

# ESSENTIAL STANDARDS FOR THE TVHS WORLD LANGUAGES DEPARTMENT (AUGUST 2024)

## DEFINITIONS/ABBREVIATIONS OF THE AZED (ADAPTED FROM ACTFL) STRANDS/LEVELS/STANDARDS:

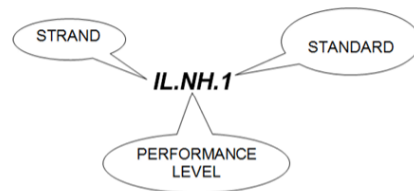
- IC: Interpersonal Communication** Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.
- IL: Interpretive Listening** Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.
- IR: Interpretive Reading** Understand, interpret, and analyze what is read or viewed on a variety of topics.
- PS: Presentational Speaking** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.
- PW: Presentational Writing** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.
- CUL: Cultures** Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.
- CON: Connections** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.
- COMP: Comparisons** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own
- COM: Communities** Use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.

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The Arizona standards use ACTFL's "performance levels": **NOVICE–INTERMEDIATE–ADVANCED**, which are further divided into "novice," "mid," and "high."  
So, **NL–novice low NM novice mid NH novice high IL intermediate low, etc...**

## AZ Dept. of ED explanation of the abbreviations for the standards:

**Coding Structure**  
The coding structure of the World and Native Languages Standards (WNL) follow the format below:



Examples:

<u>Code</u>	<u>Strand</u>	<u>Performance level</u>	<u>Standard</u>
IL.NH.1	Interpretive Listening (IL)	Novice High (NH)	1
IC.AM.4	Interpersonal Communication (IC)	Advanced Mid (AM)	4
CUL.N.1	Cultures (CUL)	Novice (N)	1
COM.I.2	Communities (COM)	Intermediate (I)	2

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<https://www.actfl.org/uploads/files/general/Documents/AppendixAStandardsforFLLExecsumm.pdf>

AZ Dept. of ED standards:

<https://www.azed.gov/sites/default/files/2016/02/worldnativelanguagesstandardk-12.pdf?id=56cb7d3baadebe16d8c83dc4>

**On the following page, broken down into year-by-year levels, the standards are:**

BY THE END OF THE FIRST (130-150 HRS) YEAR OF LANGUAGE STUDY:

- IC.NL.1 Communicate on some very familiar topics using single words and phrases that have been practiced and learned.
- IC.NM.1 Communicate on very familiar topics using a variety of words and phrases that have been practiced and learned.
- IL.NL.1. Recognize a few familiar words or phrases.
- IL.NM.1 Recognize some familiar words and phrases.
- IR.NL.1. Recognize a few letters or characters and learned words and phrases.
- IR.NM.1. Recognize and understand some characters, words, and phrases.
- PS.NL.1. Present information about self and other familiar topics using single words or practiced phrases.
- PS.NM.1. Present information about self and other familiar topics using a variety of words, phrases, and practiced expressions
- PW.NL.1 Present information about self and other familiar topics using single words or practiced phrases.
- PW.NM. Write lists and practiced phrases on familiar topics.

BY THE END OF THE SECOND YEAR (270-300 HRS) OF LANGUAGE STUDY:

- IC.NH.1. Communicate and exchange information about familiar topics using phrases and simple sentences.
- IC.NH.2. Carry out short social interactions in everyday situations by asking and answering simple questions.
- IL.NH.1. Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard.
- IR.NH.1. Understand familiar words, phrases, sentences, and sometimes the main idea within short and simple texts related to everyday life.
- PS.NM.1. Present information about self and other familiar topics using a variety of words, phrases, and practiced expressions.
- PW.NH. 1. Write short messages and notes using phrases and simple sentences on topics related to everyday life.

BY THE END OF THE THIRD YEAR (405-450 HRS) OF LANGUAGE STUDY:

- IC.IL.1. Participate in conversations on familiar topics by using simple sentences.
- IC.IL.2. Carry out short social interactions in everyday situations by asking and answering simple questions.
- IL.IL.1. Understand the main idea in short, simple messages, presentations, and overheard conversations on familiar topics.
- IR.IL.1. Understand the main idea of short and simple texts when the topic is familiar.
- PS.IL.1. Present information on familiar topics by using a series of simple sentences.
- PW.IL.1. Write and share short messages about familiar topics using a series of simple sentences.

