

***KENTUCKY STANDARD
FOR
WORLD LANGUAGE PROFICIENCY***



Photo from the Kentucky Cabinet for Economic Development website ThinkKentucky.com.

ACKNOWLEDGMENTS

The Kentucky Department of Education would like to acknowledge and thank the following organizations and individuals for their contribution to the revision of the 2013 Kentucky standard document for world languages.

American Council on the Teaching of Foreign Languages (ACTFL), the National Council of State Supervisors for Languages (NCSSFL) and the LinguaFolio® Alignment Project committee.

ACTFL executive director, Marty Abbott, sponsored the LinguaFolio® Alignment Project as part of ACTFL's national standards refreshment plan. The LinguaFolio® Alignment Project committee, chaired by Dr. Elvira Swender, director of ACTFL's Professional Programs, and Jacqueline Van Houten, chair of NCSSFL's LinguaFolio Committee, rewrote the LinguaFolio® Can Do statements that had previously served as the basis for the Kentucky Standard for World Language Proficiency. The new NCSSFL/ACTFL statements are now aligned with the ACTFL Proficiency Guidelines and the national [World Readiness Standards for Learning Languages](#), and serve as benchmarks, indicators and learning targets in the 2013 Kentucky Standard for World Language Proficiency.

South Carolina Department of Education

Ruta Couet, South Carolina World Language Consultant, collaborated with the Kentucky Department of Education in every aspect of the revision of the standard document.

The Kentucky World Language Association

Members of the Kentucky World Language Association board of directors and many volunteer teachers reviewed the standards document.

TABLE OF CONTENTS

Acknowledgements	1
Why Language Learning is Important: Preparing Students to Be Globally Competent.....	3
Frequently Asked Questions	
<i>Kentucky Standard for World Language Proficiency</i>	8
Document organization.....	13
Competencies, Benchmarks, Indicators, Sample Learning Targets for Modern Languages	17
Benchmark Summary Chart for Modern Languages	51
Benchmark Summary Chart for Classical Languages (under construction)	
Addendum for Classical Languages is under review.	
Addendum for American Sign Language is production.	

WHY LANGUAGE LEARNING IS IMPORTANT: PREPARING STUDENTS TO BE GLOBALLY COMPETENT

It is vitally important for all Kentucky students to be prepared to engage with the world.

In the words of Anthony Jackson of the Asia Society:

In matters of national security, environmental sustainability, and economic development, what we do as a nation and in our everyday lives is inextricably intertwined with what governments, businesses, and individuals do beyond our borders.

Twenty-first century lives are not lived in isolation. We go to school with, work with and live in neighborhoods with people from other cultures who speak other languages. Our state's economy depends strongly on the international trade of small and large Kentucky businesses. Foreign companies invest billions of dollars in the Commonwealth and provide us thousands of jobs. We engage in citizen diplomacy and military actions with hundreds of countries both at home and across the globe.

For nearly everyone in today's world, English is an absolute, but in America, **English alone is not enough**. Our country's geographic isolation and the global importance of English have contributed to our false sense of security in regard to our need for world language competence. To compete academically, economically and politically, and function successfully in a global society, American students need to be globally competent—and that means being able to communicate and interact effectively in **at least one other language and culture**.

Today, in 20 out of 25 industrialized countries, students start their formal world language learning in grades K-5. Twenty-one countries in the European Union require nine years of language study. International business leaders are warning us that American graduates competing for the same jobs as their peers from other countries, may be technically competent but are increasingly culturally deprived and linguistically illiterate compared with graduates from other countries.

BEING ACADEMICALLY PREPARED

College readiness requires that students have the pre-requisite coursework for admission and that they have the knowledge and skills to succeed in entry-level classes.

Kentucky universities require world language learning for admission, in fact, both the University of Kentucky and Western Kentucky University require a demonstration of a specific proficiency level.

Success in post-secondary classes is most often described as:

- Strong intellectual growth throughout the primary and secondary years.
- The ability to think critically and problem solve in the context of a continuously changing set of circumstances and realities.
- The advancement of literacy skills.
- The capacity to communicate effectively with individuals from a variety of cultural and professional backgrounds.

