North Dakota Foreign Language

Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Adopted 2001

Communication: Communicating in languages other than English

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Novice Level Benchmarks/Progress Indicators

1. Participate in brief oral or written guided conversations related to students' needs and interests (i.e., dialogues, interviews and role plays). 1.1.1
2. Give and respond to requests, directions, instructions, and commands (e.g. play "Simon Says," prepare and perform 4-5 command sequences, respond to TPR). 1.1.2
3. Make requests in public places (e.g., role play in restaurant, post office, toilet, store, ticket office situations, etc.) 1.1.3
4. Ask and answer simple questions (e.g., play "Go Fish," "20 Questions," interview a classmate). 1.1.4
5. Express states of being and feelings (e.g., survey people's feelings, create "guess who" descriptions, and simple riddles). 1.1.5
6. Express likes and dislikes (e.g., create top 10 lists, collages or posters). 1.1.6
7. Discuss personal daily schedules and printed schedules (e.g., use class, TV, movie, or transportation schedules). 1.1.7

Skip to main content

Intermediate Level Benchmarks/Progress Indicators

1. Participate conversations with elaboration on a variety of topics (e.g., create style show, skits; engage in correspondence). 1.1.1
2. Interact in a variety of situations to meet personal needs (e.g., ask permission, ask for help, or respond to an offer of help) 1.1.2
3. Interact in basic, life situations, using appropriate forms of politeness, appropriate body language, etc. 1.1.3
4. Provide and request clarification when asking questions of others regarding their activities (e.g. use circumlocution and a variety of vocabulary). 1.1.4
5. Elaborate on states of being and feelings (e.g., explain reasons for feelings). 1.1.5
6. Qualify likes and dislikes (e.g., explain reasons for likes and dislikes using comparatives and superlatives). 1.1.6
7. Express preferences pertaining to everyday life (e.g., negotiate where to go, what to eat, what to do). 1.1.7

Pre-Advanced Level Benchmarks/Progress Indicators

1. Discuss with confidence and ease current or past events (e.g., use newspapers and other media of the target language). 1.1.1
2. Interact in complex social situations (e.g., express regret, make introductions, state complaints, etc.) 1.1.2
3. Converse using language and behaviors that are appropriate to the setting (e.g., simulate formal and informal social situations). 1.1.3
4. Respond to factual and interpretive questions (e.g., play "Who Wants to be a Millionaire," "$10,000 Pyramid"). 1.1.4
5. Exchange reflections upon states of being and feelings (e.g., participate in a spontaneous, non-directed conversation for an extended period of time). 1.1.5
6. Exchange personal feelings and ideas for the purpose of persuading others (e.g., create an infomercial, barter and negotiate). 1.1.6
7. Elaborate and support preferences pertaining to daily life (e.g., write letters, summaries, paragraphs, conduct debate or campaign). 1.1.7

1.2 Students understand and interpret written and spoken language on a variety of topics.

Skip to main content

Novice Level Benchmarks/Progress Indicators

1. Identify isolated words and phrases in a situational context (e.g., find cognates, prefixes, and thematic vocabulary in print media). 1.2.1
2. Comprehend brief written information (e.g., read notes, invitations, messages, and letters). 1.2.2
3. Comprehend the main idea of simple conversations and narratives on familiar topics (e.g., listen to live or recorded materials, match paragraph with illustration). 1.2.3
4. Recognize words and phrases (e.g., listen to or read chants, rhymes, or songs). 1.2.4
5. Respond appropriately to directions, instructions, and commands (e.g., participate in a scavenger hunt or a directed drawing; respond to TPR). 1.2.5
6. Recognize the sounds system of the language (e.g., transcribe dictation, play alphabet bingo). 1.2.6
7. Identify gestures, intonation patterns, and other visual or auditory cues (e.g., distinguish among questions, statements and commands; match gesture to appropriate expression in the TL). 1.2.7

