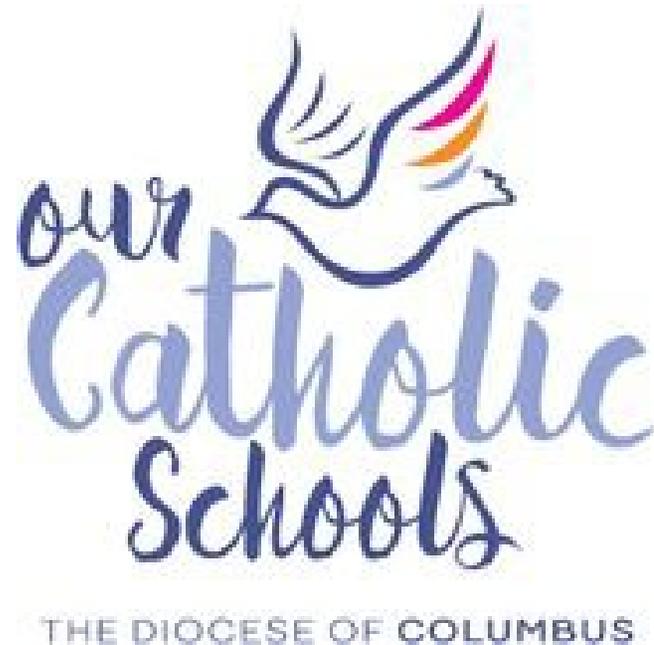


World Languages Course of Study 2023

Novice Level (Grades 7-12)



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Introduction to Learning Standards for World Languages and Cultures

This edition of the World Languages Course of Study describes the standards that must be taught in the elementary and high school classrooms of the schools within the Catholic Diocese of Columbus. In preparing this document, the committee referenced Ohio Department of Education’s World Languages Standards (2020 edition). In 2020, the State Board of Education adopted the latest revision of *Ohio’s Learning Standards for World Languages and Cultures*. The standards describe what learners should know and be able to do as they build proficiency in the language they are learning. The standards also provide a foundation for an aligned system designed to improve achievement by raising language proficiency and interculturality. Ultimately, they help ensure that learners are well-positioned for success in college and careers in a globally interdependent world upon completion of their K-12 education.

The process used to revise the world language standards, as established by the Ohio Department of Education, continued to incorporate an element of national and international benchmarking to ensure Ohio’s standards take into consideration the best research and practices, as well as trends affecting the field. With these requirements in mind, Ohio’s new world language learning standards embed the following criteria:

- Align with the national [World Readiness Standards for Learning Languages](#) (2015) of the American Council on the Teaching of Foreign Language (ACTFL);
- Consider the findings of the 2011 national standards impact study titled “[National Foreign Language Standards: Impact and Influence After a Decade Plus](#)”;
- Align with the [ACTFL Proficiency Guidelines](#) (2012), and [ACTFL Performance Descriptors for Language Learners](#) (2012);
- Connect to key elements of the [21st Century Skills Map](#) (2011) by ACTFL;
- Align with the [English Language Arts Literacy Standards](#);
- Integrate the [NCSSFL-ACTFL Can-Do Statements for Communication and Intercultural Competence](#) (2017) created by the National Council of State Supervisors for Languages (NCSSFL) in partnership with ACTFL;
- Incorporate elements of the [Frameworks for 21st Century Learning](#) (2019) of the Partnership for 21st Century Skills – A Network of Battelle for Kids;
- Are internationally benchmarked against the [Common European Framework of Reference \(CEFR\)](#).

These standards continue to align with the national *World Readiness Standards for Learning Languages* (2015) and the world language standards of nearly every other state in the country. It is important to mention this document continues to fully integrate the well-known Connections, Comparisons and Communities goal areas contained in the national standards. Public feedback continues to support the interweaving of these goal areas within the foundational framework of the Cultures and Communication goals. They have been integrated throughout the benchmarks and learning standards and provide a considerable portion of the foundation for both the Cultures and Communication goals. K-12 language educators should continue to connect their learners to other disciplines to acquire information and diverse perspectives create opportunities for learners to make linguistic and cultural comparisons, and facilitate contact with target language communities where learners can participate using their communication and intercultural skills.

Philosophy

There are several places in the Bible where language was used to either divide or unite. In Genesis (Genesis 11:1-9), when the people were building a tower that would allow them to reach Heaven, the Lord used language to punish and divide people for their sinful purpose. At Pentecost, He reversed what He had done in Babel. Jesus came to heal the divisions between people and sent the Holy Spirit to speak through the apostles. He bestowed the power to the apostles to communicate to everyone in their own tongue so that the people could unite to hear the good news of Jesus (Acts 2:1-12). As Pope Benedict XVI stated during one of his Pentecostal homilies (Feb. 17, 2017), these passages demonstrate that “it is the Church that unites, and sin which divides.”¹ Using languages was a powerful way to get this message across. Communication and understanding is crucial in missionary discipleship. We were sent out “to preach the good news.” Being able to communicate in more than one language helps us to witness to a greater number of people.

Because communication is a necessary part of the human experience, we must prepare students who are equipped to interact successfully as citizens of a global community. We envision a future in which all students will develop proficiency in the language skills of speaking, listening, reading, and writing in one or more modern language. We believe that all students can learn, acquiring proficiency at varied rates, and will benefit from the development of proficiency in more than one language. We believe that proficiency in more than one language will enable students to participate in the global community and marketplace. This will also develop insight into their own culture and create an understanding and appreciation of the cultures of others. We believe that World Languages classes should be student-centered, focusing on the Catholic context of world communication and cultural understanding. World Language classes will enhance communication and higher-order thinking skills. World Languages classes should be a part of the Catholic School experience.

