2018 AERO
World Language
Standards
And
Benchmarks

Table of Contents

Introduction

Competence in two or more languages and cultures empowers learners to communicate more effectively in the various environments that they will experience during their lifetimes. Language learning and intercultural competence help students build the crucial 21st century competencies of cognitive flexibility and global preparedness.
(AERO World Language Revision Committee 2018)

The Development of the AERO Language World Language Standards

This new version of the AERO World Language Standards and Benchmarks is based on the 2005 AERO version that was developed by a team of international world language teachers. The chair, several of the original team members and six additional teachers convened over the last two years to create this revision. Both versions of the AERO WL Standards have drawn heavily from the original U.S. based, Standards for Language Learning in the 21st Century, a collaborative work created by a consortium of language organizations including the American Council on the Teaching of Foreign Languages (ACTFL) in the United States. In this 2018 revision, the AERO team reviewed the 2015 World Readiness Standards for Learning Languages and with permission from the Standards Collaborative Board, the team adapted material from the newest revision of the US Standards to meet the needs and realities of international schools around the world. This AERO revision preserves the 5 C's of Communication, Culture, Connections, Comparisons and Communities that undergird the U.S. standards, keeping an equal balance between all five Cs and adding a focus in subtle ways on the cognitive benefits such as executive functioning, reflective judgment, creativity, empathy, memory, and processing speed to the benchmarks.

In addition to the reasons cited above, this revised AERO version is being updated to reflect recent findings in the critical thinking process, language learning approaches and the ever-increasing influence of information technology, the media, and globalization on language learning and teaching. The standards and benchmarks make explicit the connections between language learning and the development of 21st century skills including cognitive flexibility, creativity, critical thinking, global preparedness and engagement and multicultural understanding so important to the recent efforts of the OECD to outline and access students' global competence (OECD, 2017).
An extensive Bibliography that was used to research this version is attached to the document so that teachers and administrators can further their own understandings of the power of language learning.

This revision continues to support and encourage the long-sequenced language programs offered by most international schools and describes the powerful outcomes of such programs when they are based on higher-level thinking and rich content. It emphasizes the place of world language learning in the core curriculum of a school and underscores the connections and profound outcomes of interdisciplinary teaching and learning. It also values and builds upon the already existing multilingual and multicultural capabilities of many international students and encourages students who are able to work through language standards and benchmarks at a much faster pace than students who are monolingual. This version also provides benchmarks at every grade level and provides three additional shorter sequences for schools that offer shorter sequences in some languages.

The Value and Effect of Studying World Languages and Cultures

Students who study and use additional languages over a long period of time:

a. *Have increased cognitive abilities including critical thinking, executive functioning and empathy for people of other cultures and traditions;*
b. *Have a higher level of proficiency in their native language and in additional languages;*
c. *Increase their abilities to learn additional languages;*
d. *Increase their understanding of their own language and culture;*
e. *Are able to acknowledge and understand multiple perspectives;*
f. *Enhance their abilities to interact with an open mind with others in groups;*
g. *Expand their ability to understand, appreciate, and value other cultures;*
h. *Enrich their opportunities for further studies and choice of professions*

"It is the skill of understanding and engaging with the nuances of cultures that 21st century societies will prize the most...In order to participate, as citizens or producers, all people need to be able to understand globalization, be curious about the world and global affairs, know how to deepen their knowledge, and be capable of communicating and working productively and respectfully with people from other countries and cultural backgrounds." (Reimers, 2017)

Languages and World Engagement

Learning to speak an additional language is indeed a powerful, life-long tool for communication across countries and cultures. Research tells us that speaking the language is only one of the many important advantages of language learning.

In schools, information about other cultures can be gained through the study of such disciplines as the social sciences and the arts. However, only the study of a world language empowers learners to engage successfully in the target language in meaningful interaction, both orally and in writing, with members of other cultures and the multitude of materials and media that they produce. In this sense, a strong language curriculum connects with the broadest aspects of social studies, language arts and other subjects, thereby becoming an effective, integrated program of "Language and World Engagement."

In recognizing the importance of language and culture study, schools that are effective work to provide a Language and World Engagement Program that reflects the teaching world languages and intercultural competence as a part of the core curriculum. Increasingly, effective language programs encourage students to use the language as a means for learning and contributing meaningful information from a variety of subjects. The intent of this kind of a program is to increase students' knowledge and understanding of the language itself, of the breadth and depth of the school curriculum, and of the world. The traditional language program shifts from language acquisition to language and world engagement.

What Is Taught in an Exemplary Language and World Engagement Program? The 5 C's:

Communication The ability to communicate effectively and respectfully, with meaningful content and awareness of the specific cultural context.

Cultures The understanding of the practices, products, and perspectives of the languages and cultures studied.

Connections The connections to other subjects, to the overall school vision and curriculum, to daily life, and to real and virtual communities. Making connections involves critical thinking and problem solving in the context of diverse perspectives while engaging in a wide variety of content.

Comparisons The comparisons to one's own culture, one's own learning, and one's own language or languages. It in this context that the linguistic elements of grammar, vocabulary, syntax etc. become important, and where many deeper understandings that lead to global awareness and competence are explored.

Communities The interaction and collaboration from local to global within the school curriculum, in the world community and in lifelong learning.
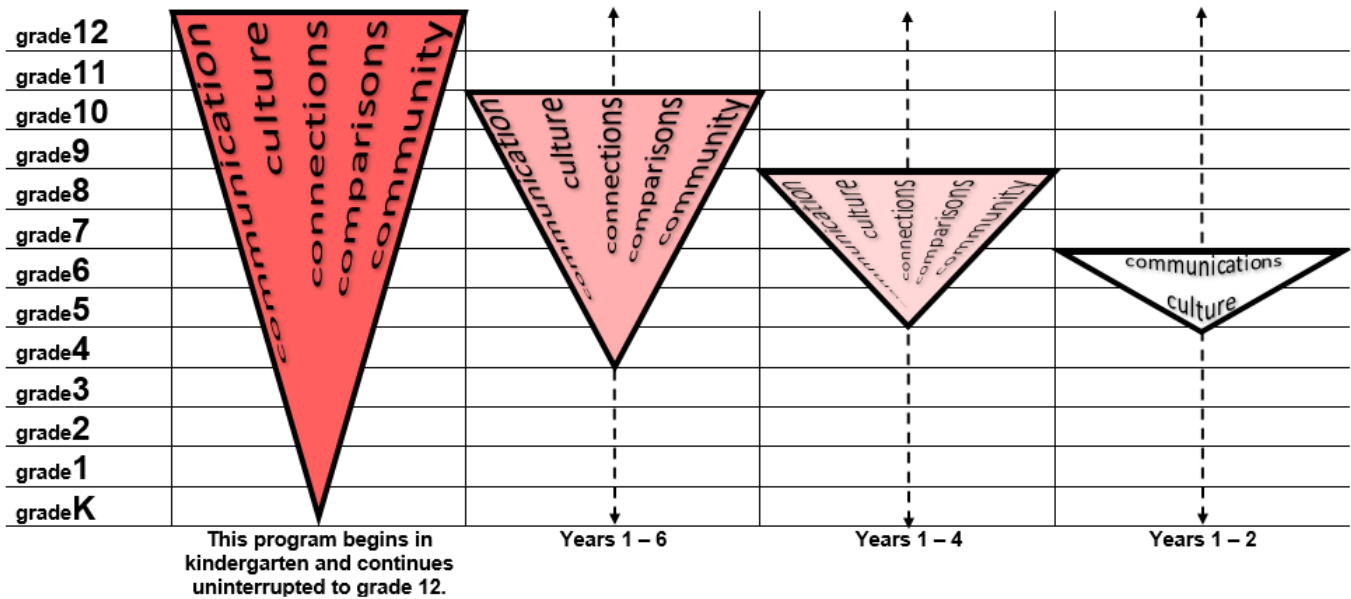
When learning and teaching are centered on *culture, connections, communities,* and *comparisons*, the results include deep and powerful knowledge that informs and builds *communication* from the simplest survival interactions to complex international negotiations.

What Is a World Class Language Program?

The chart below shows a way to visualize the value of long sequences that are well articulated. While the 5 Cs can be reflected in shorter sequences, they simply cannot be covered in the same depth. The colors on the chart fade as the sequences shorten. Students cannot develop a broad range of academic vocabulary or content knowledge needed to read or comprehend the target language with increasing proficiency in just a few short years. The length and type of program implemented in a school determine at least in part, the level of linguistic and cultural proficiency a student can build. Of equal importance, is the quality of the curriculum that is built and the way meaningful content, topics and service learning are built into the curriculum at key points to reflect the broader school curriculum. Teacher professional development in creating this curriculum and teaching it effectively is key to having a world-class language program in an international school.

AERO Language Standards 2018
Learning Continuum

grade12 grade11 grade10 grade9 grade8 grade7 grade6 grade5 grade4 grade3 grade2 grade1 gradeK	communication culture connections comparisons community

This program begins in kindergarten and continues uninterrupted to grade 12.

Years 1 – 6

Years 1 – 4

Years 1 – 2

The 5 C's: Communication, Culture, Connections, Comparisons, Community

NOTE:
1. This chart assumes daily contact with the language of at least 20 – 30 minutes from grades PreK – 3 and at least 35 – 45 minutes of daily content from grades 4 -12.
2. In diminished sequences students will need to focus on fewer strands as there will not be time for the full breadth of the curriculum that the standards undergird.
3. There are thresholds in language learning that must be attained in order to solidify learning and move to a higher level of language use. Language studied for only two years, usually results in the need for students to repeat entire low level courses at the college level.

How to Use the Standards and What Lies Ahead?

The AERO Revision Task Force offers these new standards and benchmarks for teachers and schools to create new and innovative language programs. These standards and benchmarks suggest the types of curricula that can be created and assessed in schools. The ACTFL Can Do statements and ACTFL assessments can be easily adapted to fit the 2018 AERO standards and benchmarks that reflect the international school context. The AERO team is now working on a thematic curriculum model that reflects the new standards and benchmarks and that can be adapted to the PK – 12 international school environment.