Intermediate Level Benchmarks/Progress Indicators

1. Determine meaning by using contextual cues (e.g., read magazine and newspaper articles, longer texts, and summarize or state main ideas). 1.2.1
2. Comprehend basic written communications (e.g., read business letters, applications, resumés, brochures). 1.2.2
3. Comprehend main ideas and details from simple texts and conversations about familiar topics (e.g., follow sequential order in a dialogue). 1.2.3
4. Recognize main ideas and some specific information on a few topics found in the products of the foreign culture (e.g., watch and listen to authentic TV, radio, and video) 1.2.4
5. Respond to a series of directions, instructions, and/or commands (e.g., draw a basic floor plan based on a description, do a craft project). 1.2.5
6. Recognize and reproduce accurately the sound system of the language (e.g., transcribe a simple authentic target language song, complete a Cloze passage). 1.2.6
7. Imitate gestures and intonation patterns appropriately (e.g., present a TL playlet or skit using appropriate gestures). 1.2.7

Skip to main content

Pre-Advanced Level Benchmarks/Progress Indicators

1. Determine meaning by using contextual cues (e.g., make inferences as to meaning, motivation in authentic documents). 1.2.1
2. Comprehend a variety of complex authentic materials (e.g., read trade books, technical documents such as an instruction manual for a common product). 1.2.2
3. Interpret and analyze main ideas and significant details from written and oral texts (e.g., literary samples, live and recorded discussions, lectures and presentations). 1.2.3
4. Understand cultural nuances in written and spoken language, in informal and formal settings (e.g., read between the lines in a novel or film). 1.2.4
5. Respond appropriately to complex directions, instructions, and commands (e.g., follow detailed directions given over the phone in an emergency situation). 1.2.5
6. Read confidently, with meaningful phrase grouping and appropriate voice inflections (e.g., produce a tape or video for use by native speakers of the language). 1.2.6
7. Produce with accuracy the gestures and intonation patterns of the language (e.g., create a play or video in which appropriate use of gesture plays an important role). 1.2.7

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Novice Level Benchmarks/Progress Indicators

1. Use short, memorized phrases and sentences in oral and written presentations (e.g., describe people or objects). 1.3.1
2. Demonstrate comprehensible pronunciation and intonation when presenting well-rehearsed material on familiar topics (e.g., perform poetry, songs, rhymes, and short dialogues). 1.3.2
3. Write and present simple guided texts on familiar topics (e.g., write short letters, post cards). 1.3.3
4. Give directions, commands, and instructions (e.g., give directions that others will follow to arrive at a predetermined location). 1.3.4

Skip to main content

Intermediate Level Benchmarks/Progress Indicators

1. Write and present short messages in response to given situations (e.g., write post cards, personal notes, phone messages, directions, etc.) 1.3.1
2. Demonstrate accuracy in pronunciation and intonation when presenting well-rehearsed topics (e.g., present reports, résumés, summaries, plays, skits, etc.) 1.3.2
3. Prepare and present brief written reports on topics studied (i.e., historical events, scientists, authors, musicians, artists) 1.3.3
4. Explain a procedure based on prior knowledge and/or experience (e.g., deliver a demonstration speech on baking a cake or doing a project). 1.3.4

Pre-Advanced Level Benchmarks/Progress Indicators

1. Present oral or written reports about familiar and well-researched topics (e.g., create computer-generated presentations or a video documentary). 1.3.1
2. Initiate and sustain a substantial conversation by using pronunciation and intonation patterns understood by a native speaker (e.g., create a magazine newscast, talk show program). 1.3.2
3. Write a well-organized, short composition (e.g., describe an abstract concept, such as liberty or happiness). 1.3.3
4. Explain a complex process incorporating detailed instructions (e.g., participate in a group activity in which a student describes a structure, such as a Lego model, that is hidden from the rest of the class; the class tries to construct the model while following his/her instructions). 1.3.4

Cultures: Gaining knowledge and understanding of other cultures

2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

Novice Level Benchmarks/Progress Indicators

1. Imitate culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors (e.g., gestures, handshaking, formal and informal speech). 2.1.1
2. Imitate age-appropriate cultural activities (e.g., games, songs, dances, traditional celebrations, sports and entertainment). 2.1.2
3. Identify cultural similarities and differences (i.e., concepts of time, dress, food dwellings, travel, shopping). 2.1.3
4. Identify differences in cultural practices among same language cultures (e.g., word usage, dialects, regional dress). 2.1.4
5. Identify some commonly held generalizations about the cultures studied (e.g., attitudes toward religious practices, dress, body, environment). 2.1.5