Principles of Courses of Study

Equity. Excellence in education requires equity – high expectations and assessable content for all students based on the new Ohio Learning Standards.

Curriculum. A curriculum is more than a collection of activities. It must be coherent, focused, well-articulated, and integrated with our Catholic values.

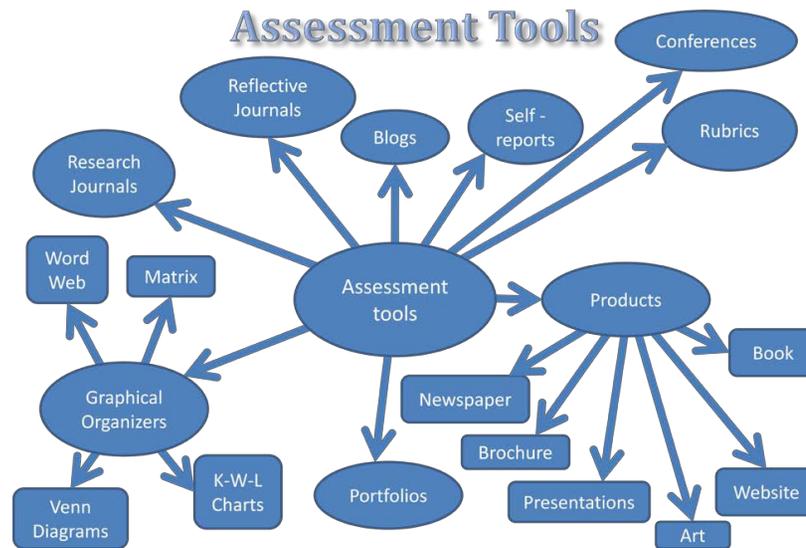
Teaching. Effective teaching requires understanding what students know and need to learn and be able to do while supporting them as they learn.

Learning. Students must learn with understanding by actively building new knowledge from prior knowledge and experiences.

Technology. Technology is essential in teaching and learning and should be integrated in the teaching and learning process. The technology should influence and enhance students’ learning.

¹ Pope Benedict XVI. “The Tower of Babel «Catholic Insight.” *Catholic Insight*, 17 Feb. 2017, catholicinsight.com/the-tower-of-babel/. Accessed 20 Apr. 2022.

Assessment. Assessment should support the learning of important skills and content, be formative as well as summative, and furnish useful information to teachers, students and parents. Assessments need to be aligned to the standards in the Course of Study both in what a student needs to know and be able to do. Assessments should match what the student is expected to learn. There are many tools (e.g. portfolios, rubrics, interviews) other than the standard paper and pencil tests to assess a student’s understanding of the material. One method that has continued to increase student achievement is involving them in the assessment process. Students should be involved in all steps of this process. At the most basic level, students can simply understand how their grades will be determined. As assessment becomes more student-centered, the students can develop rubrics, maintain their own assessment records, self- assess, and communicate their achievement to others through student-led conferences.



Catholicity Goal

Educators must infuse our courses of study with Catholic doctrine, Catholic social teachings, and moral development.

The world language curriculum standards affirm that:

- Catholic schools educate diverse student bodies to form Catholic, person-centered learning communities;
- Involve students to serve and support parish life and the local civic communities;
- Graduate students who are critical thinkers, productive moral citizens, and spiritual leaders;
- Recognize and appreciate parents as the primary educators of their children
- Provide quality teaching through traditional and innovative educational programs infused with Catholic social teachings. The Church's social teaching embodies the following seven themes:
 - **LIFE AND DIGNITY OF THE HUMAN PERSON** – People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.
 - **CALL TO FAMILY, COMMUNITY, AND PARTICIPATION** - How we organize our society, in economics, politics, law and policy, directly affects human dignity and the capacity of individuals to grow in community.
 - **RIGHTS AND RESPONSIBILITIES** - Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.
 - **OPTION FOR THE POOR AND VULNERABLE** - In a society marred by deepening divisions between rich and poor, we are instructed to put the needs of the poor and vulnerable first.
 - **DIGNITY OF WORK AND RIGHTS OF WORKERS** - If the dignity of work is to be protected, then the rights of workers, to decent wages, to organize and join unions, and to private property, must be respected.
 - **SOLIDARITY** - We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.
 - **CARE FOR GOD'S CREATION** - We are called to protect people and the planet, living our faith in relationship with all of God's creation.

As teachers of the Catholic faith, all courses of study will integrate elements of our Catholic faith. Some ideas to do this in the World Languages and Culture course of study include:

- Promote the respect, understanding, and appreciation of diversity among cultures (food, holidays, traditions, artwork, greetings, the arts, etc.)
- Begin and/or end classes with prayer in the target language. These prayers may be rotated by marking period or semester as appropriate for each proficiency and grade level.
- Prepare and actively participate in a Mass or liturgy in a target language. This is a culminating celebration that beautifully integrates Catholic social teachings and actively involves students in a variety of capacities.
- Organize a celebration involving food, song, clothing, traditions and customs of all languages offered in a school for a school culture day. This manifests Catholic social teachings in a celebration of world languages at all grade levels.
- Integrate songs, chants, and dances.
- Read Scripture including the Gospels in the target language
- Incorporate Biblical events and Parables
- Do religious tasks and activities that are a part of the cultural aspect of the language
- Integrate religious objects, liturgical seasons and Feast Days, saints and the Corporal Acts of Mercy into the curriculum.

