maine's publicly supported schools must have the linguistic and cultural skills to communicate successfully in a pluralistic society at home and abroad. The need to understand and communicate with other peoples of the world is more urgent today because of the forces of globalization. All students are expected to develop the level of proficiency defined in the standards and performance indicators at the 9-Diploma grade span in at least one language other than English. To succeed, all students must study language and culture in an integrated fashion beginning in the early elementary grades and extending through their school experience. A PreK-Diploma structure in all schools is foundational to the State vision for world languages.

The major organizing principle in today's world language classrooms is communication. While knowledge of vocabulary and the linguistic system remain essential tools for communication, learning to use a second language in meaningful and appropriate ways is the ultimate goal of world language instruction. In any mode of communication, there are particular links between language usage and knowledge of the associated culture(s). In the study of classical languages such as Latin or ancient Greek, proficiency will emphasize the ability to understand the written language over oral communication and will recognize the linguistic and historical importance of the language and the people who spoke it.

**Differentiation and Commonality Among World Languages** – The World Languages Standards outline both common and unique descriptors for modern and classical languages. Distinctions between modern and classical languages are identified only where necessary to acknowledge significant differences in communication modes and resources. References in the performance indicators and descriptors of modern languages are inclusive of American Sign Language (ASL) except where otherwise noted.

**Multiple Entry Points** - Throughout the World Languages Standards, the sequence of performance indicators is based on a PreK-Diploma course of study of mainly cognate languages (languages that contain words from two languages that are similar in spelling and meaning or sound and meaning). Some students may elect to participate in the study of more than one world language. In these instances, it is important to recognize that the PreK-Diploma grade span represents a continuum of learning. Students who begin a language later in the Pre-K-Diploma sequence of study and students who study a non-cognate language may not be able to reach the highest level performance indicators (9-Diploma) without additional language experiences – instructional or immersion – or a heritage language background. Students beginning additional world languages at grade 9 or above should not be held accountable for performance indicators at this level. Rather, curriculum, instruction, and assessment will need to be aligned to the grade span expectations that reflect the students' level of proficiency and advance from that point to the standards and performance indicators defined in subsequent grade spans.

**Instruction and Support in the Target Language** - All performance indicators for modern languages, with the exception of one (A4), are to be accomplished in the target language (the non-English language being studied by the student). Students engaged in a sequential PreK-Diploma modern language program are expected to develop the knowledge and skills necessary to communicate basic understandings for all performance indicators using target language at a level appropriate to the grade span. Proficiency in the study of classical languages, such as Latin or ancient Greek, emphasizes the

ability to understand written language over oral communication although oral communication remains a component. Accordingly, performance indicators A2, A4, B1, B2, B3, C1, C2, and D1 may be accomplished in the target language or English.

**Level of Discourse** – Standard A outlines grade span proficiencies at grades PreK-2, 3-5, 6-8, and 9-Diploma for communication skills. The document assumes that as students learn the knowledge and skills outlined in Standards B, C, and D, they will do so by developing and using communication skills learned in Standard A, as appropriate to their grade span. By the end of the grade span, students should be able to demonstrate their proficiency of the standards and performance indicators related to Standards B, C, and D using communication skills learned in Standard A, as appropriate for the end of that grade span.

## OUTLINE OF WORLD LANGUAGES STANDARDS AND PERFORMANCE INDICATOR LABELS

### A. Communication

1. Interpersonal
2. Interpretive
3. Presentational
4. Language Comparisons

### B. Cultures

1. Practices and Perspectives
2. Products and Perspectives
3. Comparisons with Own Culture

### C. Connections

1. Knowledge of Other *Learning Results* Content Areas
2. Distinctive Viewpoints

### D. Communities

1. Communities

A. Communication: Students communicate in the target language.

A1 Interpersonal

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students engage in simple interactions to provide and obtain information using single words or learned phrases.</p> <p><u>Modern and Classical</u></p> <p>a. Use <i>culturally-appropriate</i> and age-appropriate <i>courtesy expressions</i>.</p> <p>b. Participate in brief <i>guided exchanges</i> related to likes and dislikes.</p> <p>c. Make age-appropriate introductions of classmates, family members, and friends.</p> <p>d. Ask and answer simple learned questions.</p>	<p>Students engage in simple conversations to provide and obtain information using learned phrases and simple sentences.</p> <p><u>Modern and Classical</u></p> <p>a. Recognize and use <i>appropriate forms of address</i> and <i>courtesy expressions</i> in a variety of situations.</p> <p>b. Ask and answer simple questions regarding familiar activities.</p> <p>c. Give and respond to simple oral/signed directions and commands and make routine requests in the classroom.</p> <p><u>Modern only</u></p> <p>d. Participate in brief guided conversations related to needs, interests, likes, dislikes, and <i>states of being</i>.</p> <p>e. Express basic agreement and disagreement.</p>	<p>Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and <i>intonation</i> patterns or use appropriate <i>non-manual markers</i> (ASL), which are comprehensible to speakers accustomed to interacting with language learners.</p> <p><u>Modern and Classical</u></p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p><u>Modern only</u></p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>c. Give and respond to directions and commands, orally or in sign language, and in writing.</p> <p><u>Classical only</u></p> <p>d. Exchange information in writing</p>	<p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and <i>intonation</i> patterns or use appropriate <i>non-manual markers</i> (ASL), which would be comprehensible to a <i>native speaker</i> accustomed to interacting with language learners.</p> <p><u>Modern only</u></p> <p>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</p> <p>b. Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing.</p> <p>c. Describe and explain <i>states of being</i>, orally or in sign language, and in writing.</p> <p>d. Express agreement and disagreement, orally or in sign</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		about familiar topics.	language, and in writing, supporting opinions with simple reasoning.  <u>Classical only</u> e. Exchange information in writing on identified topics.