Skip to main content

Intermediate Level Benchmarks/Progress Indicators

1. Use culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors (e.g., gestures, handshaking, formal and informal speech). 2.1.1
2. Participate in age-appropriate cultural activities (e.g., games, songs, dances, traditional celebrations, sports and entertainment). 2.1.2
3. Interpret cultural similarities and differences in everyday life activities and detail their significance (e.g., concepts of time, dress, food, dwellings, travel, shopping). 2.1.3
4. Examine differences in cultural practices among same language cultures (e.g., word usage, dialects, regional dress). 2.1.4
5. Discuss commonly held generalizations about the cultures studied (e.g., art appreciation, punctuality, and perceptions of hygiene). 2.1.5

Pre-Advanced Level Benchmarks/Progress Indicators

1. Interact using culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors. 2.1.1
2. Participate in, create and/or perform cultural activities such as games, songs, dances, sports, and entertainment. 2.1.2
3. Analyze cultural similarities and differences including information based on knowledge from experts in specific fields. 2.1.3
4. Compare and contrast cultural practices among same language cultures (e.g., word usage in Mexico and Spain, dialects and regional dress). 2.1.4
5. Examine connections between cultural perspectives and social behavioral patterns (i.e., military service, environmental issues, appropriate dress, legal age for alcohol use, driving, and voting 2.1.5
6. Recognize elements of humor, irony, and satire in the target language and culture (e.g., Cartoons, TV, and films). 2.1.6

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Skip to main content

Novice Level Benchmarks/Progress Indicators

1. Recognize historical events and figures, institutions, geographical features, and political structures of the target countries. 2.2.1
2. Recognize basic mythological, legendary, and literary figures specific to the target culture. 2.2.2
3. Identify tangible products (i.e. realia) of the culture (e.g., dress, types of dwellings, and foods). 2.2.3
4. Identify and imitate expressive products of the culture (i.e., art, dance, music, and literature). 2.2.4
5. Identify the contributions that the target language and culture make to our society and the world (e.g., medicine, technology, arts, family traditions). 2.2.5
6. Identify dominant objects, images, and symbols of the target culture (e.g., flags, currency, architectural style). 2.2.6

Intermediate Level Benchmarks/Progress Indicators

1. Explore historical events and figures, institutions, geographical features, and political structures of the target countries. 2.2.1
2. Interpret mythological, legendary, and literary figures specific to the target culture. 2.2.2
3. Discuss the relevance of tangible products (i.e. realia) of the culture (e.g., dress, types of dwellings, and foods). 2.2.3
4. Interpret and produce expressive products of the culture (i.e., art, dance, music, and literature). 2.2.4
5. Evaluate the contributions that the target language and culture make to our society and the world (e.g., medicine, technology, arts, family traditions). 2.2.5
6. Discuss dominant objects, images, and symbols of the target culture (e.g., flags, currency, architectural style). 2.2.6

Skip to main content

Pre-Advanced Level Benchmarks/Progress Indicators

1. Analyze/synthesize historical events and figures, institutions, geographical features, social, economic and political structures of the target countries. 2.2.1
2. Analyze mythological, legendary, and literary figures specific to the target culture. 2.2.2
3. Analyze tangible products (i.e. realia) of the culture (e.g., dress, types of dwellings, and foods). 2.2.3
4. Analyze and create expressive products of the culture (i.e., art, dance, music, and literature). 2.2.4
5. Analyze the contributions the target language and culture make to our society and the world (e.g., medicine, technology, arts, family traditions). 2.2.5
6. Analyze the cultural significance of objects, images, and symbols of the target culture (e.g., flags, currency, architectural style). 2.2.6

Connecting with other disciplines and acquiring new information

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Novice Level Benchmarks/Progress Indicators

1. Recognize and transfer concepts learned in other disciplines when used in the foreign language classroom (i.e., social studies-- weather, geographical terms; math-- measurement, money; science-- animals, food; music-- instruments). 3.1.1
7. Recognize and transfer concepts presented in the foreign language classroom for use in other disciplines (e.g., geography specific to the target culture, borrowed words and phrases: coup d'état, rodeo, Kindergarten, ipso facto). 2.1.7
8. Present short reports in English, orally and/or in writing, on topics studied in other disciplines (i.e., report on countries where the target language is spoken; discuss and demonstrate of musical instruments from the target culture). 2.1.8
4. Recognize basic vocabulary and concepts on familiar topics from other disciplines when presented in the target language (e.g., food pyramid, Spanish commercials or magazine advertising) 3.1.4