Key Design Considerations

These revised *Learning Standards for World Languages and Cultures* represent a research-supported approach to language learning that prepares learners to use their language proficiency and intercultural competence to participate effectively in a global society. The standards embrace a communicative and proficiency-based approach to teaching and learning a world language that is well-supported by decades of research. Their implementation in world language programs around Ohio will help prepare learners to be successful in both college and the workplace.

The most notable change in the new standards document is the inclusion of proficiency levels in addition to grade bands. This clearly defines learning outcomes across the first seven sublevels of proficiency as defined by the American Council on the Teaching of Foreign Languages: **Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High and Advanced Low**. This emphasizes developing language proficiency regardless of the grade level at which the language is learned.

The standards also change the order in which the learning end goals are presented, with Cultures preceding Communication. Placing the Cultures standards in the first position sends a clear message to Ohio educators that the study of culture is equal to language study. To achieve high levels of proficiency in another language, learners must simultaneously develop their intercultural competence and communicative proficiency. The revised Cultures goal continues to incorporate the familiar categories of cultural products, practices and perspectives in an integrated way. Most significantly, this goal requires learners to not only gain cultural knowledge but also to develop their cultural competence skills to communicate in appropriate ways. The Cultures

goal is intended to be used in an integrated fashion with the Communications goal since language and culture are inextricably linked.

The revised Communication goal continues to be organized around the three modes of communication: interpretive, interpersonal and presentational. These modes, purposefully appearing in this order, correspond to the way in which language learners typically process new information. Learners are first exposed to new information through authentic sources. They build their language proficiency by engaging in listening, reading or viewing comprehension activities which enable them to form an initial understanding of what they heard, read or viewed. Next, the learners engage in interpersonal activities. By discussing, questioning and exchanging viewpoints, they expand their understanding of the new information along with their ability to use it in a communicative context. Finally, they present their expanded understanding of the new information to others through writing, speaking or signing. This performance-based framework provides language learners with real-world, culturally rich contexts for communication.

With its focus on building learners' oral and literacy skills, the Communication goal is aligned with the literacy requirements contained in Ohio's English language arts standards. During this most recent revision of the world language standards, continued attention was given to the English language arts literacy standards. The Communication goal clarifies the progression of literacy development across proficiency levels in specialized interpretive literacy, interpersonal literacy and presentational literacy sections. The Communication goal sets parallel expectations between learners' literacy development in English and the development of their second language literacy skills.

Standards Format and Development

Goals	Goals are the desired end results as learners build their cultural competence and their language proficiency.to: <ul style="list-style-type: none"> ○ Interact with intercultural competence using knowledge and understanding of target culture(s); ○ Communicate effectively in languages other than English in person and via technology.
Standards	Standards are the basis for what students should know (knowledge) and be able to do (skills) in order to participate effectively in a global society. When mastered in a progressive sequence, with purposeful integration of previously taught concepts, the standards build learner proficiency and contribute to mastery of the goals they support. <ul style="list-style-type: none"> ○ Novice Low through Advanced Low sub-levels; ○ Culture, communication and literacy knowledge and skills; ○ Interpretive, interpersonal and presentational knowledge and skills.
Progress Indicators	Progress Indicators show what intercultural communication looks like in a classroom or real-life situation. The indicators in the standards: <ul style="list-style-type: none"> ○ Serve as concrete examples of how progress could be measured across each proficiency sub-level; ○ Are intended to be examples that show what the standards could look like during learner performance; ○ Can be used as written, can be elaborated upon or can be used as examples of how to create personalized progress indicators; ○ Can be modified or re-ordered by topic while staying within the descriptors of each proficiency sublevel.

Modes of Communication

The modes of communication:

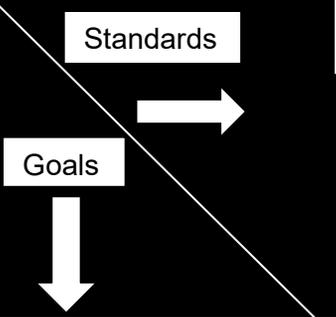
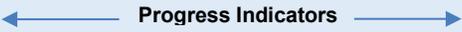
- **Interpretive Communication (Reading, Listening, Viewing)** Learners comprehend the main idea and relevant details in a variety of culturally authentic and age-appropriate oral, written or signed messages. They understand and interpret culturally authentic texts, both non-fictional and fictional, as well as overheard, observed or written conversations. Learners derive meaning using listening, viewing and reading strategies.
- **Interpersonal Communication** (Listening and Speaking, Reading and Writing, Viewing and Signing)
Learners initiate and sustain spontaneous meaningful spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure their messages are understood and they can understand others.
- **Presentational Communication (Speaking, Writing, Signing)** Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through creative endeavors and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.

Learning Standards for World Languages and Cultures

Cultures Goal	<p>Interact with intercultural competence using knowledge and understanding of target culture(s).</p> <ul style="list-style-type: none"> Investigate, reflect on and explain the relationship between products, practices and perspectives. Interact with others in and from other cultures.
Communication Goal	<p>Communicate effectively in languages other than English in person and via technology.</p> <ul style="list-style-type: none"> INTERPRETIVE: Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources. INTERPERSONAL: Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings and opinions. PRESENTATIONAL: Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken, written or signed language when negotiation of meaning is not possible.