School directors and language teachers may wonder if these standards and benchmarks can work in a variety of language programs that might include PYP, MYP, IB DP, AP, and other U.S. inspired international language programs or even country specific programs mandated by ministries of education. The answer is yes. Our team is almost totally comprised of local experts who come in many cases from the home countries in which they are now teaching in international schools. They bring a deep, rich, and profound knowledge of their country based language programs as well as complex pedagogical understandings of language learning and culture teaching to this process. They have guided it at every turn and understand the differences between their country-specific, international assessment systems and the U.S. curricula and assessment systems.

The AERO Revision process was funded by three grants written by Christine Brown, supported by Dr. Beatrice Cameron and funded from the Office of Overseas Schools. The first two grants helped to establish a team of experienced, AERO trained language leaders who then collaborated to review and revise the 2005 AERO World Language standards into the 2018 AERO World Language Standards. Four of the original 2005 task force members served on the revision team, Christine Brown, Hanadi Dayyeh, Dorsaf Kouki and Kathy Morabet. This work could not have been done without the expert study, editing and guidance from Kathy Morabet. Lori Langer de Ramirez lent her talent and expertise, and the collective genius of such a wonderful team of language experts from every continent made this process one of most remarkable, collaborative efforts of language teachers in international schools.

AERO WL Standards and Benchmarks: (1) COMMUNICATIONS

Framework of Communicative Modes

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
DEFINITIONS	Direct oral communication (e.g., face-to-face or telephonic) between individuals who are in personal contact Direct written communication between individuals who come into personal contact	Receptive communication of oral or written messages Mediated communication via print and non-print materials Listener, viewer, reader works with visual or recorded materials whose creator is absent	Productive communication using oral or written language Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode Author or creator of visual or recorded material not known personally to listener or reader
PATHS	Productive abilities: speaking, writing Receptive abilities: listening, reading	Primarily receptive abilities: listening, ready, viewing	Primarily productive abilities: speaking, writing, showing
CULTURAL KNOWLEDGE	Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds Ability to recognize that languages use different practices to communicate Ability to recognize that cultures use different patterns of inter-action	Knowledge of how cultural perspectives are embedded in products (literary and artistic) Knowledge of how meaning is encoded in products Ability to analyze content, compare it to information available in first language, and assess linguistic and cultural differences Ability to analyze and compare content in one culture to interpret U.S. culture	Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader Ability to present cross-cultural information based on background of the audience Ability to recognize that cultures use different patterns of inter-action

KNOWLEDGE OF THE LINGUISTIC SYSTEM
The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the three communicative modes.

The Communication standards are organized according to the three different communicative modes. These modes help language function in a variety of situations and purposes *(Brecht and Walton 1994).* These modes are:

(1) Interpersonal,

(2) Interpretive, and

(3) Presentational.

Each communication mode links the language with the other 4 Cs to develop across each grade. Schools are encouraged to create their own curricula that include a wide spectrum of activities in accordance with their own school and community needs.

The Interpersonal Mode	The Interpretive Mode	The Presentational Mode
Standard 1.1: Students will converse; provide and obtain information; express feelings, emotions, and ideas; and exchange opinions, in spoken and written conversations in the target language.	**Standard 1.2: Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics in the target language.**	**Standard 1.3: Students use the language to present information, concepts, and ideas to inform, explain, persuade, and narrate a variety of topics orally, visually, and in writing, using appropriate visual support and media.**
The interpersonal mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are communicated. Questions can be asked, and adjustments and clarifications made accordingly. The interpersonal mode is most obvious in conversation, but interpersonal exchanges also take place through reading and writing. Technology can be embedded in all of this mode's activities.	The interpretive mode is focused on the appropriate meanings that occur in written, viewed, and spoken form in situations where the speaker, writer, or presenter is not available to answer questions or otherwise aid in clarification of meaning. Students will also recognize and reuse various text types. Such "one-way" communication (reading, listening, electronic and viewing), includes the interpretation of oral presentations, web pages, literary texts, plays, lectures, movies, radio and television broadcasts, video clips, podcasts, etc. Since the interpretive mode does not allow for active interaction between reader and writer, or listener and speaker, it requires a much more profound knowledge of the culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. This level of cultural awareness and the ability to read or listen "between the lines" are developed over time and through exposure to the language and culture.	The presentational mode refers to the delivery of informational content to inform, explain, persuade and narrate a variety of topics using appropriate media and adapting to various audiences. Students will work with authentic media and materials from the target culture in situations where the audience, reader or viewer cannot ask questions or otherwise attempt to clarify meaning. Examples include writing reports and articles, making oral presentations and speeches, and other multimedia presentations. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset since the goal is to make sure the audience will understand the presentation. Presentations may be rehearsed or spontaneous; both are important. More polished presentations require a process of generating ideas, drafting, using feedback to revise, and producing a final product. Students build up presentational skills in part by working with authentic media and materials that are created in the culture studied.

	Benchmarks for Communication Standard 1.1 Interpersonal	Benchmarks for Communication Standard 1.2 Interpretive	Benchmarks for Communication Standard 1.3 Presentational
EARLY LEARNING – LOWER ELEMENTARY			
KG	a. Correctly interpret and use basic age-appropriate courtesy expressions and gestures. b. Ask and answer simple questions, e.g., about family members and friends, etc. c. Use basic verbs to express basic agreement and disagreement. d. Begin to use descriptive words to describe different objects.	a. Understand and respond to simple routine oral directions and instructions related to daily classroom activities. b. Interpret the meaning of gestures, intonation and other visual or auditory cues.	a. Introduce people, places and objects in the school environment. b. Perform simple plays or activities in the target language.
G1	a. Engage in age-appropriate introductions to present and describe classmates, family members and friends. b. Express needs, interests, likes and dislikes in brief conversations with simple phrases. c. Use descriptive words to describe people and objects.	a. Understand and respond to simple requests in various familiar settings, e.g., school, home, public places, etc. b. Correctly interpret a response to oral directions and other requests related to daily interactions.	a. Introduce familiar people, places and objects in the school environment or in pictures and other media, etc. b. Perform poems, songs, short skits, simple plays, etc. c. Speak about themselves while implementing learned phrases and memorized expressions.
G2	a. Present and describe people and tangible products of the culture. b. Ask and answer simple questions related to familiar and age-appropriate topics. c. Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.	a. Identify key actions from developmentally appropriate narratives such as personal anecdotes, familiar stories, fairy tales and themes. b. Identify familiar people, objects, monuments and places based on oral descriptions.	a. Introduce themselves to different audiences. b. List and/or tell about daily activities. c. Recite short memorized phrases, parts of poems, and rhymes.

UPPER ELEMENTARY			
G3	a. Perform greetings, leave-takings and common classroom interactions using culturally appropriate gestures and oral expressions. b. Ask and answer questions about familiar topics, e.g., school events, celebrations, personal opinions, family, etc., orally and in guided writing. c. Give and follow simple instructions as part of age-appropriate classroom and/or cultural activities or both, and express agreement and disagreement. d. Extend, accept and refuse invitations.	a. Identify the principal characters of stories or children's literature. b. Identify people, objects, monuments and places based on oral and written descriptions.	a. Give simple show-and-tell presentations. b. Present simple information about a learned topic using words, phrases and learned expressions. c. Write about themselves using primarily memorized phrases and expressions. d. Dramatize songs, share anecdotes or recite poetry commonly known by peers in the cultures studied.
G4	a. Exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures. b. Exchange feelings, emotions, likes and dislikes in familiar contexts or about favorite objects through discussions, interviews, etc., orally and in writing using simple sentences. c. Engage in everyday situations, e.g., buying, ordering, shopping, traveling, etc., through role-play and other authentic activities.	a. Identify key information from announcements and messages connected to daily activities in the target culture. b. Interpret gestures, intonation and other visual or auditory clues in videos, films, television, streaming media, etc.	a. Tell about a familiar experience, event, object or person using phrases and simple sentences. b. Express their preferences related to topics of interest. c. Give oral or written basic instructions on how to make or do something using phrases and simple sentences.

G5	a. Use the target language to follow and give directions for participating in age-appropriate cultural activities and exploring products of the target cultures. b. Ask and respond to questions for clarification. c. Exchange descriptions of people, places, events, sports and products of the cultures, e.g., artifacts, clothing, foods, types of dwellings, monuments, etc., with peers and members of the target cultures, orally and in writing. d. Use expressions to show interest, to ask for clarification and to check comprehension orally.	a. Identify people and objects found in the individual's or different environments through structured oral and written descriptions. b. Identify the main ideas in media, such as illustrated texts, posters, advertisements, Internet websites, etc.	a. Produce and present illustrated stories, posters, advertisements and age-appropriate reports. b. Write about a familiar experience, event, object, or person using phrases and simple sentences. c. Read aloud with appropriate intonation and pronunciation.
MIDDLE SCHOOL			
G6	a. Use the target language to acquire goods, services or information orally and in writing. b. Ask and respond to questions for clarification, orally or in writing. c. Extend, accept and refuse formal and informal invitations, using expressions and behaviors appropriate to varied situations.	a. Identify and interpret key and supporting actions in developmentally appropriate narratives such as personal anecdotes, familiar stories, fairy tales and unfamiliar narratives based on familiar themes. b. Identify the principal message contained in various media such as illustrated texts, posters, or advertisements.	a. Write personal letters or messages using culturally appropriate format and style. b. Make presentations about personal, school, service learning and social experiences. c. Present opinions, preferences and feelings about current or historical events and cultural experiences.
G7	a. Use the target language to follow and give multi-step directions to participate in and explore age-appropriate cultural activities and to investigate the function of products of the target cultures. b. Orally discuss school and community issues and problems.	a. Identify people and objects in their environment or from other school subjects based on oral and written descriptions. b. Identify the main themes and significant details from audio/visual products of the cultures as presented on television, radio and video or live presentations, Internet websites, media streaming, etc.	a. Present information about events of public or personal interest using technology. b. Share their points of view on topics of interest orally, in writing and in media creations and provide reasons to support them.