Skip to main content

Intermediate Level Benchmarks/Progress Indicators

1. Discuss topics from other disciplines in the target language (e.g., historical facts and concepts, geographical concepts, mathematical terms and concepts, scientific information). 3.1.1
2. Apply the information gathered through foreign language experience and resources for use in other disciplines (e.g., citation of target language authors to expound upon a subject in an English research/term paper). 3.1.2
3. Present short reports in the target language, orally and/or in writing, on topics being studied in other disciplines (e.g., reports on countries in target language; presentation about typical foods or a daily menu from the target culture). 3.1.3
4. Comprehend and discuss articles or short videos in the target language on topics being studied in other disciplines. 3.1.4

Pre-Advanced Level Benchmarks/Progress Indicators

1. Analyze and discuss topics from other disciplines in the target language, such as political and historical concepts, worldwide health issues and environmental concerns (e.g., debate on world wide health issues, infomercial on an environmental concern). 3.1.1
2. Analyze the information gathered through foreign language experience and resources for use in other disciplines (e.g., prepare a report for a social studies class based on research done in the target language). 3.1.2
3. Present reports in the target language, orally and/or in writing, on topics studied in other disciplines (e.g., discussion of political or educational structures in the target culture and their effect on daily life). 3.1.3
4. Compare and discuss articles and videos representing contrasting perspectives from the target culture, on topics being studied in other disciplines. 3.1.4

3.2 Students acquire information and recognize and access the distinctive viewpoints that are only available through the foreign language and its cultures.

Novice Level Benchmarks/Progress Indicators

1. Read, listen to, and discuss age-appropriate material of the target cultures, such as songs, adapted folk tales, and short stories written for native speakers of the target language. 3.2.1
2. Use authentic sources and media to gather information from the target cultures (e.g., use media to gather information about teen movie and rock stars; collect headlines to learn what the French public is interested in related to a U.S. issue). 3.2.2
3. Use authentic sources and media to identify the perspectives of the target cultures (e.g., create a collage that illustrates the German concept of bread; create a description of an ideal pet or partner, based on information from authentic media sources; prepare an authentic meal). 3.2.3

Skip to main content

Intermediate Level Benchmarks/Progress Indicators

1. Read, listen to, and discuss age-appropriate material of the target cultures, such as songs, folk tales, short stories, poems, and adapted novels written for native speakers of the target language. 3.2.1
2. Apply information from authentic sources and media in the target language (e.g., prepare short reports on various topics using target language reference materials). 3.2.2
3. Use authentic sources and media to interpret the perspectives of the target cultures. (e.g., use media sources and fiction to develop a guide for travelers about attitudes in the target culture toward such issues as healthy diet and exercise, appropriate dress for various occasions, dating, table manners, interpret humor, puns, visual jokes). 3.2.3

Pre-Advanced Level Benchmarks/Progress Indicators

1. Read, listen to, and discuss age-appropriate material in the target language, such as songs, folk tales, short stories, poems, and novels written for native speakers of the target language. (e.g., simulate a book discussion club using authentic stories or novels; plan a review of the music of a specific music group popular in the target culture) 3.2.1
2. Analyze and apply information from authentic sources and media in the target language (e.g., prepare reports on various topics using foreign documentaries, radio/television news programs). 3.2.2
3. Use authentic sources and media to interpret, analyze, and discuss the perspective of the target culture. (e.g., conduct a panel discussion about a current issue in the target culture, basing content and perspectives represented on documented authentic sources; developing a marketing plan for an American product, based on perspectives discovered through research in authentic sources) 3.2.3

Developing Insight into the Nature of Language and Culture

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Skip to main content

Novice Level Benchmarks/Progress Indicators

1. Recognize differences between sound systems of language(s) studied and the native language (i.e., alphabet, cognates, letter blends). 4.1.1
2. Identify words that have been borrowed from one language to another (i.e., jeans, computer, rodeo, kindergarten, tobacco, rendezvous, agenda). 4.1.2
3. Recognize that cognates enhance comprehension and identify common cognates in the language they are learning (e.g., students create their own lists of cognates for reference). 4.1.3
4. Recognize that a language cannot be translated word for word (e.g., seek out idioms, advertising slogans, proverbs; identify English equivalents for proverbs that mean the same but are expressed differently). 4.1.4
5. Recognize differences in writing systems, mechanics and formats (i.e., accent marks, capitalization, punctuation, alphabet). 4.1.5
6. Identify similarities and differences in basic grammatical and structural patterns of the target and native languages (i.e., word order, formal vs. informal, mood and tense). 4.1.6
7. Identify vocabulary that conveys varied meanings (e.g. distinguish target language examples similar to English bear/bare, well, trip). 4.1.7
8. Recognize the changing nature of language (e.g. give examples of changes due to German writing reform, borrowed words, spelling and pronunciation changes, influence of national academies). 4.1.8