	NOVICE LEVEL (N) (GRADES 7 – 12)
INTERCULTURAL Communication (ICC)	<ol style="list-style-type: none"> Identify typical products and practices to help understand perspectives of target cultures using the target language. Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors.
INTERPRETIVE Communication (INT-C)	<ol style="list-style-type: none"> Comprehend information in very familiar, everyday contexts from authentic texts that are spoken, written or signed. Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and overheard or observed conversations.
INTERPERSONAL Communication (INP-C)	<ol style="list-style-type: none"> Communicate in spontaneous spoken, written or signed conversations on very familiar, everyday topics. Request and provide information using a variety of practiced or familiar words, phrases, simple sentences and questions.
PRESENTATIONAL Communication (P-C)	<ol style="list-style-type: none"> Present prepared or spontaneous information on very familiar, everyday topics through written, spoken or signed language. Inform, narrate and express preferences and opinions using a variety of practiced or familiar words, phrases and simple sentences.

 **INTERPERSONAL INTERCULTURAL COMMUNICATION (INP-C)**

<div style="background-color: black; color: white; padding: 5px; text-align: center;">Standards</div> <div style="background-color: black; color: white; padding: 5px; text-align: center;">Goals</div> 	NOVICE LEVEL		
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
	Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.
			
Investigate Intercultural Products, Practices and Perspectives	1. Identify a few typical products and practices related to familiar, everyday life in target culture(s).	1. Identify typical products and practices related to familiar, everyday life in target culture(s).	1. Identify products and practices related to everyday life to help understand perspectives of target culture(s).
Interact with Culturally Appropriate Language and Behavior	2. Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.	2. Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.
Exchange Information	3. Provide basic information on very familiar topics.	3. Request and share simple information on familiar or everyday topics.	3. Request and share information on familiar and everyday topics.
Meet Personal Needs	4. Express a few basic personal needs in very familiar situations.	4. Express basic needs in familiar or everyday situations.	4. Interact with others to meet basic needs in familiar and everyday situations.
Express and React to Preferences and Opinions	5. Express a few basic preferences or feelings.	5. Express basic preferences or feelings and react to those of others.	5. Express, ask about and react to simple preferences, feelings or opinions on familiar topics.
			



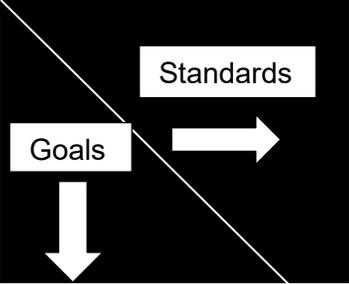
INTERPRETIVE INTERCULTURAL COMMUNICATION (INT-C)

NOVICE LEVEL			
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
	Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify the topic and basic related information from simple sentences.
Investigate Intercultural Products, Practices and Perspectives	← Progress Indicators →		
	1. Recognize a few typical products and practices related to familiar, everyday life in target culture(s).	1. Identify typical cultural products and practices related to familiar, everyday life in target culture(s) to help understand perspectives.	1. Identify and compare typical products and practices related to familiar, everyday life in target culture(s) to help understand perspectives.
	Compare Intercultural Behaviors	2. Recognize a few very simple behaviors in other cultures.	2. Identify familiar or everyday behaviors in other cultures.
Comprehend Authentic Texts* That Are Spoken, Written or Signed		3. Understand a few familiar words or phrases in: <ul style="list-style-type: none"> a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations. 	3. Understand very basic information in: <ul style="list-style-type: none"> a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations.

Progress Indicators

*Authentic texts are defined as target language content that has been created by native speakers for native speakers that learners read, hear or view.

 **PRESENTATIONAL INTERCULTURAL COMMUNICATION (P-C)**

		NOVICE LEVEL		
		Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
		Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Present information using mostly simple sentences and transitions.
		← Progress Indicators →		
Investigate Intercultural Products, Practices and Perspectives		1. Identify a few typical products and practices related to familiar, everyday life in target culture(s).	1. Identify typical products and practices related to familiar, everyday life in target culture(s).	1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of target culture(s).
Communicate in Culturally Appropriate Ways		2. Present in very familiar intercultural situations using memorized or practiced language and behaviors.	2. Present in very familiar intercultural situations using practiced or learned language and behaviors.	2. Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.
Inform and Describe		3. Name very familiar people, places and objects.	3. Give simple information about very familiar topics.	3. Give simple descriptions of familiar and everyday topics.
Narrate About Life and Activities		4. Provide very basic details about self.	4. Provide simple details about self, interests and activities.	4. Provide details about personal life, interests and activities.
Express Preferences		5. Express likes and dislikes about very familiar topics from target culture(s).	5. Express likes and dislikes about familiar topics from target culture(s).	5. Express preferences on familiar and everyday topics or topics of interest from target culture(s).

Progress Indicators



INTERPRETIVE LITERACY (INT-LIT)

		NOVICE LEVEL		
Standards		Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
Goals		Use literacy skills to make meaning from authentic texts* that are spoken, written or signed.	Use literacy skills to comprehend authentic texts* that are spoken, written or signed.	Use literacy skills to comprehend authentic texts* that are spoken, written or signed.
		Progress Indicators		
Infer Meaning of Texts	1. Recognize cognates and familiar or practiced words, as well as non-traditional letters, accents, characters or tone marks.	1. Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks.	1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.	Progress Indicators
Recognize and Use Organizational Features of Texts	2. Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines or titles.	2. Recognize visual, aural and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems or schedules.	2. Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions.	
Apply Self-Questioning Skills	3. Use literal or factual self-questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?"	3. Use literal or factual self-questioning before, during and after engaging with texts, such as "What time, who is, why or how?"	3. Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as "What happened or what might happen next?"	
Make Text Connections	4. Make personal connections to a text using prior knowledge or experiences.	4. Make personal connections to a text using prior knowledge or experiences.	4. Make simple text-to-text connections using information from previous texts.	
Select and Use Resources	5. Use digital and cultural resources appropriately.	5. Use digital and cultural resources appropriately.	5. Select relevant digital and cultural resources and use appropriately.	