G8	a. Exchange detailed information and compare, contrast and express opinions and preferences about personal experiences, e.g. events, school subjects, and feelings and emotions, with peers or members of the target cultures, orally, in writing and in media creations in real or virtual environments. b. Develop and propose solutions to issues and problems related to the school or community through single and/or group work.	a. Summarize information from short articles and postings related to other school subjects. b. Identify the principal characters and discuss the main ideas and themes in selected texts of the target cultures as found in literature, newspapers, magazines, videos, Internet sites and applications, or other authentic sources used by speakers of the target language, e.g. the exchange of personal notes and letters, text messages, online chats, or in other media.	a. Write short, well-organized compositions on topics of interest. b. Perform short plays, songs and skits, recite selected poems and anecdotes in the target language. c. Create and present general bulletins, posters, videos, PowerPoint presentations and other media creations or reports about cultural themes.
	HIGH SCHOOL		
G9	d. Describe, explain and/or justify opinions and feelings about personal experiences and global issues orally, in writing or in other media creations. e. Develop and propose solutions to issues and problems that are of concern to members of their own and the target cultures, orally, in writing, or in other media creations through single and/or group work.	a. Use knowledge acquired in other settings and from other subject areas to comprehend spoken or written messages, texts or other media creations in the target languages. b. Identify and summarize the principal elements of nonfiction articles in newspapers, magazines, websites and other media creations on topics of current and historical importance to members of the cultures.	a. Present the topics of a range of articles or documentaries orally, in writing or in other media creations in the target language. b. Prepare and deliver oral presentations, such as speeches and debates, on various topics.
G10	a. Engage in authentic communication during visits, field trips, service learning activities, etc. b. Discuss orally, in writing or in other media creations, current, past or historical events that are of significance in the target cultures or studied in another subject.	a. Understand main ideas of unfamiliar written and oral resources from various media. b. Identify the main ideas and significant details of live and recorded discussions, lectures and presentations on current or past events from the target cultures or that are studied in another subject.	a. Perform scenes from plays, recite poems or excerpts from literature commonly read by speakers of the target language. b. Create stories, poems, short plays, or skits based on themes, ideas, and perspectives from the target cultures.

G11	c. Regularly engage in authentic communication during visits, field trips, service learning activities, etc. d. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics including current and historical events.	a. Analyze the main plot, subplot, characters, their descriptions, roles and significance in authentic literary texts, films and or other media. b. Compare and contrast cultural nuances of meaning in written and spoken language or other media as expressed by speakers of the target language in formal and informal settings.	c. Present an oral, written summary or media creation of the plot and characters from literature. d. Write various types of texts using the rhetorical styles and devices authentic to the language.
G12	a. Discuss analyses and personal reactions to expository and literary texts or various forms of media with peers and/or speakers of the target language. b. Initiate, develop, discuss, and present orally, in writing, or using media, various solutions to important issues and problems of the target cultures.	a. Analyze the main ideas and significant details of authentic live and recorded discussions, lectures and presentations on current or past events from the target cultures or studied in another class. b. Analyze the main ideas of nonfiction articles and primary source media and documents.	a. Write organized and original essays, journal entries and reports, and produce various media presentations on a variety of topics. b. Present a research-based analysis of current events from multiple perspectives using various forms of media.

AERO WL Standards and Benchmarks: (2) CULTURES

The term 'culture' is generally understood to include the philosophical perspectives, the behavioral practices, and the products – both tangible and intangible – of a society. Cultural awareness is critical in developing global preparedness, cognitive flexibility and communication skills – all of which are essential elements in preparing learners for life and work in the 21st century.

Differences in worldview and behavior patterns, based on differing assumptions and values, often give rise to misunderstandings and conflict. An insider's perspective, only available through the study of additional languages, is the true catalyst for cross-cultural understanding.

While information about other cultures can be gained through a range of disciplines, only the study of a world language, with its concomitant emphasis on world studies, empowers learners to see things from a different perspective and engage successfully in meaningful interaction with members of other cultures and the multitude of materials and media that are produced exclusively in native languages. Many of the broader themes (e.g., science, history, human geography) addressed in other core subjects are reinforced, broadened and deepened when students view them from the perspective of informed linguistic and cultural awareness.

The true content of the language program is not only the grammar, vocabulary and syntax of the language, but also the cultures being understood through the study of the language. The abilities derived from studying other languages provide students access to knowledge embedded in the cultures and expressed through the language. Students of languages become skilled observers and analysts of other cultures as well as their own, with the added benefit of being able to appreciate and value aspects of the culture and interact within it.

Standard 2.1: Students use the language to investigate, explain and reflect on the practices and perspectives of the cultures studied and the relationship between them.	**Standard 2.2: Students use the language to investigate, explain, and reflect on the products and perspectives of the culture studied and the relationship between them.**
This standard focuses on the practices that are derived from attitudes and values (the perspectives) of a culture. Cultural practices refer to patterns of behavior accepted by society and deals with aspects of culture (e.g., customs and traditions, rites of passage, forms of discourse, the social hierarchy, and the use of space). It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's worldview. The grade-by-grade benchmarks below are stated in performance terms so that they can serve as ways of assessing what students have learned and can demonstrate about the cultures being studied.	This standard focuses on the products of the culture studied and how they reflect and shape the perspectives of that culture. Products may be tangible (a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (perspectives) of that culture, and the cultural practices that involve the use of that product.

Benchmarks for Cultures Standard 2.1	Benchmarks for Cultures Standard 2.2
EARLY LEARNING – LOWER ELEMENTARY	
KG a. Respond to simple greetings in the cultural formats. b. Use culturally appropriate courtesy expressions. c. Role-play simple patterns of behavior and interaction in basic familiar settings using appropriate realia and toy models.	a. Identify some age-appropriate products of the target culture related to other curricular areas (e.g. toys, clothing, and food).
G1 a. Use culturally appropriate courtesy expressions, gestures and communicative norms. b. Role-play simple patterns of behavior and interaction in basic familiar settings using appropriate "realia" and toy models. c. Make and respond to culturally appropriate introductions and understand polite requests.	a. Identify some age-appropriate products of the target culture related to other curricular areas (e.g. artifacts, gestures, food and flags)
G2 a. Make and respond to culturally appropriate introductions and understand polite requests. b. Use culturally appropriate courtesy expressions. c. Identify and use patterns of behaviors and interaction in basic familiar settings. d. Participate in authentic or simulated age-appropriate cultural activities, games, songs and music.	a. Identify some age-appropriate products of the target culture related to other curricular areas (e.g. music, dance, modes of transportation and places) b. Sing songs from the target culture, identifying the country of origin.
UPPER ELEMENTARY	
G3 a. Use pictures, photos, multimedia, "realia"etc. to identify simple patterns of behavior, interactions and customs in various familiar settings. b. Understand and use appropriate gestures and oral expressions in the language and in the target cultures settings or simulations. c. Use culturally appropriate courtesy expressions.	a. Identify some age-appropriate products of the target culture related to other curricular areas (e.g. monuments, landmarks, homes, modes of transportation, etc.) b. Listen to and/or read short poems, stories, plays from the target culture, identifying the country of origin. c. Identify the physical and human environments of the target cultures.
G4 a. Identify customs that are of interest to children in the target culture (celebrations, traditional foods, aspects of family life, social interaction, and religious traditions). b. Perform or simulate age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling and dramatizations in the target language.	a. Identify some age-appropriate products of the target culture related to other curricular areas (e.g. calendar, numeracy, alphabets, homes, arts, musical instruments, etc.) b. Give simple reasons for the role and importance of products from the target culture. c. Identify, play and or explain various games and sports-related products from the target culture.

G5	a. Distinguish informal and formal ways to address classmates and adults (e.g., teachers or principal). b. Perform or simulate age-appropriate cultural activities such as games, songs, birthday celebrations, storytelling and dramatizations in the target language.	a. Search for, identify and investigate the function of products (e.g., sports equipment, household items, tools, foods, and clothing) from the culture studied compared to their function within the students' homes and communities. b. Identify the different environments of the target cultures and examine the impact of these environments on the lifestyles of the target communities. c. Identify and discuss commonly held stereotypes about products of the target culture.
MIDDLE SCHOOL		
G6	a. Identify and reflect on commonly held beliefs and stereotypes about the target culture. b. Role-play culturally appropriate interactions with shopkeepers, ticket sellers, waiters, bus and taxi drivers, etc. in the target culture.	a. Investigate and respond to forms of various products of the target cultures such as music, dance, crafts, art, fashion and cuisine. b. Identify and describe how products reflect the lifestyle of people in various communities.
G7	a. Analyze and explain age appropriate formal and informal patterns of behavior and cultural practices of the target cultures. b. Reflect on and discuss stereotypical images associated with the target cultures. c. Use formal and informal forms of address and age appropriate discourse in rehearsed situations.	a. Identify and/or perform music and songs from the target culture, and the musicians and country of origin. b. Identify, interpret, or reproduce artworks from the target culture, and the artist and country of origin.
G8	a. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures. b. Recognize and understand the diversity of social customs in the target cultures based on prior civilizations, historical events, geographical features and religious beliefs.	a. Listen to, identify, and read short poems, stories, songs and plays from the target culture, and the author and country of origin. b. Use the target language and culture on teacher-vetted Internet sites and multimedia, and in educational and recreational activities and games.

	HIGH SCHOOL	
G9	a. Explain social and geographic factors that inform or result in certain cultural practices. b. Identify differences in cultural practices among same-language cultures. c. Adjust speech and behavior appropriately to the cultural situation and audience.	a. Analyze the role of various social institutions of the culture studied such as religious institutions, clubs, and organizations. b. Analyze, discuss and present views on social institutions and social mores, and how both reflect the values of the target language communities.
G10	a. Identify, analyze, and discuss patterns of behavior in and between various subgroups that comprise the target culture. b. Analyze generalizations and stereotypes of the target culture. c. Connect practices to associated products giving evidence-based reasons for the perspectives derived.	a. Analyze expressive products of the culture, including selections from various literary genres, art, architecture, music, cinema and theater. b. Present analyses of the expressive products of the culture and how they reflect its values and perspectives.
G11	a. Discuss social issues in the various target culture communities and examine their impact on the behavioral patterns of individuals, families and communities. b. Use formal and informal forms of address and register appropriately and respectfully at various levels of society and ages. c. Engage in conversations about cultural topics with native speakers in culturally respectful ways.	a. Identify, analyze and evaluate the relationship between ideas and perspectives of the cultures studied and contemporary issues. b. Listen to, identify, read and analyze poems, stories and plays from the target culture, identifying the author, country of origin and significance of the piece to the values and attitudes of the target culture. c. Listen to, reflect on and present songs from the target culture, identifying the musician, the country of origin and significance to the individuals or groups within the culture.
G12	a. Use forms of address and register appropriately at multiple levels of society and age. b. Engage in discussions and conversations with native speakers in culturally respectful ways. c. Analyze aspects of the political, legal and economic systems and practices in the target culture communities, and be able to discuss with native speakers the factors that influenced the development of these systems.	a. Demonstrate knowledge of some of the major literary and artistic movements within identified cultures where the target language is spoken. b. Hypothesize about the global influence of historical and current events, political structures, value systems, scientific discoveries and artistic expressions from the target culture.