Skip to main content

Intermediate Level Benchmarks/Progress Indicators

1. Recognize ways in which classical, modern and native languages contribute to or influence English (e.g., identify examples of borrowed words, similar grammatical patterning, borrowed idioms or figures of speech). 4.1.1
2. Use bilingual dictionary to select appropriate words in oral and written reports. 4.1.2
3. Recognize cognates, false cognates and word families (e.g., create or play vocabulary games based on cognates and word families, develop word family trees). 4.1.3
4. Use knowledge of root words, prefixes, suffixes, and borrowed words to interpret unfamiliar words and phrases (e.g., read authentic texts such as magazine and newspaper articles with minimal reference to a dictionary). 4.1.4
5. Consciously choose appropriate writing conventions, mechanics and formats when writing in the target language. 4.1.5
6. Identify similarities and differences in grammatical and structural patterns in the target and native languages, recognizing changes in meaning due to pitch and intonation (e.g., distinguish declarative, interrogative, and imperative). 4.1.6
7. Use vocabulary that conveys varied meanings in several appropriate contexts (e.g., employ a word like fly as a noun, as a verb, or as an idiom like "on the fly"). 4.1.7
8. Identify evidence of the changing nature of languages (e.g., slang, influence of radio and T.V.). 4.1.8

Skip to main content

Pre-Advanced Level Benchmarks/Progress Indicators

1. Use writing systems, mechanics and formats correctly, identifying areas of similarity, difference, and borrowing between native and target languages. 4.1.1
2. Analyze elements such as time and tense and comparable linguistic elements in English (e.g., past, present, future, imperfect, conditional, subjunctive). 4.1.2
3. Demonstrate an awareness that phrases and idioms do not translate directly from one language to another (e.g., write literal translations of idioms, slogans, and proverbs as a form of humor). 4.1.3
4. Compare translations with original target language texts to recognize when meaning is lost or connotation changes. (e.g. analyze subtitled movies, product information, documents) 4.1.4
5. Compare and demonstrate the mechanics and conventions of the written language (i.e., diacritical markings, punctuation, paragraphing). 4.1.5
6. Use complex target language structures and intonation patters (i.e., literary tenses, conditional sentences) in expressing ideas and opinions. 4.1.6
7. Use vocabulary in a sophisticated manner with metaphor, irony, humor, etc. 4.1.7
8. Explain the changing nature of languages, using examples from both the native language and the target language. 4.1.8

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Skip to main content

Novice Level Benchmarks/Progress Indicators

1. Compare holidays and celebrations and distinguish holidays unique to the target culture (i.e., Day of the Dead/Halloween, St.Nicholas/Santa Claus, Carnival/Mardi Gras). 4.2.1
2. Compare daily living patterns (i.e., meals, school and work schedules, leisure activities). 4.2.2
3. Recognize and compare common areas of cultural stereotyping (i.e., eating habits, physical traits, clothing, personality traits). 4.2.3
4. Recognize and compare the varying roles of men, women, and children in various cultures (e.g., students role play traditional roles in family, create scrapbooks about imaginary extended families in the target culture). 4.2.4
5. Compare and contrast seasons and weather conditions (e.g., prepare a weather report contrasting local weather in January with that in the southern hemisphere 4.2.5
6. Recognize and compare how religious beliefs and practices influence the home and target cultures (i.e., celebrations, saints, food, clothing, holidays). 4.2.6
7. Identify appropriate non-verbal communication (i.e., gestures, counting with fingers). 4.2.7
8. Demonstrate an awareness of formal and informal language (i.e., greetings, farewells, expressions of politeness). 4.2.8