*Authentic texts are defined as target language content that has been created by native speakers for native speakers that learners read, hear or view

INTERPRETIVE LISTENING AND VIEWING

NOVICE LEVEL

	Standards	Novice Low	Novice Mid	Novice High
Goals	→	↓		
		Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify the topic and basic related information from simple sentences.
		← Progress Indicators →		
Investigate Intercultural Products and Practices to Help Understand Perspectives		1. Identify a few very familiar cultural products and practices in target culture(s), such as: <ul style="list-style-type: none"> ○ Holidays, celebrations; ○ School supplies, school schedules. 	1. Identify similarities and differences between typical cultural products, and practices to help understand perspectives in target culture(s), such as: <ul style="list-style-type: none"> ○ Food, mealtimes, importance of dining together; ○ Clothing, leisure activities, appropriate dress. 	1. Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in target culture(s), such as: <ul style="list-style-type: none"> ○ Video and cell phones, school life, importance of extracurriculars; ○ Currency, shopping, saving vs spending.
Comprehend Informational Media or Content		2. Recognize a few individual words in a voicemail or public announcement.	2. Recognize repeated words, taglines or short quotes from jingles, travel ads or movie trailers.	2. Identify individual facts from radio or video ads, such as product name, cost and where to buy it.
Comprehend Fictional Media or Content		3. Recognize common opening and closing words in oral or video storytelling.	3. Identify simple phrases describing physical or personality traits of a cartoon or movie character.	3. Identify individual events in an episode of a video-streamed series, including characters, setting or theme.
Follow Instructions		4. Follow simple directions for classroom tasks or routines.	4. Follow directions to pack a suitcase or fill in a graphic organizer.	4. Follow simple steps in an online video to make food or draw an image.
Comprehend Overheard or Observed Conversations		5. Recognize very basic information or questions from overheard or observed conversations, such as greetings, introductions, name, title or age.	5. Identify basic information and questions from overheard or observed conversations, such as phone number, residence, family members and occupation.	5. Identify simple information and questions about weekend plans or preferences from a conversation among peers.

Progress Indicators

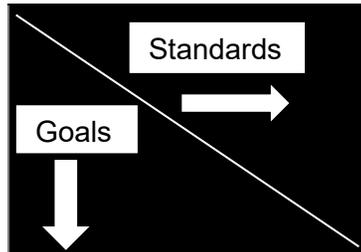
INTERPRETIVE READING

NOVICE LEVEL

	Novice Low	Novice Mid	Novice High	
	Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify the topic and basic related information from simple sentences.	
	← Progress Indicators →			
Investigate Intercultural Products and Practices to Help Understand Perspectives	1. Identify a few very familiar cultural products and practices in target culture(s), such as: a. Greetings, how people greet others; b. Clothing, how people dress.	1. Identify similarities and differences between typical cultural products and practices to understand perspectives in target culture(s), such as: a. Decorations, how people celebrate, reasons for celebrations; b. Types of houses, dining habits, size of rooms.	1. Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in target culture(s), such as: a. Meals, grocery shopping, food trends; b. Rooms in a house, use of space, size of appliances.	↑ Progress Indicators ↓
Comprehend Informational Media or Content	2. Recognize a few individual words in school schedules, menus or headlines.	2. Identify items on a shopping list, food label categories or information from a weather forecast with symbols.	2. Identify the topic and a few events in a family story or historical account.	
Comprehend Fictional Media or Content	3. Recognize characters' names in a fairytale or a few words in a movie poster.	3. Identify simple facts from captions in an illustrated book or simple phrases describing a story character.	3. Identify some details or actions from a scene in a play, including characters, setting or theme.	
Follow Instructions	4. Follow familiar instructions or routines posted in the classroom.	4. Follow a printed schedule or simple website recipe.	4. Follow multiple steps to learn a simple dance or complete a scavenger hunt.	
Comprehend Written Conversations	5. Recognize question words in a text or email.	5. Recognize very common abbreviations in a social media post.	5. Identify simple descriptions in a group text.	

*Communicative progress indicators will be developed at the district level. The above examples can be used, elaborated upon, modified by topic or not used.

 **INTERPERSONAL LITERACY (INP-LIT)**

		NOVICE LEVEL			
		Novice Low (NL)	Novice Mid (NM)	Novice High (NH)	
	Standards	Use interpersonal skills to interact and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	
	Goals				
Communicate, React and Show Interest	Progress Indicators				
	1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.	Progress Indicators	
	Continue and Extend Conversations	2. Use a few very simple verbal or nonverbal interjections, rejoinders or requests for clarification.	2. Use very simple verbal and non-verbal interjections, rejoinders, requests for clarification, interrogatives or transition words.		2. Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words.
	Increase Comprehensibility and Clarity of Expression	3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation.	3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution or awareness of pronunciation, tone or pitch.		3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch.
	Infer Meaning of Unfamiliar Language	4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.		4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.
	Select and Use Resources	5. Use digital and cultural resources appropriately.	5. Use digital and cultural resources appropriately.		5. Select relevant digital and cultural resources and use appropriately.