**A2 Interpretive**

For classical languages only, the 6-8 and 9-Diploma indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students comprehend and respond to simple spoken/signed language in a classroom setting.</p> <p><u>Modern and Classical</u></p> <p>a. Respond to simple oral/signed directions, commands, and routine requests in the classroom.</p> <p>b. Identify people and objects based on oral/signed descriptions.</p>	<p>Students comprehend and respond to simple spoken/signed and written language in <i>familiar contexts</i>.</p> <p><u>Modern only</u></p> <p>a. Comprehend isolated words, phrases, and simple sentences in familiar print materials.</p> <p>b. Respond to simple written directions.</p> <p>c. Respond to oral/signed directions, commands, and routine requests.</p> <p>d. Identify people and objects based on oral/signed and written descriptions.</p> <p><u>Classical only</u></p> <p>e. Identify people and objects based</p>	<p>Students comprehend brief conversations, <i>narratives</i>, and recorded material in <i>familiar contexts</i>.</p> <p><u>Modern only</u></p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p><u>Classical only</u></p> <p>b. Identify main ideas, topics, and details from simple written texts.</p>	<p>Students comprehend conversations, <i>narratives</i>, and recorded material in <i>familiar contexts</i> that are longer and/or more complex than those in the 6-8 grade span.</p> <p><u>Modern and Classical</u></p> <p>a. Identify main ideas, topics and specific information in a variety of <i>authentic</i> written/signed <i>materials</i>.</p> <p><u>Modern only</u></p> <p>b. Identify main ideas, topics, and specific information in <i>authentic</i> films.</p> <p>c. Identify main ideas, topics, and specific information in a variety of <i>authentic</i> oral/signed <i>materials</i>.</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	on written descriptions. f. Demonstrate comprehension of simple texts by identifying people and objects.		<u>Classical only</u> d. Interpret the author's use of <i>literary devices</i> evident in prose and poetry.

A3 Presentational

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use memorized words or phrases and visuals in short oral/signed presentations.  <u>Modern and Classical</u> a. Provide simple descriptions of people, places, and objects.	Students use phrases and simple sentences in rehearsed oral /signed and written presentations on familiar topics.  <u>Modern and Classical</u> a. Write/sign familiar words and phrases, and short messages, descriptions, or simple poems.  <u>Modern only</u> b. Provide simple oral/signed and written descriptions of people, places, and objects. c. Present simple short plays/skits and/or simple short written texts.  <u>Classical only</u> d. Read aloud from an <i>adapted text</i> .	Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.  <u>Modern only</u> a. Write/sign messages using a prescribed, <i>culturally-appropriate</i> format. b. Produce and present simple creative works orally or in sign language, and in writing. c. Convey personal preferences or information pertaining to everyday life orally or in sign language, and in writing.	Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by <i>native speakers</i> accustomed to interacting with language learners.  <u>Modern and Classical</u> a. Read <i>authentic passages</i> aloud with appropriate pronunciation, phrasing, and <i>intonation</i> .  <u>Modern only</u> b. Relate a story about a personal experience or event orally or in sign language. c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		<p><u>Classical only</u></p> <p>d. Create written products based on a given topic.</p> <p>e. Read aloud from <i>adapted texts</i> with appropriate <i>intonation</i> and pronunciation.</p>	<p><i>presentational format.</i></p> <p>d. Write/sign brief narrative compositions and expository/informational compositions.</p> <p>e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Classical only</u></p> <p>f. Paraphrase and/or summarize texts orally or in writing in a <i>presentational format</i> using the <i>target language</i> or English.</p>

**A4 Language Comparisons**

For both modern and classical languages, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated, students are expected to have instructional experiences related to similarities and differences between the target language and English.</p>	<p>Students recognize a variety of similarities and differences between the <i>target language</i> and English.</p> <p><u>Modern and Classical</u></p> <p>a. Recognize <i>word borrowings</i> and <i>cognates</i> among languages.</p> <p>b. Recognize differences in the <i>writing systems</i> among languages.*</p>	<p>Students compare the <i>target language</i> with English in order to better understand <i>language systems</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Compare basic grammatical structures and <i>syntax</i> between languages.</p> <p>b. Compare <i>idiomatic expressions</i> between languages.</p>	<p>Students use their understanding of the <i>nature of language</i> to enhance their communication in the <i>target language</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Compare a variety of grammatical structures and <i>syntax</i> between languages.</p> <p>b. Identify examples of vocabulary, in both languages, that do not</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	c. Recognize some <i>idiomatic expressions</i> of the <i>target language</i> .	c. Compare pronunciation systems between languages. * d. Recognize that there are regional and/or historical variations in spoken/signed language. e. Explain connections between languages through the identification of <i>cognates</i> .	translate directly from one language to another. c. Use <i>idiomatic expressions</i> and/or proverbs in the <i>target language</i> . d. Identify examples of vocabulary (in English and the <i>target language</i> ) that convey different meanings in different <i>contexts</i> .

\* These descriptors are not appropriate for instruction in ASL.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and Perspectives

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and imitate basic <i>culturally-appropriate practices</i> of a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <p>a. Use <i>culturally-appropriate courtesy expressions</i> and demonstrate greeting and leave-taking.</p> <p>b. Recognize cultural differences including dress, mealtime practices, gestures, and/or celebrations.</p>	<p>Students identify and demonstrate basic <i>culturally-appropriate practices</i> of daily life within a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <p>a. Use <i>culturally-appropriate</i> polite requests and <i>courtesy expressions</i>, and demonstrate greeting and leave-taking behaviors in a variety of age-appropriate social situations.</p> <p>b. Recognize age-appropriate</p>	<p>Students describe <i>practices of a culture(s)</i> and <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <p>a. Describe examples of common beliefs of a culture(s) in which the <i>target language</i> is spoken.</p> <p>b. Describe common attitudes of a culture(s) in which the <i>target language</i> is spoken.</p> <p>c. Describe common similarities and differences related to <i>practices of</i></p>	<p>Students identify and explain how <i>perspectives of a culture(s)</i> are related to cultural <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <p>a. Identify and explain the reason behind significant <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken.</p> <p>b. Describe stereotypes associated with <i>perspectives of a culture(s)</i> in which the <i>target language</i> is</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	similarities and differences related to <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken.	<i>a culture(s)</i> in which the <i>target language</i> is spoken.	spoken. c. Identify differences in <i>cultural practices</i> among peoples that speak the same language.

**B2 Products and Perspectives**

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.  Although no performance indicators are stated, students are expected to have instructional experiences related to <i>products of a culture(s)</i> in which the <i>target language</i> is spoken.	Students identify common <i>products of a culture(s)</i> in which the <i>target language</i> is spoken.	Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken.	Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken.

**B3 Comparisons with Own Culture**

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.  Although no performance indicators are stated, students are expected to have instructional experiences related to comparison of the <i>target culture</i> with the culture in which the student lives.	Students compare some common <i>culturally-appropriate products and practices</i> of daily life of a culture(s) in which the <i>target language</i> is spoken to the culture in which the student lives.  <u>Modern and Classical</u> a. Compare daily activities of their own lives to those of individuals in	Students recognize and compare <i>perspectives</i> related to <i>products and practices</i> of a culture(s) in which the <i>target language</i> is spoken to the cultural perspectives of the culture in which the student lives.  <u>Modern and Classical</u> a. Compare verbal and non-verbal	Students explain how <i>products, practices, and perspectives</i> of a culture(s) in which the <i>target language</i> is spoken contribute to the culture in which the student lives.  <u>Modern and Classical</u> a. Identify and compare influential figures from the two cultures.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	<p>a culture(s) in which the <i>target language</i> is spoken.</p> <p>b. Compare foods, celebrations, dress, and/or dwellings of a culture(s) in which the <i>target language</i> is spoken with those of the culture in which the student lives.</p>	<p>communication in a culture(s) in which the <i>target language</i> is spoken to communication in the culture in which the student lives.</p> <p>b. Recognize contributions of a culture(s) in which the <i>target language</i> is spoken to life in the United States including foods, celebrations, dress, and/or architecture.</p>	<p>b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern only</u></p> <p>c. Use the <i>target language</i> in a manner that would be considered appropriate by <i>native speakers</i> and explain what makes it appropriate communication.</p>

C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.