Skip to main content

Intermediate Level Benchmarks/Progress Indicators

1. Elaborate on selected cultural topics such as important dates, events, people, and geographical areas (e.g., contrast what was happening in both countries during historical periods). 4.2.1
2. Identify how cultural attitudes influence the behavior of individuals in literature, music and art (i.e., relationship between racism and rap music, slavery and art). 4.2.2
3. Compare and contrast behavioral patterns between target culture and students' own culture (i.e., student/teacher, adult/child relationships). 4.2.3
4. Analyze roles of men, women and children in various cultures (i.e., traditional societal roles in family, business, education). 4.2.4
5. Explain how climate andgeography affect daily life in home and target cultures (e.g., students create a new community in a contrasting geographical setting like one in which the target language is used, and plan for clothing, transportation, recreation, home design, meals). 4.2.5
6. Recognize and compare how religious beliefs and practices influence the home and target cultures. 4.2.6
1. Use appropriate nonverbal communication (i.e., gestures, counting with fingers). 5.2.1
8. Use appropriate verbal and body language for formal and informal situations in both cultures (e.g., role play greetings, farewells, expressions of politeness). 4.2.8

Skip to main content

Pre-Advanced Level Benchmarks/Progress Indicators

1. Explain the evolution and significance of important symbols and monuments in the target culture and compare them with the native culture. 5.2.1
2. Interpret the effect of differing cultural attitudes on selected social situations and world events (e.g., students interpret differing approaches to a global crisis in terms of cultural differences). 4.2.2
3. Identify and analyze examples of cultural tolerance and intolerance (i.e., racism, immigration, children's behavior and advertising). 4.2.3
4. Analyze roles of men, women and children in various cultures within literature and media (e.g., students follow a TV series and analyze the roles and interrelationships portrayed, then contrast with an American series). 4.2.4
5. Analyze how climate and geography affect the history, culture, and behavior of a people (e.g., students analyze an historic crisis in the target culture in terms of how climate and geography influenced the behavior of the people and the outcome of the event). 4.2.5
6. Analyze how religious beliefs and practices influence the culture. 4.2.6
7. Analyze impact of non-verbal communication cues (e.g., view a target language film or video without the sound and analyze the gestures and other nonverbal cues to determine meaning and context). 4.2.7
8. Analyze and compare formal and informal language and behavior in both cultures (e.g., role play formal and informal situations, American visiting target culture and vice versa). 4.2.8

Participating in multilingual communities at home and around the world

5.1 Students use foreign languages both within and beyond the school setting.

Novice Level Benchmarks/Progress Indicators

1. Write simple stories based on a model or create imaginary situations to present to others (e.g., create booklet using illustrations to describe a trip to the grocery store; create cartoons). 5.1.1
2. Perform or present information about the language and culture to others (e.g., teach phrases, games, songs, foreign language week activities) 5.1.2
3. Identify the target language in their daily lives (e.g., cognates, borrowed words). 5.1.3
4. Communicate on a personal level with speakers of the language (e.g., letters, e-mail, personal contact, videotapes.). 5.1.4
5. Identify professions that require proficiency in another language (e.g., create career posters, collages, mobiles). 5.1.5

Skip to main content

Intermediate Level Benchmarks/Progress Indicators

1. Write and illustrate skits to present to others (e.g., share at the library or nursing home and beyond the classroom). 5.1.1
2. Participate in linguistically or culturally related activities that benefit the school or community (e.g., Oktoberfest, Festival of Nations, Pow Wows, Festival des Voyageurs). 5.1.2
3. Exchange information with others about how the language is used in various fields of work (e.g., community professionals, job fairs). 5.1.3
4. Discuss activities and attitudes in written or oral form with speakers of the language beyond the classroom setting (e.g., pen pals, letters, videos). 5.1.4
5. Establish contact with individuals who require proficiency in another language (e.g., set up a career fair, develop and conduct surveys of bilingual people in local businesses). 5.1.5

Pre-Advanced Level Benchmarks/Progress Indicators

1. Write and illustrate stories, songs, or poems to present to others in the community. 5.1.1
2. Participate in a linguistic immersion situation demonstrating proficiency in the language and culture. (e.g., foreign travel, foreign exchange student, or language camp/conventions, , Festival des Voyageurs) 5.1.2
3. Use community resources to research a topic related to culture and/or language study (e.g., native speakers, internet, target language books or periodicals). 5.1.3
4. Communicate orally or in writing with members of the target culture regarding topics of personal interest, community or world issues (e.g., e-pals, pen pals, interviews). 5.1.4
5. Examine the role of foreign language usage in one's career, life and future (e.g., participate in a career fair, develop a career talk or career portfolio). 5.1.5

5.2 Students show evidence of becoming life-long learners by using foreign languages for personal enjoyment and enrichment.