2018 AERO WL Standards and Benchmarks: (3) CONNECTIONS

Note that the Connections Standards and Benchmarks can be very useful in planning the intended thematic, interdisciplinary units for the language curriculum that integrate with the whole school curriculum. Two or three curriculum areas can "braided" together yet delivered at slightly different times in the language curriculum to either pre-teach, co-teach or re-teach concepts from other subjects at the grade level. World Languages can be braided with English Language Arts, Social Studies or Science, among other disciplines, to reinforce important content at each grade level and to provide a deep global view on subjects in other disciplines. If there can be no grade level content match with other subjects due to the students' introductory language skills or the short sequences of language learning in a school, broad topics can be included that are reflected in the curricula of other disciplines, but transcend grade levels. Some examples can be identified from the new Global Competence Framework in the OECD's Preparing Our Youth for an Inclusive and Sustainable World. This would include health topics, the environment, sustainability, recycling, the effective use of resources, economics, world religions, social issues, historical studies and implications, stereotyping, concepts of beauty, the arts, engineering, technology, design, etc. These broad topics cut across many grade levels and content areas. The vocabulary and idiomatic language used and associated with any and all of these topics will certainly be encountered in other disciplines being studied.

It is important to remember that the target language must be used to learn about these issues. In shorter language sequences, students will be operating at a more novice level without the time to engage in more proficient use of the language around these topics that are so important to developing and understanding "Global Competence." Long sequenced and thematically developed, standards-based language programs are essential for students to develop true "Global Competence."

In the language class, curricular connections shift the focus from language acquisition to broader learning experiences and 21st century skills. Language, when perceived as a vehicle to teach and learn meaningful content, results in a holistic and ever-expanding open system with which students can build cognitive flexibility, multi-cultural interconnectivity and global awareness. This powerful system provides learners with skills and information that look beyond the limits of their formal educational experiences to help them connect with other subjects/disciplines and inquire into areas of their personal interest or needs. It allows students to acquire information from diverse perspectives, contributes to their becoming informed global citizens and lifelong learners, and helps to personalize their learning.

Standard 3.1: Learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively.	Standard 3.2: Students access and evaluate information and diverse perspectives that are uniquely available through the language and its cultures.
Learning today is not restricted to a specific discipline; the richest learning is interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school	As students' performance and proficiency in language increases, they have expanding access to the target language's unique means of communication and ways of thinking. This access is provided through

curriculum, so does language study broaden and deepen the knowledge that students acquire in other subject areas. With this connected approach, students refine their communicative abilities, enhance their cultural understanding and learn to evaluate multiple perspectives. When they are integrated into the broader curriculum, world languages significantly contribute to the entire educational experience of students.

interactions with people and authentic materials, audio, multimedia and print, prepared in the target language by and for native speakers. These materials, including informational and literary texts, creative works, documentaries, or online information, provide unique perspectives not available in or distorted by translation. Experience with these materials provides learners with skills and information that look beyond the limits of their formal educational experiences to help them become informed global citizens now and in the future. Today's technology broadens the sources of information available to 21st century learners who are able to access it effectively, evaluate it critically, and use it accurately.

Benchmarks for Connections Standard 3.1	Benchmarks for Connections Standard 3.2
EARLY LEARNING – LOWER ELEMENTARY	
KG a. Sing songs or play games in the target language, connecting students to similar experiences in their classroom or home environment. b. Talk about when or where they have heard the target language being used. c. Participate in programs organized around school-wide themes using the target language.	a. Experience personal connections with the target language and culture through songs, rhymes and games.
G1 a. Participate in learning experiences that connect to learning in other subjects (math, science, art, music, literature, etc.) b. Recognize areas where use of the target language might occur in their lives. c. Participate in programs organized around school-wide themes using the target language.	a. Experience and identify some simple words that can be understood only through original language sources and cultural activities (e.g. songs, rhymes and culture specific games).
G2 a. Participate in learning experiences that parallel, connect to, and/or enhance learning in other subjects (math, science, art, music, literature, etc.), and recognize the connections. b. Use information and skills from other school subjects in target language activities, demonstrating awareness of the connection. c. Participate in programs organized around school-wide themes using the target language.	a. Identify some simple words and phrases that can be understood only through original language sources and cultural activities (e.g. tongue twisters and simple puns).
UPPER ELEMENTARY	
G3 a. Use charts, maps and visuals from other content areas to perform tasks in the target language (e.g. identify, label and add to, etc. in areas such as weather, math facts, measurements, telling time, animals and musical instruments). b. Participate in learning experiences that connect to and/or enhance learning in other subjects (math, science, art, music, literature, etc.) c. Participate in programs and events organized around school-wide themes, including service learning, using the target language (e.g. an international festival).	a. Identify and discuss some simple words and ideas that can only be grasped through original language sources and cultural activities. b. Investigate materials or websites that are in other languages to determine if those reflect the same ideas and topics being studied at the same time in other countries or at the same grade level. c. Watch video casts on topics related to the grade level topics being studied to see how other countries and languages are investigating these same ideas and topics.

G4	a. Use knowledge from other disciplines to create learning artifacts (e.g. geography to create maps of countries where the target language is spoken). b. Participate in learning experiences that connect to and/or enhance learning in other subjects (math, science, art, music, literature, etc.) and reflect on the connections. c. Participate in programs and events organized around school-wide themes, including service learning, using the target language.	a. Understand and use some simple words and ideas that can only be grasped through original language sources and cultural activities. b. Connect with same age peers through teacher vetted or mediated online activities to see or ask questions about other topics being studied in other subjects at the same or next grade level. Note the expressions or vocabulary that are unique and unknown.
G5	a. Use knowledge and skills taught in other disciplines (e.g. calculation, problem solving, map reading, etc.) in the target language class. b. Share and integrate products from the target language cultures into other academic and extracurricular areas. c. Participate in programs organized around school-wide themes, including service learning, using the target language.	a. Understand and use some simple words and ideas that can only be grasped through original language sources and cultural activities. b. Connect with same age peers through teacher vetted or mediated online activities to see or ask questions about other topics being studied in other subjects at the same or next grade level. Note the expressions, vocabulary, or concepts that are unique and unknown.
**MIDDLE SCHOOL**	
G6	a. Report on learning experiences in other subjects that connect to activities in the language class and use skills taught in other disciplines (e.g. use knowledge of history to create timelines of historic events in the countries where the target language is spoken). b. Identify resources in the target language that relate to other subjects studied. c. Participate in programs organized around school-wide themes, including service learning, using the target language.	a. Understand and use simple words and ideas that can only be grasped through original language sources and cultural activities. b. Identify authentic sources, informational texts, age appropriate films, multi-media and literary works from target culture and discuss which elements could be unique to a particular culture (printed, oral and multimedia resources, interviews, field trips, etc.).
G7	a. Integrate and apply skills and processes from other disciplines, including technology, to the target language class and activities (e.g. recognize similarities among text types used in different classes). b. Research and select articles or multimedia in the target language on topics being studied in other classes in order to record, organize, reflect and share the new knowledge. c. Participate in programs organized around school-wide themes, including service learning, using the target language.	a. Understand ideas and viewpoints that can only be explained in terms of the original language and cultures. b. Identify and discuss authentic sources, informational texts and literary works from target culture and recognize some elements that are unique to a particular culture (printed, oral and multimedia resources, interviews, field trips, etc.).

G8	a. Recognize differences and similarities among rhetorical styles and text types used in different classes. b. Use the target language to research and present written and oral information, which extends topics studied in other disciplines (e.g. present representative examples of contemporary culture and/or historical figures from countries where the target language is spoken). c. Participate in programs organized around school-wide themes, including service learning, using the target language.	a. Appropriately use some untranslatable words and phrases. b. Identify and discuss original sources, informational texts, film, multi-media and literary works from target culture and recognize some elements that are unique to a particular language and culture (printed, oral and multimedia resources, interviews, field trips, etc.).
HIGH SCHOOL		
G9	a. Integrate and apply content, skills and processes from other disciplines to the target language class and activities (e.g. research and present on contributions of the cultures that use the target language in various areas such as science, medicine, art, architecture, etc.). b. Research information in the target language that offers a different perspective and/or a different viewpoint of an issue or event discussed in other subjects (e.g. social studies, language arts, global issues, etc.) and integrate it into a project or discussion in another discipline. c. Participate in programs organized around school-wide themes, including service learning, using the target language.	a. Appropriately use untranslatable concepts, words and phrases. b. Research, summarize and use authentic sources, informational texts and literary works from target cultures and recognize elements that are unique to a particular culture (printed, oral and multimedia resources, interviews, field trips, etc.).
G10	a. Discuss and apply content, skills and processes from other disciplines to the target language class and activities (e.g. recognize different rhetorical styles, text types and genres, compare ways in which they connect to texts from other classes and produce similar text types in the target language). b. Engage with written, oral and visual information in the target language that offers a different perspective and/or a different viewpoint of an issue or event discussed in other subjects (e.g., social studies, language arts, global issues, etc.) and integrate it into a project or discussion in another discipline. c. Participate in programs organized around school-wide themes, including service learning, using the target language.	a. Understand untranslatable concepts, words and phrases and the reasons why they have arisen from the language and cultures studied. b. Synthesize and present information collected from multiple authentic sources and recognize elements, which are universal and/or unique to a particular culture (e.g., prepare a virtual exhibit of artwork from a country where the target language is spoken, situating the contents historically and explaining the importance and uniqueness of the artwork to the country of origin).