C1 Knowledge of Other *Learning Results* Content Areas

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify basic language connections to other <i>Learning Results</i> content areas.</p> <p><u>Modern and Classical</u></p> <p>a. Identify ways of counting.</p> <p>b. Identify common ways of greeting people.</p>	<p>Students identify connections between other <i>Learning Results</i> content areas and the <i>target language</i> and associated culture(s).</p> <p><u>Modern and Classical</u></p> <p>a. Identify common expressions and traditions.</p> <p>b. Identify examples of the visual/performing arts.</p> <p>c. Identify products important to the</p>	<p>Students apply information acquired in other <i>Learning Results</i> content areas to further their knowledge and skills in the <i>target language</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Use the <i>writing process</i> learned in English Language Arts when writing for the <i>target language</i> class.*</p>	<p>Students use the <i>target language</i> to enhance their knowledge of other <i>Learning Results</i> content areas.</p> <p><u>Modern and Classical</u></p> <p>a. Provide examples of grammatical knowledge acquired in the <i>target language</i> that are used to achieve a better understanding of grammatical structures in English.</p> <p>b. Provide examples of information</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	livelihood of the people. d. Identify the earth’s major geographical features.	b. Apply research skills to further knowledge in the <i>target language</i> . c. Apply knowledge from other <i>Learning Results</i> content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.	gathered through <i>target language</i> resources that are applied in other <i>Learning Results</i> content areas.

\* These descriptors are not appropriate for instruction in ASL.

**C2 Distinctive Viewpoints**

For classical languages only, indicators may be accomplished in the target language or English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated, students are expected to have instructional experiences related to a variety of print and non-print materials created in a language other than English.</p>	<p>Students recognize some distinctive viewpoints available only through sources from the <i>target language</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Identify examples of simple <i>narrative</i> selections from a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Classical only</u></p> <p>b. Identify information about the Roman/Greek world by reading passages with culturally <i>authentic settings</i>.</p>	<p>Students locate <i>authentic</i> resources, available only through sources in the target language, and identify ideas about a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <p>a. Locate media or other <i>authentic sources</i> from the <i>target language</i> and a culture(s) in which the <i>target language</i> is spoken and identify a <i>perspective and/or practice of a culture(s)</i> different from the students’ own viewpoints and/or behaviors.</p>	<p>Students locate <i>authentic</i> resources and describe ideas about the <i>target language</i> and associated culture(s) that are available only through sources in the <i>target language</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Interpret short prose, poetry, or plays in the <i>target language</i> that reflect the culture(s) in which the <i>target language</i> is spoken and make connections to the viewpoints of the culture associated with the target language(s).</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			b. Locate selected magazines, newspapers, <i>authentic entertainment media</i> and electronic media in the <i>target language</i> and use these media as the basis for describing the viewpoints of the culture associated with the target language(s). c. Locate selected magazines, newspapers, <i>authentic entertainment media</i> and electronic media in the <i>target language</i> and describe viewpoints of a culture(s) in which the <i>target language</i> is spoken.

D. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

D1 Communities

For classical languages only, performance indicators may be accomplished in the target language or in English.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students include family, friends, or peers in activities using the <i>target language</i> .	Students demonstrate understanding and use of the <i>target language</i> and their knowledge of a culture(s) in which the <i>language</i> is spoken through community involvement.  Modern and Classical	Students demonstrate an understanding and use their knowledge of the <i>target language</i> to communicate with <i>target language</i> speakers, obtain information on familiar topics, and gain understanding of another culture(s).	Students demonstrate an understanding and use their knowledge of the <i>target language</i> to communicate with <i>target language</i> speakers and to understand the importance of culture and language in the 21 <sup>st</sup> century.

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
	<ul style="list-style-type: none"> <li>a. Demonstrate use of oral/signed and/or written forms of the <i>target language</i> with family, friends, or peers.</li> <li>b. Participate in activities using the <i>target language</i> which can benefit the school or broader community.</li> <li>c. Ask questions and share knowledge about aspects of a culture(s) in which the <i>target language</i> is spoken to demonstrate an interest in the <i>target language</i> and an associated culture(s).</li> <li>d. Access online resources or resources available in the community to understand aspects of a culture(s) in which the <i>target language</i> is spoken.</li> </ul>	<p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> <li>a. Participate in and summarize school/community events related to the <i>target language</i> or associated culture(s).</li> <li>b. Identify community and online resources that can be used to gain information about the <i>target language</i> or associated culture(s).</li> <li>c. Communicate with students in the <i>target language</i>.</li> <li>d. Describe language skills and cultural insights gained through real or <i>virtual travel</i>.</li> </ul>	<p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> <li>a. Interact with people, either in the community or online, who use the <i>target language</i> in their professions</li> <li>b. Independently access a variety of <i>target language</i> sources for one's own entertainment or enrichment.</li> <li>c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the <i>target language</i> and associated culture(s).</li> </ul> <p><u>Modern only</u></p> <ul style="list-style-type: none"> <li>d. Communicate with <i>target language</i> speakers using the <i>target language</i>.</li> </ul>