World language learning, particularly when begun in strong elementary school programs, **spurs cognitive growth, builds literacy, and enables students to effectively interact with others in diverse cultural contexts**.

Research has found that learning another language, particularly at a young age, has significant **cognitive benefits**, such as increased memory function, critical thinking, and mind-mapping skills, creativity, and flexibility of mind. With its activities in decoding, shifting between different symbol systems and divergent

thinking, language learning is an exercise in problem solving, whose benefits transfers to other content areas. Studies have shown that students who are learning another language out-score their non-foreign language-learning peers in the verbal and, surprisingly to some, the math sections of standardized tests.

By engaging in learning a world language students build 21st century **literacy skills** essential for their future. Reading, writing, listening, speaking and viewing are integral to the world language learning process. When students learn a second language they build proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading) and presentational (one-way speaking and writing). They learn to understand the structure and patterns of language, ask and answer questions, identify words, describe; retell stories, interpret text, and apply the conventions of language, similar to what is required to meet the Kentucky Core Academic Standards for English Language Arts.

Study of a classical language bolsters an understanding of the mechanics of language, vocabulary and the history and literature of the ancient world. Acquiring a Romance or Germanic language involves learning an additional phonetic system, a new vocabulary and extra language conventions. Learning an Asian language means learning to read by character recognition and write by following precise stroke steps to form a single character that may represent a word or phrase. Additional skills for college readiness are addressed when modern language learning is set within a cultural context, is content-based, uses technology, and connects with global community partners.

Content-based programs, such as dual language immersion initiatives, start early and develop students' advanced language proficiency in specific areas, such as mathematics, general science, physics, and chemistry. Students who graduate from these programs are not only ready to enter local universities, but universities in a country whose language they studied. In fact, many students who graduate from Kentucky programs, such as the Mandarin Chinese Flagship pipeline program and International Spanish Academies, have automatic entry into universities in those countries.

BEING PREPARED FOR THE WORKFORCE

Both business and government urge the addition of linguistic and cultural competence to the core knowledge and skill set of a world-ready graduate.

Since its 2006 report was published, the U.S. Committee for Economic Development has been calling attention to the importance of language and cultural skills for U.S. **economic security**. They warn that America's continued global leadership is at risk and will depend on our students' abilities to interact with the world community at home and abroad.

Kentucky's growing economic stake in international trade and the diversity of Kentucky's trading partners and investors create a demand for Kentuckians who can apply their world language skills and cultural competency to **business**. Exports to foreign countries contributed more than \$22.1 billion to the state's economy in 2012, with products and services going to 199 countries. Direct foreign investment employs over 90,000 Kentucky workers. To stay competitive Kentucky needs a **multilingual workforce** and an **international mindset**. International relationship marketing relies on cultural understanding and communication—to be really successful, you have to speak the customer's language. The youth, who will one day lead our state's economic expansion in international trade and foreign investment, whether through small business or multinational corporations, need advanced language skills and cultural know-how.

The modern languages taught in Kentucky support the state's economic mission. Kentucky's top trading partners include: Canada, Mexico, Japan, the UK, Brazil, France, Belgium and China. Our state's largest foreign investors are: Japan, the UK, Germany, Switzerland, France and Canada. Taking our message overseas,

the Governor and Cabinet for Economic Development officials have recently traveled to Japan, Taiwan, Germany, France, Mexico and Panama to attract new business.

A report in the Journal of Business & Economic Research on Kentucky's preparedness for the coming wave of Hispanic immigration to some parts of the state, warned that a lack of preparedness in cultural understanding and language skill will cause financial and social challenges to certain regions. Among the study's recommendations, were that managers and co-workers learn basic Spanish language, become aware of their own English jargon and slang, and begin to recognize their own and others' cultural practices and perspectives.

The cost of monolingualism is high. The Kentucky World Trade Center reports that each year, businesses, state and local education agencies, government offices and private organizations pay large fees to hire interpreters and translation services or provide language training to employees (i.e., business and legal professionals, medical staff, fire and police workers, court employees, etc.) These costs are passed on to citizens. By preparing students with the language skills they need while in school, this cost can be drastically reduced, if not avoided.