G11	a. Analyze topics of global importance discussed in other academic subjects using the target language (current events, political and historical concepts, worldwide health issues and environmental concerns). b. Critically integrate target language resources into research projects of other disciplines in order to evaluate multiple perspectives. c. Participate in and reflect about the benefits of working collaboratively in programs organized around school-wide themes, including service learning, using the target language.	a. Appropriately use untranslatable concepts, words and phrases and explain the reasons why they have arisen from the language and culture studied. b. Read literature and access other original materials in the target language and compare and contrast the universality of the message as well as the ways of thinking and perspectives that are uniquely available through the studied language and its cultures.
G12	a. Analyze topics discussed in other academic subjects using the target language (current events, political and historical concepts, worldwide health issues and environmental concerns). b. Critically integrate target language resources into research projects and oral presentations of other disciplines in order to evaluate multiple perspectives. c. Participate in and reflect about the benefits of working collaboratively in programs organized around school-wide themes, including service learning, using the target language.	a. Appropriately use untranslatable concepts, words and phrases, and analyze the reasons why they have arisen from the language and culture studied. b. Read literature and access other authentic materials in the target language and analyze the universality of the message as well as the ways of thinking and perspectives that are uniquely available through the studied language and its cultures.

AERO WL Standards and Benchmarks: (4) COMPARISONS

Some recent studies have suggested that students are better able to reflect on their own first language and culture after having experienced at least one other language and culture. By struggling with how to express particular meanings in another language, how to encode them linguistically and how to be sensitive to the norms of interacting in another culture, students can build awareness, appreciation and knowledge, not only of the target language and culture, but also of their native and any other languages and cultures that they encounter. Bringing to focus the comparison of one's language and culture to others being studied helps students build their own identity and fosters mental acuity and mental executive functioning. It is through the Comparison Standards and Benchmarks that the systems unique to each language come into focus and make sense to learners. Grammar, lexicon, syntax, phonology and pragmatics all have meaning to learners when they see the relationship between their own language and the languages being studied. Approaching cultural understanding in this way helps students understand the reasons why they and others act in various ways and hold certain beliefs, values and attitudes. Cultural competence evolves from the intersection of comparisons between other cultures and one's own. When students are expected to reflect on those comparisons, they can develop the ability to empathize with others and interact without bias and stereotypes. No other area of the curriculum requires such deep reflection on the value of intercultural understanding and communication outside one's comfort zone.

Some examples of how students can begin to view others' cultural understandings and values and compare those to their own can be identified from other content areas, expectations for school exchanges, service learning, the goals and assessment demands of international curriculum frameworks, and the new 2018 Global Competence Framework from the OECD *Preparing Our Youth for an Inclusive and Sustainable World.* Some examples of topics that can be used to compare the cultural values of other cultures to one's own include health topics, environment, sustainability, recycling, effective use of resources, economics, world religions, social issues, historical studies and implications, stereotyping, concepts of beauty, the arts, engineering, technology and design, etc. These broad topics cut across many grade levels and content areas, and the vocabulary and idiomatic language used and associated with all of these topics will be encountered in other disciplines. Yet this same vocabulary and language used in these broad themes is exactly the type of language learning needed by students to advance to the higher and distinguished levels of language proficiency assessed by ACTFL, IB, and the Common European Framework. These and other school related topics can form the basis for interdisciplinary units in which students compare and contrast these topics with values and viewpoints in their own culture.

It is important to remember that the target language must be used to learn, think, write, read and speak about these issues. In shorter language sequences, students will be operating at more of a novice level without the time to engage in more proficient use of the language around these topics that are important to developing and understanding cultural comparisons and ultimately to developing "Global Competence." Long sequenced and thematically developed, standards-based language programs are essential for students to develop true intercultural and global competence and advanced language proficiency in the target languages that they are studying. Students can reflect on their progress through the Culture and Comparison benchmarks by using the newly developed Can Do Culture Statements devised by ACTFL in 2017.

Standard 4.1: Students investigate, explain, and reflect on the nature of language through comparisons of the target language, their own language or dialect, and other languages they know.	Standard 4.2: Students use the language to investigate, explain, and reflect on the concept of culture through comparisons of the studied cultures to their own culture, the host culture, or other cultures they know.
This standard focuses on the impact that learning the linguistic elements in the new language has on students' cognitive flexibility. As learners develop hypotheses about the structure and use of languages, their understanding of vocabulary and language conventions, forms, and functions expands. They are able to form insights into their first and other languages, increasing their communicative abilities and effectiveness and building their ability to learn additional languages.	This standard helps build students' cognitive flexibility as they integrate the reflective process of comparison into what they have learned from their earliest levels. As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices and products that are similar to, and different from, those in their own culture. They build their cultural awareness through evaluating the similarities and differences found in multi-media and digital/print resources. They develop the ability to hypothesize about cultural systems in general, building their global competence.

	Benchmarks for Comparison Standard 4.1	Benchmarks for Comparison Standard 4.2
EARLY LEARNING - LOWER ELEMENTARY		
KG	a. Compare courtesy expressions and gestures between the target language culture and their own culture(s) (e.g., greetings, agreement and disagreement). b. Recognize sound and writing systems differences in cognates of their own language(s), and the target language.	a. Compare and contrast simple daily living patterns and behaviors such as greeting, courtesy expressions and simple cultural activities.
G1	a. Compare courtesy expressions and gestures between the target language culture and their own culture(s) (e.g., greetings, agreement and disagreement, etc.). b. Recognize similarities and differences between the sound and writing systems of the target language and their own language.	a. Recognize interests and practices of the target cultures that are common to the students' own, the host country, or other cultures they know. b. Compare and contrast simple products of the target culture and their own (e.g., songs, games, rhymes, gestures, etc.)
G2	a. Identify and explain similarities and differences between language systems (e.g., formal and informal forms, basic word order, rules of gender and number, identifying physical location in the language, etc.) b. Recognize and use differences between the sound and writing systems of the target language and their own.	a. Compare age-appropriate cultural tangible products (toys, clothing, food and dwelling) b. Compare intangible products of the culture (children's songs, music, dance, celebrations, etc.)
UPPER ELEMENTARY		
G3	a. Cite and use examples of borrowed words and cognates in the target language, and compare them to the borrowed words in their own and hypothesize why languages in general might need to borrow words. b. Give examples of how cognates can enhance comprehension of spoken and written language. c. Begin to understand that languages have different grammatical syntactical functions.	a. Compare and contrast phrases and culturally appropriate gestures in various settings, e.g., school, family, friends, neighbors, etc. in the cultures studied and their own. b. Compare and contrast special events and celebrations (e.g., birthdays, holidays, new year, etc.) in the target cultures and their own.

G4	a. Exchange information, compare personal events, and school related experiences with peers and/or members of the target cultures. b. Exchange and compare likes and dislikes feelings and emotions, in familiar contexts or about favorite objects, orally through discussions, interviews, etc., and in writing. c. Build on prior knowledge of language system similarities and differences (e.g. syntactic rules, tenses, sequences, etc.) and compare it to their own. d. Understand that languages use different grammatical and syntactical functions to convey meaning	a. Compare and contrast age-appropriate intangible products (e.g., rhymes, songs and folktales) of the target cultures and their own. b. Compare and contrast celebrations, traditional foods, aspects of family life and social interaction in the target cultures and other cultures they know.
G5	a. Compare formal and informal forms of language and expressions of politeness in the target language and other languages (their own language(s) and/or dialect(s) and English). b. Demonstrate awareness that some phrases and idioms do not translate directly from one language to another. c. Identify and explain the differences and similarities between the word structures (derivation, prefixes, suffixes, etc.) in the target language and their own. d. Understand that languages use different grammatical and syntactical functions and work to apply the rules of both in their speaking and writing.	a. Identify and compare cultural stereotyping in the target culture and their own. b. Distinguish informal and formal ways to address peers and adults (e.g. teachers, custodians, secretary or principal, etc.). c. Compare and contrast environments of the target cultures and their own and examine the impact of these environments on the lifestyles of the communities and vice versa.
MIDDLE SCHOOL		
G6	a. Discuss the relationships among languages, based on students' awareness cognates and other similarities between language structures. b. Compare and contrast the writing system of the target language, other languages including English, and their own, and describe the nature of those writing systems (e.g., logographic, syllabic and alphabetic). c. Understand that languages have different grammatical and syntactical functions and work to apply the rules of both in their speaking and writing.	a. Identify, compare and contrast the cultural features of daily life, customs, music, dance, craft, fashion and arts. b. Compare and contrast the forms of various products of the target cultures such as music, dance, crafts, art, fashion and cuisine. c. Identify and analyze formal and informal patterns of behavior and cultural practices of the target cultures. d. Compare and contrast the characteristic of super heroes, quests and battles, their values and the cultural importance in the target language cultures and their own.

G7	a. Recognize differences in pronunciation systems among languages and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning. b. Recognize differences in language register and use formal and informal forms of language and expressions in other languages and their own language or dialect. c. Understand that languages have different grammatical and syntactical functions and work to apply the rules of both correctly in their speaking and writing. d. Highlight the similarities and differences between children's literature in the target language and their own (characters, setting, message, rhetoric styles, etc.)	a. Identify, compare and contrast the cultural features of social relations, customs and traditions, b. Compare and contrast social, religious and economic issues in the target cultures to their own. c. Compare formal and informal patterns of behavior and cultural practices of the target cultures. d. Distinguish stereotypical images associated with the target cultures in contrast with their own.
G8	a. Understand the necessary grammatical and syntactical rules and functions in languages, and use them with increasing accuracy in the target language. b. Highlight the similarities and differences between quotes, proverbs and sayings in the target language and their own and compare and contrast their geographical, historical and sociological backgrounds.	a. Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits and play) by analyzing selected practices from the target cultures and their own. b. Compare and contrast school schedules, course offerings and attitudes toward school in the target cultures to their own. c. Compare the verbal and nonverbal behavior for daily activities among peers and adults in the target cultures and their own. d. Recognize the diversity of social customs in the target cultures and their own, based on their various historical events, geographical features and religious beliefs.
**HIGH SCHOOL**	
G9	a. Compare and contrast the characters, settings, messages of specific text patterns, such as storytelling, folktales, myths and legends in the target language and students' own. b. Understand the necessary grammatical and syntactical rules and functions in languages, and use them with increasing accuracy in the target language. c. Compare and apply the writing techniques and rhetorical styles of various text types and formats in the target language, in other languages including English and in their own (essays, articles, interviews, speeches, reports, book reviews, literary texts, etc.)	a. Compare and contrast the role of social norms and connections in the target culture and their own. b. Hypothesize about the origins of phrases, sayings, and idioms as a reflection of the target culture and students' own. c. Reflect on the differences and similarities between the social, historical and geographic factors in the target cultures and their own. d. Identify differences in cultural practices among same-language cultures and their own.