BY THE END OF THE FOURTH YEAR (540-600 HRS) OF LANGUAGE STUDY:

- IC.IM.1. Participate in conversations on familiar topics by using a series of sentences and a few connecting words.
- IC.IM.2. Manage short social interactions in everyday situations by asking and answering a variety of questions.
- IC.IM.3. Communicate about events and experiences of daily activities and personal life.
- IL.IM.1. Understand the main idea in messages, presentations, and overheard conversations on a variety of topics related to everyday life, personal interests, and studies.
- IR.IH.1. Understand the main idea of texts related to everyday life, personal interests, and studies.
- IR.IH.2. Sometimes follow stories and descriptions about events and experiences in various time frames.
- PS.IH.1. Make general presentations on events and experiences with some control of various time frames.
- PW.IH.1. Write and share simple paragraphs about events, experiences, and academic topics with some control of various time frames.

ACTFL proficiency descriptors

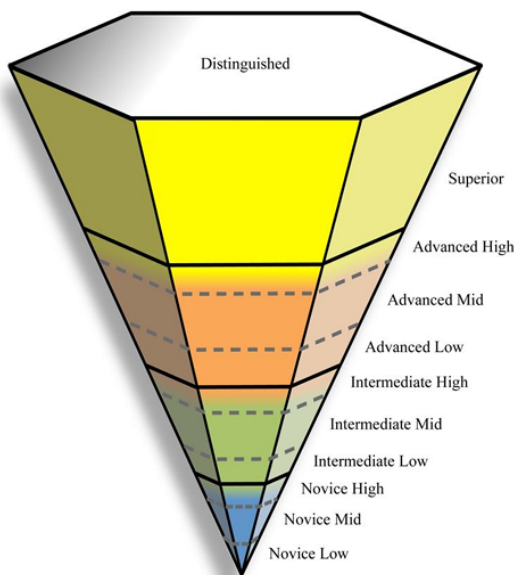
<https://www.isbe.net/Documents/World-Languages-Standards.pdf>

(THIS (below) is the chart that I found the most user-friendly, and it matches up with what several other states/teachers recommend, too...)

[https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Introduction-to-Learning-Standards/Proficiency-and-Research-Based-Proficiency-Targets/Proficiency\\_target\\_charts\\_MCwebsite.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Introduction-to-Learning-Standards/Proficiency-and-Research-Based-Proficiency-Targets/Proficiency_target_charts_MCwebsite.pdf.aspx)

Middle School/High School Proficiency Targets for <b>Level 1 &amp; 2 Difficulty Languages</b>						
These include modern alphabetic languages and classical languages that are taught with a balanced emphasis on reading, writing, listening and speaking.						
MODE AND SKILL	LEVEL I 135-150 hours	LEVEL II 270-300 hours	LEVEL III 405-450 hours	LEVEL IV 540-600 hours	LEVEL V 675-750 hours	LEVEL VI 825-900 hours
INTERPRETIVE Listening	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Int. High
						Adv. Low
INTERPRETIVE Reading	Novice Mid	Novice High	Int. Low	Int. Mid	Int. Mid	Int. High
					Int. High	
INTERPERSONAL Speaking	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Int. High
						Adv. Low
PRESENTATIONAL Speaking	Nov. Low	Nov. Mid	Nov. High	Int. Low	Int. Mid	Int. High
	Nov. Mid	Nov. High	Int. Low	Int. Mid		
PRESENTATIONAL Writing	Novice Mid	Novice High	Int. Low	Int. Mid	Int. Mid	Int. High
					Int. High	

## ACTFL Proficiency Levels



## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
	HERE is where the specific modalities of reading, writing, speaking, listening are highlighted.		
<b>CULTURES</b> Interact with cultural competence and understanding	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
<b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
<b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
<b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

**In addition to the essential standards as described above,  
The World Languages Department at TVHS is also guided by the following statements by the ACTFL:**

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language. Statement of Philosophy Standards for Foreign Language Learning.

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence. This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action. Global competence is fundamental to the experience of learning languages whether in classrooms, through virtual connections, or via everyday experiences. Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world. This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences.

#### **The Need for Global Competence:**

Global competence is vital to successful interactions among diverse groups of people locally, nationally, and internationally.

This diversity continues to grow as people move from city to city and country to country.

The need to communicate with someone of a different language or culture may arise at any time;

***knowing more than one language prepares one to know how, when, and why to say what to whom.***

<https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf>

<https://www.actfl.org/news/global-competence-position-statement>