INTERPERSONAL LISTENING AND SPEAKING OR SIGNING

		NOVICE LEVEL		
		Novice Low	Novice Mid	Novice High
		Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.
		← Progress Indicators →		
Investigate Intercultural Products and Practices to Help Understand Perspectives	1. Answer a few simple questions about very familiar cultural products and practices in target culture(s), such as: a. Flags, flag design; b. Days of the week, telling the date.	1. Ask and answer a few simple questions about typical cultural products and practices to help understand perspectives in target culture(s), such as: a. Invitations, special occasions, reasons for celebrations; b. Rooms in a house, house design, what makes a house a home.	1. Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in target culture(s), such as: a. School schedules, course selection, importance of academics; b. National parks, study of geography, importance of natural resources.	↑ Progress Indicators ↓
Interact with Culturally Appropriate Language and Behavior	2. Imitate culturally appropriate behavior at a festival or holiday celebration.	2. Use rehearsed culturally appropriate behavior when purchasing an item.	2. Use foreign currency with an understanding of its conversion value.	
Exchange Information	3. Respond when asked the price of a lunch item.	3. Ask and answer simple questions about the weather when deciding what to wear to an outdoor event.	3. Ask and answer simple questions about an infographic on a topic of interest.	
Meet Personal Needs	4. Volunteer when the teacher asks for help in the classroom.	4. Interact with the waiter to ask for food at a café or restaurant.	4. Interact with a group of friends to plan deadlines and who will do what for an upcoming event.	
Express and React to Preferences and Opinions	5. Tell favorite type of animal or pet to a visitor from an international zoo.	5. Ask and answer simple questions with a peer about favorite singers or movies.	5. Exchange opinions about which photo apps are more useful than others and tell why.	

INTERPERSONAL READING AND WRITING

NOVICE LEVEL

Standards ↓ Goals	Novice Low	Novice Mid	Novice High
	Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.
	← Progress Indicators →		
Investigate Intercultural Products and Practices to Help Understand Perspectives	1. Answer a few simple questions about very familiar cultural products and practices in target culture(s), such as: a. Months, calendars; b. Types of pets, popular pet names.	1. Ask and answer a few simple questions about typical cultural products and practices to help understand perspectives in target culture(s), such as: a. Famous artists, art styles, art appreciation; b. School subjects, required tests, teen attitudes toward testing.	1. Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in target culture(s), such as: a. Monuments, monument names, national parks; b. Cultural landmarks, architecture, landmarks' popularity.
Interact with Culturally Appropriate Language and Behavior	2. Use culturally appropriate greetings or abbreviations in a text message.	2. Use culturally appropriate word order and punctuation when exchanging time, date, phone number or price.	2. Use culturally appropriate formatting of contact information when buying items or event tickets from an online seller.
Exchange Information	3. Tell what time lunch is in response to a new student's text.	3. Ask and answer questions about weather, hobbies or hometown in an online conversation.	3. Send an electronic invitation to teachers for a school performance and answer questions they may have.
Meet Personal Needs	4. Respond to a family member's text asking what type of takeout food to bring home.	4. Exchange holiday greetings with a peer or family member via text message.	4. Exchange information with your manager at work to request a day off or change your schedule.
Express and React to Preferences and Opinions	5. Respond to a simple interactive survey about favorite pets, movies or clothes.	5. React to a text from a friend about a new movie and ask for an opinion about the film.	5. Write to an e-pal to talk about a new favorite singer from another culture.

Progress Indicators



PRESENTATIONAL LITERACY (P-LIT)

		NOVICE LEVEL		
		Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
	Standards			
	Goals	Use presentational skills to communicate effectively	Use presentational skills to communicate effectively	Use presentational skills to communicate effectively
		← Progress Indicators →		
Choose Relevant, Authentic Content and Concepts	1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic.	1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic.	1. Use authentic resources and familiar content, structures and syntax that are relevant to the topic.	↑ Progress Indicators ↓
Organize Information	2. Organize very simple information in a logical sequence and clarify with gestures or visuals as needed by the audience.	2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience.	2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience.	
Increase Comprehensibility and Clarity of Expression	3. Communicate with emerging awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.	3. Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.	3. Communicate with attention to pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.	
Maintain Audience Interest	4. Maintain audience interest via gestures, creativity, emotion, technology or	4. Maintain audience interest via content, creativity, emotion, humor, technology or visuals.	4. Maintain audience interest via details, creativity, emotion, humor, technology or visuals.	
Select and Use Resources	5. Use digital and cultural resources appropriately.	5. Use digital and cultural resources appropriately.	5. Select relevant digital and cultural resources and use appropriately.	

PRESENTATIONAL SPEAKING OR SIGNING

NOVICE LEVEL					
		Novice Low	Novice Mid	Novice High	
		Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Present information using mostly simple sentences and transitions.	
		← Progress Indicators →			
Investigate Intercultural Products and Practices to Help Understand Perspectives	<ol style="list-style-type: none"> Name very familiar cultural products and practices in target culture(s), such as: <ol style="list-style-type: none"> Foods, portion size; Artists, art movements. 	<ol style="list-style-type: none"> Identify typical cultural products and practices to help understand perspectives in target culture(s), such as: <ol style="list-style-type: none"> Invitations, special occasions, rites of passage; Tongue twisters, typical games, value of traditional rhymes. 	<ol style="list-style-type: none"> Identify similarities and differences between cultural products and practices to help understand perspectives in target culture(s), such as: <ol style="list-style-type: none"> School schedules, course selection, importance of academics; Rooms in a house, house design, what makes a house a home. 	↑ Progress Indicators ↓	
Communicate in Culturally Appropriate Ways	<ol style="list-style-type: none"> Use culturally appropriate language and rehearsed or imitated behavior. 	<ol style="list-style-type: none"> Use culturally appropriate language and rehearsed or imitated behavior. 	<ol style="list-style-type: none"> Use culturally appropriate language and learned behavior. 		
Inform and Describe	<ol style="list-style-type: none"> List familiar places on a state or local map when planning a trip. 	<ol style="list-style-type: none"> Give simple information about classes or teachers when presenting a schedule. 	<ol style="list-style-type: none"> Describe simple daily routines such as eating lunch in the cafeteria or getting ready for school. 		
Provide Instructions	<ol style="list-style-type: none"> Give a phone number or the combination to unlock a locker. 	<ol style="list-style-type: none"> Use familiar commands and courtesy phrases during a game with peers. 	<ol style="list-style-type: none"> Give a friend driving directions from school to a destination. 		