G10	a. Compare nuances of meaning of words, idioms, and vocal inflections in the target language and student's own. b. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language with demonstrably increasing skill. c. Demonstrate understanding of how the elements of a language may reflect differently the ways in which people, the media, writers, etc. organize information and view the world (multiple perspectives, stereotypes, bias, etc.)	a. Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, and forms of literature) by analyzing selected products from the target cultures and their own. b. Compare and contrast entertainment and leisure options in the target cultures and students' own. c. Identify, analyze and discuss patterns of behavior in and between various groups. Subgroups that comprise the target cultures. d. Analyze generalizations and repudiate stereotypes of the target cultures compared to students 'own.
G11	a. Understand the necessary grammatical and syntactical functions in languages and use them in the target language with demonstrably increasing skill. b. Compare and contrast patterns of various text types (essays, speeches, reports, etc.), literary genres and rhetorical styles, etc.	a. Analyze and infer cross-cultural similarities and differences as observed in practices, perspectives, expressive products and literary genres of the target cultures and students' own cultures. b. Compare and contrast career choices and preparation in the target cultures to their own. c. Compare social issues in the various target culture communities and students' own, and examine their impact on the behavioral patterns of individuals, families and communities. d. Identify, analyze, and evaluate the relationship between ideas and perspectives of the cultures studied and their literary and artistic products compared to their own.
G12	a. Use the target language to express interest in learning a language, to justify why it is important and to explain how the study of language over a long period of time is transformative. b. Compare and contrast literary texts from different genres (novel, short story, poetry, etc. in the target language and own language. c. Understand the necessary grammatical, phonological and syntactical functions in languages and use them in the target language with demonstrably increasing skill. d. Analyze the similarities and differences between how current events media and social media coverage are presented in the target language and students' own language.	a. Analyze and contrast the historical as well as present-day contributions of the target cultures to the world-at-large, with those of the students' own cultures. b. Analyze aspects of the political, legal, and economic systems and practices in the target culture countries, and discuss the factors that influenced the development of these systems compared to their own. c. Compare and contrast the major literary and artistic movements within identified cultures and their own.

AERO WL Standards and Benchmarks: (5) COMMUNITIES

The increasing interconnectedness of the world requires an ongoing shift towards relationships based on information, technology and service in global environments. As the world expands, people must be proficient in different languages and adept at understanding and communicating appropriately in diverse cultural contexts. Social networking has become truly international, whether as a conduit for personal exchanges or for educational, political or professional purposes. In the 21st century, people want and need to directly access knowledge and information generated by different countries and cultures in order to be active participants and partners in the global community.

Language proficiency and multicultural awareness are developed and sustained by continuous opportunities to learn and use a language over a long period of time, ideally pre-kindergarten through grade 12 and beyond. As is true for subjects like math, long-term experience in language learning reaps rewards that extend far beyond the language and cultural competencies themselves, to include cognitive flexibility, mental executive functioning, cultural awareness and global competence.

The Communities goal area should not be narrowly interpreted as referring only to opportunities for learners to travel or engage in interaction with speakers of other languages. The virtual world reached via ever-increasing technology provides all learners with multiple opportunities for interaction with peers and others who use the language they are learning. Knowledge and understanding in two or more languages and cultures empowers learners to communicate more effectively in the various environments that they will experience during their lifetimes. More importantly, this knowledge builds the crucial 21st century competencies of cognitive flexibility and executive functioning, cultural awareness and global competence.

It is important to remember that the target language must be used to learn, think, write, view, read and speak about these experiences. In shorter language sequences, students will be operating at more of a novice (A) level without the time to engage in more proficient use of the language around these exchanges and experiences that are important to developing and understanding cultural comparisons and ultimately, to developing "Global Competence." Long sequenced and thematically developed, standards-based language programs that include an intersection with communities at home and throughout the world are essential for students to develop truly intercultural and global competence and advanced proficiency in the target languages that they are studying across the developmental and age span. Students can reflect on their progress through the Culture, Comparison and Communities benchmarks by using the newly developed Can Do Culture Statements devised by ACTFL in 2017. Certainly, Global Competence is derived from being immersed in the target languages and cultures both at home and in the world. It is the engagement with others who use the target languages that excites students at every age and at every grade level. They are studying languages and cultures to be able to interact directly. Their empathy for others is derived through real life engagement in local and international experiences through field trips, travel, school exchanges, service learning and group work across real and virtual platforms. The Communities standard and benchmarks are the platform that leads to the promise and the desire for lifelong learning of languages and cultures, and if placed at the very center of the 5Cs, it is the most vital standard for motivating language and culture proficiency.

The Community Standards and Benchmarks reflect the recent publication of the OECD Pisa Global Competency Framework, Preparing Our Youth For An Inclusive and Sustainable World, released in 2018 to help schools prepare students across disciplines for, "situations that require an individual to reflect upon and engage with global problems that have deep implications for current and future generations." (OECD, 2018)

Standard 5.1: Students use the language both within and beyond the school setting to interact, collaborate, and continue learning in their community and the globalized world.	Standard 5.2: Students show evidence of becoming lifelong language learners.
This standard focuses on language as a medium for communication, collaboration, and personal development with speakers of different languages throughout one's life.	Language is an avenue to information, interpersonal relations, international understanding and careers in an increasingly global environment. Learners need to know that they are making progress along this avenue through evidence based on clear learning targets and demonstrated in contexts involving all five Cs: Communication, Cultures, Connections, Communities and Comparisons. The depth and breadth of knowledge and skills that learners acquire in this way, over time, create a generative base on which lifelong learners can build the multicultural awareness, global preparedness, and cognitive flexibility that the 21st century requires.

Benchmarks for Communities Standard 5.1	Benchmarks for Communities Standard 5.2
EARLY LEARNING - LOWER ELEMENTARY	

	Benchmarks for Communities Standard 5.1	Benchmarks for Communities Standard 5.2
KG	a. Participate and /or perform in grade-level, school-wide, or community celebrations b. Identify age-appropriate objects from the cultures where the language is used.	a. Listen to music, sing songs, or play musical instruments from the target cultures.
G1	a. Perform for school, campus, or community celebrations. b. Identify places (geographical) and specific items (food labels in a shop, for example) where the language is used.	a. Choose authentic audiovisual materials and computer software for fun and enjoyment.
G2	a. Use the target language to interact for different purposes, e.g., socializing, enjoyment, customs and cultural games, etc. and interact in the target language with families, friends or peers and native speakers both in and out of a school setting. b. Interact in the target language to understand information on topics of interest inside and outside the class.	a. Recognize and articulate their likes and dislikes for a selection of target culture activities and products. b. Participate in target culture games or arts during breaks, after school, talent shows, etc.

UPPER ELEMENTARY	

	Benchmarks for Communities Standard 5.1	Benchmarks for Communities Standard 5.2
G3	a. Actively participate in club or other activities connected to the target language and/or cultures that benefit the school or community. b. Listen to, watch, and ask/answer questions about age-appropriate folktales, picture stories, poems, songs, advertisements, cartoons, films, artifacts, or other real life and multimedia materials in the target language.	a. Describe what students want to communicate and understand in the target language and culture. b. Use the target language for enjoyment e.g. songs, games and sports, television programs, films, Internet, video and computer games, age-appropriate magazines and books. c. Collect evidence demonstrating some involvement with the community using the target language.

G4	a. Participate in the activities of clubs or other organizations that benefit the school or community, including service learning and helping students from other countries who are newly arrived at their school. b. Use the target language to communicate with speakers of the language (between different language classes.) c. Research a cultural event, school topic, global event, environmental issue and report findings to the class.	a. Describe what students want to communicate and understand in the target language and cultures. b. Collect evidence demonstrating involvement with the community using the target language. c. Use the target language for enjoyment (e.g., songs, games, and sports, television programs, films, Internet, video and computer games, age-appropriate magazines and books). d. Research aspects of the target cultures in a variety of media to understand the community better.
G5	a. Participate in the activities of clubs or other organizations that benefit the school or community including service learning. b. Use the target language within the local community and in authentic sources (print media, Internet, etc.) to communicate about topics of common interest and importance both locally and globally. c. Use the target language to interact with family, friends, peers, pen pals/key pals, community members using email, social media, chats etc.	a. Describe what students want to communicate and understand in the target language and cultures for each unit of instruction. b. Explain student's interests in various aspects of the target cultures in the community and around the world, including in service learning activities, and about global issues. c. Explain the positive aspects of learning a language. d. Use the target language for enjoyment (e.g., songs, games, and sports, television programs, films, Internet, video and computer games and age-appropriate media). e. Collect evidence showing that students have achieved their target goals for engagement with native speakers for the unit being studied.
MIDDLE SCHOOL		
G6	a. Participate in afterschool activities related to the target language and cultures, including service learning. b. Use the target language to interact with family, friends, peers, pen pals/key pals and community members, to complete activities, discuss preferences and gather information on particular topics under study. c. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips, school exchanges, after school activities and service learning activities).	a. Use the target language to describe how to communicate and understand the target language and cultures. b. Collect evidence showing that students have achieved their target goals for community engagement for each unit of study or experience outside the classroom. c. With guidance, explore the Internet to find sites of personal interest where students can use the language they are learning to maintain and increase their communication skills.

G7	a. Use the target language to interact with family, friends, peers, pen pals/key pals and community members, to complete activities like reporting orally or in writing about school or other activities. b. Participate in school, afterschool, and/or community events related to the target language or cultures (parent nights, in house festivals, community events, field trips, school exchanges, and service learning.)	a. Use the target language to describe how to communicate and understand the target language and cultures for each unit of instruction or experience outside the classroom. b. Collect evidence showing that they have achieved their target goals for each unit or experience outside the classroom. c. With guidance, explore the Internet to find sites of personal interest where students can regularly use the language they are learning to maintain, develop and expand their communication skills.
G8	a. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, service learning activities, field trips and school exchanges, and service learning.) b. Identify authentic community resources and contact people useful for research in the target language or about the target cultures. c. With guidance, communicate with other students, who are speakers of the language, in person or via email, video chats, instant messaging and shared video clips to understand complex global issues being studied in various content areas.	a. Use the target language to describe how to communicate and understand the target language and cultures for each unit of instruction and experience outside the classroom. b. Collect evidence showing that students have achieved their targeted community engagement goals for each unit or topic being studied. c. With guidance, explore the Internet to find sites of personal interest where students can use the language they are learning to maintain, develop and expand their communication skills.
	HIGH SCHOOL	
G9	a. Communicate orally, in writing, personally or virtually with members of the target cultures on a variety of personal interest, service learning, community, or world concerns. b. Through personal interaction, collect information about people who are representative of the target culture locally and chronicle the lifelong history of people who grew up in the target culture.	a. Use the target language to express interest in learning a language, to justify why it is important and to explain the impact of studying a language over a long period of time and how it is transformative. Share these insights with younger students using appropriate language. b. Collect evidence showing that students have achieved their target community engagement goals for each unit. c. Read target language literature, fiction and nonfiction sources for enjoyment or leisure activity. d. Demonstrate a growing global competence by participating in service learning activities in the target language.

G10	a. Communicate regularly orally, in writing, personally or virtually with members of the target cultures on a variety of personal interest, service learning, community, or world concerns. b. Research and organize events or celebrations representing the target cultures for the school or the larger community. c. Examine issues and situations of local, global and cultural significance d. Plan constructive action in cross language groups for sustainable development and collective well-being.	a. Use the target language to express interest in learning a language, to justify why it is important and to explain the impact of studying a language over a long period of time and how it is transformative. Share these insights with younger students using appropriate language. b. Collect evidence showing that students have achieved their target goals for each unit for the school or the larger community. c. Read target language literature and fiction and nonfiction sources for enjoyment or leisure activity. d. Demonstrate global awareness by participating in service learning activities in the target language.
G11	a. Share your personal interaction and contacts with native speakers of the target language through correspondence, travel, collaboration, and/or electronic communication, and through participation in clubs and associations as well as service learning activities. b. Perform assigned tasks using the target language and knowledge of the target cultures in the school, community or abroad through service learning activities.	a. Use the target language to express interest in learning a language, to justify why it is important and to explain the impact of studying a language over a long period of time and how it is transformative. Share these insights with younger students using appropriate language. b. Collect evidence showing that students have achieved their target goals for each unit. c. Read target language literature and fiction and nonfiction sources for enjoyment or leisure activity. d. Demonstrate global competence and understanding by participating in service learning activities in target language environments.
G12	a. Maintain ongoing personal interaction and contacts with native speakers of the target language through correspondence, travel, collaboration and/or electronic communication, and through participation in clubs and associations as well as service learning activities. b. Perform authentic tasks regularly using the target language and knowledge of the target cultures in the school, community or abroad and through service learning activities and cross-linguistic group work.	a. Use the target language to express interest in learning a language, to justify why it is important, and to explain and analyze the impact of studying a language over a long period of time and how it is transformative. Share these insights with younger students using appropriate language. b. Read target language literature, both fiction and non-fiction, and view films for enjoyment or leisure activity. c. Demonstrate global awareness by participating in service learning activities in the target language and other language communities.

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<div align="center">**APPENDIX A**</div>

The AERO World Language Standards Revision Team

Christine Brown, Project Director
United States Department of State, Office of Overseas Schools
Dr. Christine Brown is a Regional Education Officer (REO) in the Office of Overseas Schools, U.S. Department of State. She holds a BA in French from Miami University; an MS in TESOL from Central Connecticut State University, 6th year in Administration from the University of Hartford, and an Ed.D. from Gwynedd Mercy University. Prior to joining the Department of State in 2013, she served as an administrator in the Glastonbury Connecticut Public Schools for 28 years, first as the Director of K – 12 Foreign Languages and ELL and later as Assistant Superintendent for Curriculum and Instruction. Glastonbury is a model district for K – 12-language education; having the oldest K – 12- language program in the United States. Brown has served as president of state, regional and national language teacher organizations including the American Council on the Teaching of Foreign Languages (ACTFL) over her career. She chaired the American Language Standards Task Force sponsored by the U.S. Department of Education and ACTFL as well as served as the consultant to the national Arabic and Korean language standards projects. She chaired the AERO 2005 and 2018 language standards projects. She served on the Advisory Board of the National Defense Education Program and as a consultant to the Startalk Language Program of the Office of the Director of National Intelligence. She has testified before the United States Congress on behalf of language education, and initiated and co-chaired the Year of Languages Campaign in the United States. She received several awards for leadership including the Florence Steiner Award (ACTFL) for Excellence in K – 12 Leadership in the United States, the NYSAFLT Leadership Award, the CT Commissioner of Education Award for Educational Leadership and the Keith Miller Innovation Award from the Association for the Advancement of International Education.

Rodrigo Cea
Nido de Aguilas International School
Rodrigo Cea is originally from Santiago, Chile. He holds a BA from Blas Cañas University in Santiago, Chile. In 2003, he received a Master's Degree in Applied Linguistics from USACH (University of Santiago, Chile). In 2005, he received an Associate's degree in Teaching Spanish as a Foreign Language from the Pontifical Catholic University of Chile, and in 2011, he received a second Associate's degree in Methodology of Teaching Spanish as a Foreign Language from the University of Chile. Rodrigo has taught middle school and high school ESL (English as a Second Language) and SSL (Spanish as a Second Language) for over 24 years at the International School Nido de Águilas in Santiago, Chile. Rodrigo has a strong knowledge and cultural awareness of Spanish speaking cultures throughout the world. He is a native Spanish speaker and is fluent in English. Before working at Nido de Águilas, in 1992, Rodrigo lived in Denver, Colorado. There, he taught Spanish at Jefferson County Open Living School. In addition, Rodrigo attended University of Colorado at Denver, where he studied ESL related courses. In 1996, Rodrigo worked in the capacity of Credit Teacher and Senior Counselor at the Concordia Language Villages' Spanish Village, in Moorhead, Minnesota. From 2015 until now, Rodrigo has joined the Jesuit Refugee Service (JRS), where he has taught Spanish and cultural competencies to Haitian students

Juan Carlos Comprés
Carol Morgan School
Juan Carlos Compres was born and raised in the Dominican Republic. He attended UTESA University in Santo Domingo where he received a BA in Modern Languages. He majored in both French and English Teaching as a Foreign Language. Juan Carlos has a passion for languages and technology, which he tries to integrate into the language courses that he teaches. He has been able to participate in several conferences and workshops for Teachers of Foreign Languages. Juan Carlos has been teaching for 24 years, and 14 of those at Carol

Morgan School. He has taught Spanish as a foreign language, Spanish for native speakers, French, Language Arts and Journalism. He has worked for several language schools in the Santo Domingo area, served as a translator for local and international publishing houses and as an interpreter from English to Spanish (and vice versa). He currently teaches Spanish as a Foreign Language and serves as the Middle School Spanish Department Head at Carol Morgan School.

Hanadi Dayyeh
American Community School Beirut
Hanadi Dayyeh, PhD., is a specialist in Arabic language and linguistics. Her research in the field of historical linguistics focuses on the evolution of the Arabic linguistic theory and its impact on the teaching of Arabic. Dr. Dayyeh led and audited the Arabic programs in several international and American schools in countries such as Lebanon, Jordan, Oman, Cairo, UAE, Saudi Arabia and Qatar. She has trained hundreds of Arabic language teachers in international conferences and private schools. Hanadi Dayyeh has chaired the Near East South Asia (NESA) Arabic Advisory group. The group undertook the task of developing Arabic continua and producing the Arabic Language Learner profile document. She is also a member of the American Education Reaches Out (AERO) World Language team that oversees the development, implementation and review of the world languages standards and benchmarks in the international and American overseas schools. Dr. Dayyeh has several publications. In addition to her research in the field of Arabic Linguistics, she has developed an Arabic program for the non-native speakers in Middle school, a grades 1-6 Arabic program for heritage learners, and a pre-school Arabic program based on Howard Gardner's Multiple Intelligences Theory. She has also published several children's stories. Hanadi Dayyeh has taught Arabic to native and non-native speakers for more than 15 years. Currently, she is the curriculum coordinator and the Arabic program coordinator at the American Community School at Beirut.

Mohamed El Bably
Cairo American College
Mohamed has worked at Cairo American College (CAC) for 8 years. CAC is an international, independent, PreK – 12 school. He teaches Arabic at the Middle School, both as mother tongue and as a foreign language. He has served as the World Language K – 8 team leader since 2013. His role is to work with the World Language (French, Spanish and Arabic) teachers to maintain goals and objectives every year. They are responsible for the quality of the written curriculum and the alignment horizontally and vertically. They also collaborate on assessments and the usage of the
data collected from these assessments. Mohamed participated in the AERO World Language Tier 2 Institute last year, where he completed a project on learning language skills through authentic cultural resources, and facilitating emotional and social growth through learning about a new culture and language. Mohamed has enjoyed teaching and coaching since 1998. He also likes to travel with students for camping and soccer tournaments. Mohamed believes that the relationships between teachers and students are like water – they can be boiling, freezing, or cool and lovely. It depends on trust, understanding and collaboration.

Delinka Fabiny
American International School of Budapest
A native French-speaking Belgian, with an MA in Modern Languages, the Agrégation (highest teaching diploma), and a specialization in Comparative Literature (University of Brussels), Delinka Fabiny has taught in American, Belgian, French, and International schools. After starting to teach at the American International School of Budapest, she was Head of the French Department and then coordinator of French and Spanish. Delinka is currently teaching all levels of French. She has over 20 years of experience teaching the International Baccalaureate Diploma Program French B course, she is an IB examiner, and has developed materials for Hodder Publishing. She has led workshops for language teachers in the US, in Hungary, and at the European Council of International Schools' conferences. I n the past year, she presented at the AATF Convention, The ECIS Educators Conference, and the ECIS Leadership Conference. She is a member of the ECIS Foreign Languages Committee.

Delinka's current interests include incorporating service learning in the language classes, visiting and volunteering three times with a group of students in Senegal. Her other field of interest is literature, which she builds into her teaching from the beginner level up through the IB DP Higher Level classes.

Alejandra Gallegos
Nido de Aguilas International School
Alejandra Gallegos is originally from Santiago, Chile. She graduated from High School from the U.N School in N.Y. After graduating, she returned to her country and now holds a BA in ESL from the Catholic University of Chile. In 2007, Alejandra received a Master's Degree in Interdisciplinary Studies from SUNY Buffalo in Santiago. She has been teaching Spanish as a Second Language (SSL) at Nido de Aguilas International school for 23 years. Ms. Gallegos has travelled extensively around the world, having visited over 37 countries. She is currently completing the Teaching English as an Additional and Academic Language (TEAAL) courses from Seton Hall University. She is a native Spanish speaker and is fluent in English.

Dorsaf Kouki
American Cooperative School of Tunis
Dorsaf Kouki holds a post-graduate D.E.A. in Arabic and Islamic Studies from the Sorbonne University, a Maîtrise in Applied Linguistics from the University of Paris III, France, an EAL Teaching certificate, and a Translation Diploma from the E.S.I.T, Paris, France (Post Graduate School of Translation and Interpretation). Her professional experience focused on teaching French and Arabic as a native and as a foreign language in international school settings to all grades, up to the International Baccalaureate students. Dorsaf is presently an IB Language B and CAS workshop leader for the Diploma Programme, and a consultant and a school visitor for IB authorization and evaluation, in the AEME region (Africa, Europe, and the Middle East). She spent most of her teaching career as an Arabic and French language teacher as well as host country cultural studies and service-learning coordinator at the American Cooperative School of Tunis, and previously at I.S.L.T., Bourguiba School of World Languages (I.S.L.T., I.B.L.V., University of Tunis), and the Institut des Langues et Civilisations Orientales in Paris (I.N.L.C.O., University of Paris III). She participated in the development of the initial Social Studies AERO Standards and the 2018 update, as well as in the N.E.S.A. Arabic Advisory group, Queen Ranya Academy Arabic Standards for heritage students. She is a member of the Manhajiyyaat Advisory Committee, a new Arab World educational magazine.

Lori Langer de Ramirez
The Dalton School
Dr. Lori Langer de Ramirez began her career as a teacher of Spanish, French and ESL. She is currently the Director of World and Classical Languages & Global Language Initiatives at the Dalton School in New York City. She holds a Master's Degree in Applied Linguistics and a Doctorate in Curriculum and Teaching from Teachers College, Columbia University. Lori the author of books on multicultural education, as well as several Spanish-language books and texts. She is the recipient of the Nelson Brooks Award for Excellence in the Teaching Culture, several National Endowment for the Humanities grants for study in Mexico, Colombia and Senegal, and a Fulbright Award to India and Nepal. In the past decade, Lori has presented workshops, staff development trainings, and keynote addresses at local, regional and national conferences and in schools throughout the United States and around the world. Her areas of research and curriculum development are multicultural and diversity education, culture-rich and content-based language teaching and early/elementary language teaching and learning.

Holly Lin
Shanghai American School
Holly taught English in high school and college in Taiwan for 3 years, and started teaching Chinese at the Shanghai American School in 1993. SAS had only 230 students from K – 12 at that time; she taught all grades, and had to design the curriculum by herself because there were no teaching

materials available. SAS doubled its size every year for 6 – 7 years since that time, so she taught elementary school for three years, transferring to the high school in 1999 where she still teaches. Holly served as Head of Department for many terms and is currently 42 HOD. She has also served as K – 12 coordinator. She was a member of the Chinese curriculum review committee and the IB 5-year review committee. In her teaching career, Holly has taught both Chinese as a Foreign Language and Chinese Language (for near native speakers).

Liming Ma
Shanghai American School
Liming Ma is a teacher at Shanghai American School at the Pudong Campus. She has taught as a Chinese Language and Culture teacher for 15 years, mainly in the high school. She has taught Chinese 1 to 8, AP Chinese, IB Chinese ab initio and IB Chinese B High level. Currently, she is teaching three different levels of Chinese classes – IB ab initio, Foundation High and Intermediate Schools. In addition to teaching, she has participated in writing the standards and benchmarks for the Chinese program at SAS. In addition to attending workshops such as PBL and Thinking Maps, in March 2016 she presented a project on oral assessment at the ECIS Annual Leadership Conference in Rome. Liming is a member of the AERO Tier Two Language Leadership Team and has worked on the 2018 AERO revision.

Nina Mamina
Anglo-American School of Moscow
Nina is a high school Russian teacher and Russian Mother Tongue Coordinator at the Anglo – American School of Moscow. Nina graduated from the Moscow State Pedagogical University (Faculty of Philology) with the Diploma of Russian Language and Literature and a Masters of Education (M.Ed.). Nina earned a Certificate of Teaching Russian as a Foreign Language from Pushkin State Russian Language Institute. Nina has 25 years of teaching experience, and has taught Russian to grades 5-8 at Moscow International School and all levels of Russian, including IGCSE Russian A-Level, at the British International School. Nina has also taught Political Russian to American correspondents in Moscow and Russian Studies as a summer course at Concordia College University in Minnesota. At the Anglo- American School of Moscow, Nina has taught 9th and 10th graders Russian as a foreign language and 11th and 12th graders IB Russian B SL/HL, A1/A2. Currently Nina teaches grades 9- 10 Level IV-Advanced Mid; grades 9 – 10 Russian as a First Language (Level II- III-intermediate/advanced, based on CCSSI); grades 11 – 12 IB Russian A Literature SL/HL. She is also the Russian Mother Tongue Coordinator for grades Pre-K – 11. Nina is interested in music, literature and art.

Kathy Morabet
Rabat American School
Kathy Morabet has been a member of the AERO Summer Institute faculty since 2006. She helped develop the original AERO World Language Standards, the 2018 revision, and the K- 12 Essential Questions Curriculum Framework. As a language educator, Kathy has taught Spanish, French, and ESL to grades K – 12 and adults. She taught core subjects to grades 2 – 8 and coordinated the development of a new middle school. As elementary principal at the Rabat American School, she worked closely with the faculty to align world language and other departments to AERO standards. Kathy is retired and still enjoys learning and teaching languages.

Rima Nasser
American School of Doha
Rima Nasser is a Lebanese American who obtained her Master's in Education from Massachusetts State College. She worked with the International School Services program for two years, holds a leadership certificate, and has been teaching for 15 years. She started off as a homeroom teacher for primary school English students and has since been teaching Arabic as a foreign language. Rima has been teaching Modern Standard Arabic for 10 years. She previously worked at American International schools in Lebanon, Jeddah, and Riyadh, and is currently a teacher at the American School of Doha in Qatar. In addition to teaching there, she has held a world language leadership position for the past two years. This leadership program is an environment where she and others can

exchange teaching styles and ideas. She has been working alongside Christine Brown in the AERO program on the standards and benchmarks for world languages. Rima recently attended an ECIS leadership conference in Rome where she presented about how to help Third Culture Kids (TCK's) settle in and feel comfortable when they move from place to place. What inspired her to present about this topic was the experience her children had, as they have moved quite frequently and are TCK's themselves. She wants to provide a positive environment and be a positive influence on her students by supporting them with whatever they need, and by helping them feel safe in a new environment.

Danijela Perić
American International School of Zagreb
Danijela is a German teacher, CAS Coordinator and Service Learning Coordinator at the American International School of Zagreb. Since 2008 at AISZ, she has taught German Grades K-12 and IBDP Ab Initio, Language B and Language A courses. She holds a MA in German and English Language and Literature from the University of Zagreb. Before coming to the American International School of Zagreb, Danijela taught German in different language schools for children and adults, including business German and German as a mother tongue. In her free time, she is also an active translator and court interpreter. In 2019, together with her colleague from AISZ, she wrote an article about the use of modern technology in World Language classrooms. The article was published in a book called "Izazovi učenja stranog jezika u osnovnoj školi" (The challenges of learning a World Language in Elementary School).

Julio Romero
America School of Doha
Julio Romero is originally from Madrid, Spain. He has B.A. degrees in Primary Education, in Early Years Education, in Social Education and a degree in Music, in Violin. He also has an M.A. in Pedagogy and an M.A in Teaching Spanish as a Foreign Language. He began his career as a primary school teacher at the International School of Iceland. In 2014, after attending the AERO World Languages Workshop in Washington, DC, he introduced Spanish in the main curriculum of his school and began to build a World Languages program. In 2017, Julio moved to Qatar where he
started working as a Spanish teacher in the Elementary levels at the American School of Doha. Curriculum development is his passion and he continuously works to implement and develop a strong curriculum, based on the AERO Standards, for the World Languages program at his school.

Martina Mencer Salluzzo
American International School of Zagreb
Martina is a French and English (EAL) teacher at the American International School of Zagreb. Since 2002 at AISZ, she has taught French Grades K–12 and IBDP ab initio and Language B courses. She holds a BA from the University of Zagreb and a Mr.Sc. from the State University New York. She is a board member of Zagreb's Alliance Française and has extensive teaching experience which includes languages for specific purposes - tourism and business language courses at VERN' University of Applied Sciences in Zagreb, ESP courses in language schools and language centers for adults and children (Berlitz, Inlingua, Vodnikova), private schools in Switzerland and the USA (Lancaster Country Day and Montessori New School in Pennsylvania), and a public high school in Croatia (8.gimnazija). Along with her lifelong devotion to teaching, Martina is also active as researcher, translator and court interpreter. She presented at conferences and has, at different points in her life, worked or volunteered coordinating educational and cultural projects, translated theater plays, and managed small businesses. Martina has been part of the AERO World Languages team since 2012.

Laura Vas
International School of Budapest
Born and raised in Hungary, Dr. Laura Vas has B.A. degrees in Education, History and German from the University of Szeged, Hungary, an M.A. in German Studies, an M.S. in Architectural History, and a Ph.D. in

German Studies from the University of Cincinnati. Laura lived, worked and taught in the United States for nine years, and lived and worked in Germany and in England as a researcher and as an exchange student. Before coming to the American International School of Budapest, Laura taught German, Cultural History, and interdisciplinary courses at the University of Cincinnati and at the University of Michigan in Ann Arbor for eight years. Laura is currently teaching Social Studies and supervises the MUN Club at AISB. Laura was also the Head of the World Language Department. Her current research focuses on teaching German through films in IB courses, among other interdisciplinary topics.