Schools can offer classes that are dedicated to a specific career path, such as Spanish for health careers or agriculture, French for culinary arts, German for business, etc. Asian and Arabic languages are much in demand for government posts. Study of American Sign Language provides a pathway for work as an interpreter. In programs preparing students with a minimum of pre-advanced language proficiency, job shadowing or short-term internships can be arranged locally and/or internationally. But it's important to remember that most jobs require intermediate and advanced level proficiency, necessitating an early start and long sequence of study.

BEING PREPARED FOR THE MILITARY AND CITIZEN DIPLOMACY

The military has long called for improving foreign language skills and cultural capabilities to meet 21st Century national security challenges. Knowledge of other languages and cultures is seen an essential key for mission success of military personnel overseas, required of officers and those in the war colleges (West Point, Air Force Academy, etc.), and recognized with Foreign Language Proficiency pay to active duty soldiers and qualified National Guard and Reservists. As far back as the 1960s, experts complained about the lack of language training in the United States, but it became a prime national security concern with the war on terrorism.

In 2004, a Department of Defense-sponsored study noted that the DoD should treat developing second language skills and regional proficiency as seriously as it treats combat skills. In the past five years, all branches of the service have developed strategic documents to guide the development language and culture skills within their ranks. Fort Knox has an officer designated as Language Advocate to promote language study throughout the state for a more-prepared recruit population.

The National Security Language Initiative, begun by President George Bush in 2005 and coordinated by the State Department, Department of Defense and the National Intelligence Agency, aims to increase the number of Americans speaking critical need languages and communicating at high levels of proficiency. Related summer STARTALK and pipeline Flagship (i.e., Western Kentucky University) programs support schools in building students' critical need language proficiency.

Students who study a modern language can become citizen diplomats--individuals who help shape U.S. foreign relations 'one handshake at a time.'

HOW DO WE COMPARE WITH OTHERS?

Foreign countries that outscore US students in math and science on international tests are the same countries

that require early language learning of at least one, and as many as four, foreign languages. Many English speaking countries are initiating or strengthening their world language requirements for students: Australia will have a national world language curriculum in 2014; since 2012 England has required world language study beginning at age 7; Scotland's "two plus one" initiative plans to teach two languages in primary school in addition to a child's native language; and Canada is a bilingual (French/English) nation.

Other states are initiating large scale, state-funded, world language programs. In 4 years Utah has gone from 4 to 54 dual language immersion programs, based on legislative funding. Delaware's has an aggressive Governor's World Language Expansion Initiative to begin world language instruction by K or grade 1. North Carolina uses technology to provide world language student self-assessment tools linked to their standards.

RESOURCES

Albright, M., Eagleburger, L., Kissinger, H., Christopher, W., Powell, C., Rice, C. and Shultz, J.B., *US Needs more foreign diplomats*. 2010. Capitol News Company, LLC.

[Building a Stronger Kentucky](#). Cabinet for Economic Development Annual Report: 2012. Retrieved August 13, 2013.

Crawford, A., Meade, A., Spiller, S. & Stamper, C. Journal of Business & Economics Research. *One Region's Response: The Emergence Of Hispanic Workers In Appalachia*. Volume 2, Number 6. p. 43-52.

Defense Science Board, Office of the Under Secretary of Defense for Acquisition, Technology, and Logistics. *2004 Summer Study on Transition to and from Hostilities*. Washington, D.C.: December, 2004.

Department of the Army. *Army Culture and Foreign Language Strategy*. Washington, D.C.: 1 December 2009.

[Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security](#). (2006). Retrieved July 22, 2013.

[Foreign Language Capabilities Remain a Priority](#). U.S. Department of Defense. Retrieved August 13, 2013

[Initiative for Global Citizen Diplomacy: Challenges and Opportunities in Support of Strengthened U.S. International Relations](#). (2008).

Jackson, A. W., Kolb, Charles, E. M., & Wilson, John I. [National Imperative for Language Learning](#). Retrieved August 1, 2013.

Kentucky Cabinet for Economic Development. [International Trade & Kentucky Exports and Foreign Direct Investment: 2011](#). