

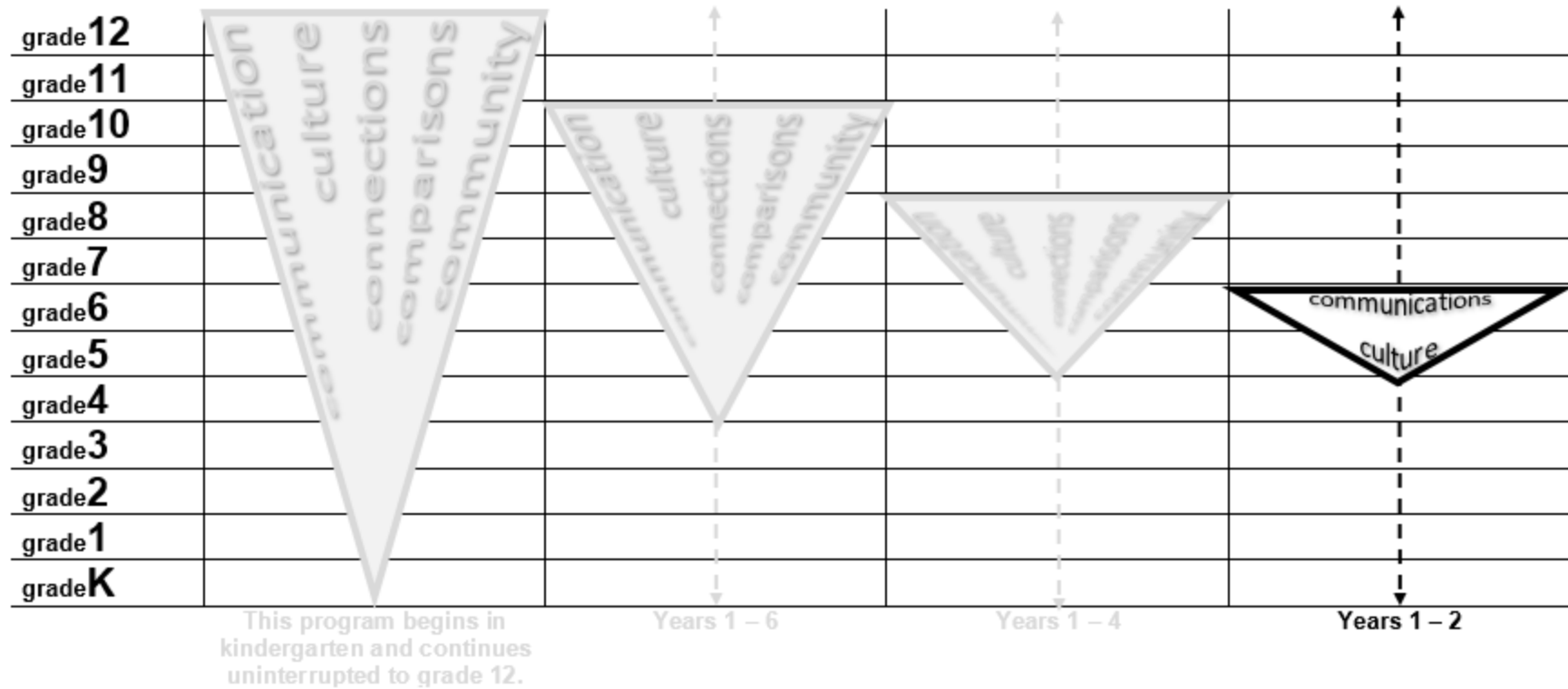
2018 AERO WL Standards and Benchmarks Years 1 to 2

The following adaptations of the K-12 standards and benchmarks were developed in response to educators who work in schools that presently have language sequences that are shorter than the K-12 or offer multiple languages that cannot all begin at the Kindergarten level. These sequences cannot provide the language or culture outcomes that the longer sequence produces, and a close reading of the benchmarks will help teachers, parents, students and administrators understand what shorter sequences can provide. The chart included before each section will give that visual representation. These benchmarks are based on the outcomes assessed in a long standing U.S. public school system where all students begin the study of one language beginning in Kindergarten and then “layer on” additional languages. In this district, over many years, it is clear that not all of the 5 C’s can be covered in depth in the shorter sequences. The visual included demonstrates the type of surface level content that can be covered in just a few years. If the languages being studied are third or fourth languages, then students may move at a faster pace through the benchmarks. Teachers should use formative assessments to test the benchmarks to encourage students to move faster through the curriculum units that will be designed from these standards and benchmarks.

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AERO Language Standards 2018 Learning Continuum



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.

(1) COMMUNICATIONS

If this is an accelerated two-year course that builds on prior languages learned, the curriculum developer may want to collapse the years 1 – 4 culture benchmarks into an accelerated 2-year sequence.

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.

<p align="center">The Interpersonal Mode</p> <p>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.</p>	<p align="center">The Interpretive Mode</p> <p>Standard 1.2: Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics in the target language.</p>	<p align="center">The Presentational Mode</p> <p>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.</p>
<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Benchmarks for Communication Standard 1.1 Interpersonal	Benchmarks for Communication Standard 1.2 Interpretive	Benchmarks for Communication Standard 1.3 Presentational	
Year 1			
Year 1 (First Third)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a. Introduce people, places and objects in the school environment. b. Perform simple plays or activities in the target language.
Year 1 (Second Third)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Year 1 (Final Third)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a. Introduce themselves to different audiences. b. List and/or tell about daily activities. c. Give simple presentations. d. Present simple information about a learned topic using words, phrases and learned expressions. e. Write and/or use multi-media to present information about themselves using primarily memorized phrases and expressions.

Year 2			
Year 2 (First Third)	<ul style="list-style-type: none"> a. Ask and answer questions about familiar topics, e.g., school events, celebrations, personal opinions, family, etc., orally and in guided writing. b. Give and follow simple instructions as part of age-appropriate classroom and/or cultural activities, and express agreement and disagreement. c. Extend, accept and refuse invitations. 	<ul style="list-style-type: none"> a. Identify people, objects, monuments and places based on oral and written descriptions. b. Identify key information from announcements and messages connected to daily activities in the target culture. c. Interpret gestures, intonation and other visual or auditory clues in videos, films, television, streaming media, etc. 	<ul style="list-style-type: none"> a. Perform greetings, leave-takings and common classroom interactions using culturally appropriate gestures and oral expressions. b. Tell about a familiar experience, event, object or person using phrases and simple sentences. c. Express personal preferences related to topics of interest. d. Give oral, written and/or multi-media basic instructions on how to make or do something using phrases and simple sentences.
Year 2 (Second Third)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a. Identify people and objects found in the individual's or different environments through structured oral, written or multi-media descriptions. b. Identify the main ideas in media, such as illustrated texts, posters, advertisements, Internet websites, etc. 	<ul style="list-style-type: none"> a. Produce and present illustrated stories, posters, advertisements and age-appropriate reports. b. Write or create multi-media presentations about a familiar experience, event, object or person using phrases and simple sentences. c. Read aloud with appropriate intonation and pronunciation.
Year 2 (Final Third)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a. Write personal letters or messages using culturally appropriate format and style. b. Make presentations about personal, school, service learning and social experiences.

(2) CULTURES

Note that due to the limited time in the sequence, the middle and higher level culture benchmarks cannot be covered.

If this is an accelerated two-year course that builds on prior languages learned, the curriculum developer may want to collapse the years 1 – 4 culture benchmarks into an accelerated two-year sequence.

All work is to be done in the target language and woven into the Communication Standards and Benchmarks.

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.

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

Benchmarks for Cultures Standard 2.1		Benchmarks for Cultures Standard 2.2
Year 1		
Year 1 (First Third)	<ul style="list-style-type: none"> 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 models. 	<ul style="list-style-type: none"> a. Identify some age-appropriate products of the target culture related to other curricular areas (e.g., clothing, food, and sports).
Year 1 (Second Third)	<ul style="list-style-type: none"> 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 models. c. Make and respond to culturally appropriate introductions and understand polite requests. 	<ul style="list-style-type: none"> a. Identify some age-appropriate products of the target culture related to other curricular areas (e.g., artifacts, gestures, food, and toys).
Year 1 (Final Third)	<ul style="list-style-type: none"> a. Make and respond to culturally appropriate introductions and understand polite requests. b. Use culturally appropriate courtesy expressions. c. Identify and use patterns of behavior and interaction in basic familiar settings. d. Participate in authentic or simulated age-appropriate cultural activities, games, songs, sports and music. 	<ul style="list-style-type: none"> 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. Listen to or view music and songs from the target culture, identifying the country of origin.

Year 2		
<p>Year 2 (First Half)</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a. Identify some age-appropriate products of the target culture related to other curricular areas (e.g., monuments, landmarks, homes, and modes of transportation). b. Listen to and/or read short poems, stories, and plays from the target culture, identifying the country of origin. c. Identify the physical and person-made environments of the target cultures.
<p>Year 2 (Second Half)</p>	<ul style="list-style-type: none"> a. Identify customs that are of interest to same-age peers in the target culture (e.g., celebrations, traditional foods, aspects of family life, social interaction, religious traditions, musical genres, and films). b. Perform or simulate age-appropriate cultural activities, such as games, songs, celebrations, storytelling and dramatizations in the target language. 	<ul style="list-style-type: none"> a. Identify some age-appropriate products of the target culture related to other curricular areas (e.g., calendar, numeracy, alphabets, homes, the arts, and musical instruments). 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.

(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 students 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.

<p>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.</p>	<p>Standard 3.2: Students access and evaluate information and diverse perspectives that are uniquely available through the language and its cultures.</p>
<p>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 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.</p>	<p>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 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.</p>

Benchmarks for Connections Standard 3.1		Benchmarks for Connections Standard 3.2	
Years 1 to 2			
Year 1	<ul style="list-style-type: none"> a. Use charts, maps and visuals from other content areas to perform tasks in the target language, e.g., identify, label, 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, e.g., 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. 		<ul style="list-style-type: none"> 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 that are studied in other countries at the same time or at the same grade levels. c. Watch videocasts on topics related to the grade level topics being studied to see how other countries and languages are investigating these same ideas and topics.
Year 2	<ul style="list-style-type: none"> 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, e.g., 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. 		<ul style="list-style-type: none"> 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 levels. Note the expressions or vocabulary that are unique and unknown.

(4) COMPARISON

Note that due to the limited time in the sequence, the middle and higher level comparison benchmarks cannot be covered.

If this is an accelerated two-year course that builds on prior languages learned, the curriculum developer may want to collapse the Years 1 – 4 Comparison benchmarks into an accelerated two-year sequence.

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.

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

Benchmarks for Comparison Standard 4.1		Benchmarks for Comparison Standard 4.2	
Year 1			
Year 1 (First Half)	<ul style="list-style-type: none"> a. Compare courtesy expressions and gestures between the target language culture and their own culture(s), e.g., greetings, agreement, disagreement. b. Recognize sound and writing systems differences in their own language(s), and the target language. c. Recognize similarities and differences between the sound and writing systems of the target language and their own language. 	Year 1 (Second Half)	<ul style="list-style-type: none"> a. Compare and contrast simple daily living patterns and behaviors such as greetings, courtesy expressions and simple cultural activities. b. Recognize interests and practices of the target cultures that are common to the students' own, the host country's, or other cultures they know. c. Compare and contrast simple products of the target culture and their own, e.g., songs, games, sports, gestures, etc.
Year 1 (Second Half)	<ul style="list-style-type: none"> 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. c. Cite and use examples of borrowed words and cognates in the target language, compare them to the borrowed words in their own, and hypothesize why languages in general might need to borrow words. d. Give examples of how cognates can enhance comprehension of spoken and written language. e. Begin to understand that languages have different grammatical and syntactical functions. 	Year 1 (First Half)	<ul style="list-style-type: none"> a. Compare age-appropriate cultural tangible products, e.g., sports, games, clothing, food, dwelling, etc. b. Compare intangible products of the culture, e.g., children's songs, music, dance, celebrations, etc. c. 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. d. Compare and contrast special events and celebrations, e.g., birthdays, holidays, New Year's, etc., in the target cultures and their own.

Year 2		
Year 2 (First Half)	<ul style="list-style-type: none"> a. Exchange information and compare personal events and school related experiences with peers and/or members of the target cultures. b. Exchange and compare likes and dislikes, and 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. 	<ul style="list-style-type: none"> a. Compare and contrast age-appropriate intangible products, e.g., poems, 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.
Year 2 (Second Half)	<ul style="list-style-type: none"> a. Compare formal and informal forms of language and expressions of politeness in the target language and other languages, such as the students' native language and/or dialect 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, e.g., 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. 	<ul style="list-style-type: none"> 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, secretaries, principal, etc. c. Compare and contrast environments of the target cultures with their own, and examine the impact of these environments on the lifestyles of the communities.

(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)

<p>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.</p>	<p>Standard 5.2: Students show evidence of becoming lifelong language learners.</p>
<p>This standard focuses on language as a medium for communication, collaboration, and personal development with speakers of different languages throughout one's life.</p>	<p>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.</p>

Benchmarks for Communities Standard 5.1		Benchmarks for Communities Standard 5.2	
Years 1 to 2			
Year 1	<ul style="list-style-type: none"> a. Use the target language to interact at the novice level for different purposes, e.g., socializing, enjoyment, customs, cultural games, etc., and interact in the target language with families, friends, peers and native speakers both in and out of a school setting. b. Actively participate in clubs or other activities connected to the target language and/or cultures that benefit the school or community. 		<ul style="list-style-type: none"> a. Articulate individual likes and dislikes for a selection of target culture activities and products. b. Participate in target culture activities, e.g., sports and/or arts, talent shows, etc., during breaks and after school as appropriate. c. Describe what they want to communicate and understand in the target language and culture for each unit of instruction. d. Collect evidence demonstrating some involvement with the community using the target language.
Year 2	<ul style="list-style-type: none"> a. Listen to, watch, and ask/answer questions about age-appropriate folktales, stories, poems, songs, advertisements, cartoons, films, artifacts or other multimedia and authentic materials in the target language. b. 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 newly arrived at the school. c. Use the target language to communicate with speakers of the language between different language classes also using the Internet under teacher supervision. 		<ul style="list-style-type: none"> a. Describe what they 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, 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.