Skip to main content

Novice Level Benchmarks/Progress Indicators

1. Use language and knowledge of cultures to explore career opportunities in diverse and changing economies (e.g., conduct internet research, create collages or mobiles). 5.2.1
2. Use pen pal/e-pal relationship for personal enrichment and enjoyment. 5.2.2
3. View via media or attend cultural events and social activities related to the target culture (i.e., Oktoberfest, Pow Wows, Cinco de Mayo, Høstfest). 5.2.3
4. Play or become interested spectators of target-culture sports and games. 5.2.4
5. Perform or participate in music in the classroom (e.g., sing, play, and listen to music and songs of the target culture; bring favorite target language music to share with class) 5.2.5
6. Become familiar with pop culture elements from the target culture (e.g., check the "Top Ten" list on the Internet). 5.2.6
7. Read and/or memorize simple stories or rhymes written in the target language. 5.2.7

Intermediate Level Benchmarks/Progress Indicators

1. Use language and knowledge of cultures to explore career opportunities in diverse and changing economies (e.g., job fairs). 5.2.1
2. Use pen pal relationships for personal enrichment and enjoyment (e.g., exchange audio and video tapes, adopt ideas for celebrating special occasions). 5.2.2
3. View via media or attend cultural events and social activities related to the target language and culture (e.g., concerts, theater, opera). 5.2.3
4. Play or become interested spectators of target-culture sports and games. 5.2.4
5. Listen to music, play songs of target culture (e.g., identify genre of music). 5.2.5
6. Become familiar with pop culture elements from the target culture (e.g., read target language magazines, follow careers of sports or media stars, use Internet to collect trivia about some aspect of pop culture). 5.2.6
7. Read age–appropriate target language fiction or nonfiction for pleasure or information (e.g. choose library books in target language, develop book talks, attend an after-school book club in the target language). 5.2.7

Skip to main content

Pre-Advanced Level Benchmarks/Progress Indicators

1. Use language and knowledge of cultures to explore career opportunities in diverse and changing economies (e.g., job shadowing, interviews). 5.2.1
2. Use pen pal/e-pal relationship for personal enrichment and enjoyment (e.g., phone calls, planned visits). 5.2.2
3. View via media or attend cultural events and social activities related to the target language and culture (e.g., foreign language Olympics). 5.2.3
4. Play or become engaged spectators of target-culture sports and games. 5.2.4
5. Listen to music, play songs of target culture (e.g., compare and contrast music selections or periods). 5.2.5
6. Show familiarity with age-appropriate elements of pop culture from the target culture. 5.2.6
7. Read a variety of age-appropriate materials written for native speakers of the target language (i.e., magazines, newspapers, young adult literature, news magazines). 5.2.7

5.3 Students value native and heritage languages and show interest in efforts to preserve those that are endangered.

Novice Level Benchmarks/Progress Indicators

1. Attend community activities pertaining to language or culture (i.e., Language camps, PowWow, Oktoberfest, markets, worship services, concerts). 5.3.1
2. Investigate and share information on cultural activities (e.g., reports, peer teaching). 5.3.2
3. Interact with native speakers; attend presentations given by and for them (e.g., interview immigrants, refugees, guest speakers; attend worship services in the target language). 5.3.3

Intermediate Level Benchmarks/Progress Indicators

1. Participate in community activities pertaining to language or culture. 5.3.1
2. Participate in activities that expose younger students to languages and cultures (e.g., students make presentations to elementary students, "teach" in the target language, correspond with novice learners). 5.3.2
3. Interact with native speakers such as immigrants, refugees, guest speakers (e.g., do community surveys, service learning projects with native speakers). 5.3.3

Skip to main content

Pre-Advanced Level Benchmarks/Progress Indicators

1. Help organize community activities pertaining to language or culture. 5.3.1
2. Participate in promotional language or cultural community activities (e.g., create presentations, pamphlets, posters; set up and maintain a Web site to assist community members in understanding customs and values of the target culture). 5.3.2
3. Facilitate contact with native speakers for themselves and others (e.g., organize a language and culture festival to bring students and native speakers together around a theme). 5.3.3