	Novice Low	Novice Mid	Novice High
Narrate About Life and Activities	5. Tell name, age, phone number and mail address when introducing oneself.	5. Give simple likes, dislikes, personality and physical traits of self and other members in a family tree.	5. Tell a simple story about a family or vacation photo, answering who, what, where, when and why questions.
Express Preferences	6. Tell likes and dislikes of clothing colors, leisure activities, songs or menu items.	6. Tell degree of personal preferences for holidays, foods, actors or authors.	6. Recommend places to shop, eat or vacation, using simple details.

PRESENTATIONAL WRITING

NOVICE LEVEL			
Standards	Novice Low	Novice Mid	Novice High
Goals	Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Present information using mostly simple sentences and transitions.
	← Progress Indicators →		
Investigate Intercultural Products and Practices to Help Understand Perspectives	1. Name very familiar cultural products and practices in target culture(s), such as: <ol style="list-style-type: none"> Careers, formal and informal titles; School supplies, back-to-school events. 	1. Identify typical cultural products and practices to help understand perspectives in target culture(s), such as: <ol style="list-style-type: none"> Musical instruments, music performances, music appreciation; School subjects, telling time, importance of school. 	1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in target culture(s), such as: <ol style="list-style-type: none"> Monuments, architecture, national pride; National parks, history of park names, popular parks.
Communicate in Culturally Appropriate Ways	2. Use culturally appropriate greetings or abbreviations in a text message.	2. Use culturally appropriate word order and punctuation when writing time, date, address, phone number or price.	2. Use culturally appropriate formatting of contact information when purchasing an online item or ticket to an event.
Inform and Describe	3. Use a simple catchphrase in a text message to a friend.	3. Create a meme with a simple caption to describe oneself.	3. Publish a promotional poster or video to advertise a school or musical event.
Provide Instructions	4. Write a simple shopping list for school supplies, food, clothes or books.	4. Provide information in a passport application before a trip overseas.	4. Fill in a planner with steps to meet a deadline for a school, work or extracurricular project.

Progress Indicators

<p>Narrate About Life and Activities</p>	<p>5. Text personal contact information to a friend, such as name, email address and social media username.</p>	<p>5. Make a Venn Diagram comparing physical and personality traits of two friends, family members or fictional characters.</p>	<p>5. Compare soccer fans to rugby or football fans in an article for the school newspaper.</p>	
<p>Express Preferences</p>	<p>6. List favorite technology devices in a classroom survey.</p>	<p>6. Rank favorite entertainment options for an online survey.</p>	<p>6. Make a top five list of music streaming platforms, listing pros and cons.</p>	

American Sign Language

NOVICE LEVEL			
PROGRESS INDICATORS*	Novice Low	Novice Mid	Novice High
Investigate Intercultural Products and Practices to Help Understand Perspectives	<ul style="list-style-type: none"> Identify a few very familiar cultural products and practices in native and Deaf cultures, such as: <ul style="list-style-type: none"> Assistive devices; Landmarks; Traditional and popular songs; Greetings and leave-takings. 	<ul style="list-style-type: none"> Identify similarities and differences in typical cultural products and practices to help understand perspectives in native and Deaf cultures, such as: <ul style="list-style-type: none"> House design; Support clubs, agencies and organizations; Common table settings. 	<ul style="list-style-type: none"> Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and Deaf cultures, such as: <ul style="list-style-type: none"> Regional differences in languages; Storytelling traditions; Use of technology to communicate.
Interpretive Viewing	<ul style="list-style-type: none"> Understand a few numbers, food items or survival signs. Recognize a few short finger spelled words or names. Follow a few simple classroom directions. 	<ul style="list-style-type: none"> Identify days of the week and time. Recognize some common weather expressions, locations or feelings. Recognize a few variations on simple signs or phrases. 	<ul style="list-style-type: none"> Recognize the difference between a question and statement about age, activities or family. Follow a simple math problem with figures. Understand a simple transaction between a customer and clerk.
Interpersonal Communication	<ul style="list-style-type: none"> Exchange greetings and introductions with a peer. Fingerspell name. Respond to yes, no, who, what, when and where questions. 	<ul style="list-style-type: none"> Exchange both formal and informal greetings. Ask and answer simple questions about family, friends, activities or school. Ask who, what, when, where and why questions. 	<ul style="list-style-type: none"> Ask and answer simple questions about dates, times, places and events on posters or tickets. Ask for and give simple directions to a location. Make plans with a peer about where to go and when to meet.
Presentational Signing	<ul style="list-style-type: none"> Sign numbers from 1-10. Sign name, age, phone number and email address. Sign simple directions or a line from a simple poem. 	<ul style="list-style-type: none"> Sign the main cities on a map. Sign daily schedule of activities with times. Sign simple information based on photos of animals, historical figures or sports. 	<ul style="list-style-type: none"> Give biographical facts about others. Express how to prepare a food or follow a simple routine. Give simple facts or details about a landmark or place visited.

Frequently Asked Questions about the Standards

1. WHAT IS THE ROLE OF THE STANDARDS IN THE CLASSROOM? DO THEY TELL TEACHERS WHAT TO TEACH?

The standards define what all learners should know and be able to do; they do not include prescribed lists of resources or language-specific content nor do they tell what or how teachers should teach. For instance, the standards do not specify defined language structures and vocabulary words, but this is fundamental to standards expectations that learners be able to access authentic resources, interact with others and present and share information. Given the large number of languages offered in Ohio schools as well as the wide range of grade levels where learners begin their language studies, it would be challenging for the standards to enumerate all or even most of the content that learners should learn or in which grade it should be taught.

A well-developed, content-rich curriculum that is consistent with the expectations laid out in this document will complement these standards. The sample progress indicators in the standards documents, although *not mandated*, give ideas of what performance might look like at each level.

Resources related to [content](#) and [instructional strategies](#) can be found in the model curriculum.

2. WHEN SHOULD TEACHERS EXPECT LEARNERS TO MASTER EACH PROFICIENCY SUB-LEVEL?

The standards define a cumulative progression designed to enable learners to meet Intermediate High/Advanced Low by the end of high school in a vertically aligned, well-articulated language program. Intermediate High is consistent with the level at which learners also can earn the [Ohio Seal of Biliteracy](#). Given that programs across the state begin language study in different grade levels, every program should determine the appropriate sublevel for learners to reach by the end of each school year. The world language model curriculum has a recommended set of [proficiency targets](#) that take into account language,

program type and hours of study. While not mandated by the state, these targets serve as a research-based starting point for schools to determine the appropriate end goals for their learners. Educators should be mindful that learners often master proficiency sublevels at different rates for each mode or skill. By providing a variety of learning opportunities and formative and summative assessments across all three modes of communication and four language skills, teachers and learners will gain insight into areas of strength and areas of focus.

Resources and rubrics related to [assessment of proficiency and performance](#) can be found in the model curriculum.

3. HOW DO I USE THE STANDARDS FOR VERTICAL ALIGNMENT OF LANGUAGE COURSES?

Districts should use the standards to determine the final proficiency goals for their programs. This may vary among districts depending on the number of years of continuous language studies offered. Once the end goal of the program has been determined, the proficiency levels for the previous years will be backward aligned from highest to lowest. [Research-based targets](#) are provided, but they are not state-mandated.

The standards should be looked at as cumulative performance descriptors, in which each sublevel includes all the information from the previous sublevels. For example, the Novice Low and Mid Interpretive standards mention using visuals or gestures to increase comprehension when reading, viewing or listening. The use of visuals or gestures is not mentioned from Novice High through Advanced Low; however, it is understood that any skills mastered in previous sublevels will be subsumed and built upon in the following sublevels, even if not explicitly stated.

Resources related to [vertical alignment and backward design](#) can be found in the model curriculum.

4. DO THE STANDARDS INCLUDE MODIFICATIONS FOR DIVERSE LEARNERS?

It would be challenging for the standards to fully reflect the great variety in abilities, needs, learning rates and achievement levels of learners in any given classroom. All learners should have equal access to the knowledge and skills necessary in their post-high school lives. The standards do not define the intervention methods or materials to support learners who are below or above language-level expectations.

With the inclusion of proficiency levels as the basis of the standards, programs now have the means for the widest possible range of learners to participate fully from the outset. Using intentional pre-assessment to determine language learners' abilities when they enter a course allows teachers to set appropriate target goals for each learner's growth. For example, native or heritage speakers may have strong speaking and listening skills, but they may have weak reading and writing skills. Knowing this allows teachers to place learners in the appropriate level course and determine the skills to focus on to progress.

Resources for teaching [diverse learners](#) can be found in the model curriculum.

5. HOW DO AUTHENTIC MATERIALS, TEACHER-CREATED MATERIALS AND TEXTBOOKS FIT INTO THE STANDARDS?

The standards specify the progression and end goals of K-12 learners developing intercultural communicative competence and stronger literacy skills using authentic cultural materials and interactions. The standards do not define how teachers should teach nor the specific materials they should use. Teachers should incorporate a variety of materials and strategies that help learners achieve the end goals, but there is not one set methodology to accomplish this. Textbooks, leveled readers and teacher-created materials are tools that can serve as a scaffold or bridge to the ultimate goal of learners accessing authentic materials and culture and to increasing communication and literacy skills.

Learners should be exposed to authentic media and texts beginning at Novice Low, regardless of the methodology, learning materials or instructional approach. Exposure to a variety of authentic language and cultural resources as early as possible is essential to developing intercultural communicative competence for all learners.

Resources related to teaching with [authentic materials](#) for various languages and [incorporating literacy](#) can be found in the model curriculum.

6. WHAT IS THE ROLE OF GRAMMAR, ESPECIALLY FOR CLASSICAL LANGUAGES?

The decision on how, when or if grammar is explicitly taught is addressed by educators and curriculum directors of individual language programs, consistent with meeting the expectations of the state standards. Given the large number of languages taught in Ohio, as well as district-determined scope and sequence for courses, it would be challenging for the standards to give specific grammar to teach at each level. Many [best practice strategies](#) for teaching grammar in context are available in the model curriculum.

For classical languages, reading and understanding written messages of the ancient world are key goals for learners. Explicit grammar learning may play an important role in comprehending and using the language of historical texts. As with other languages, the role of grammar should be determined by the teachers and curriculum directors of individual programs. Interpretive listening and presentational or interpersonal speaking and writing can also be important communicative elements in a well-balanced classical language program. The oral and written use of the language can be employed to build learner interest and heighten understanding of and appreciation for a classical language and its culture.

Resources for [classical languages](#) can be found in the model curriculum.

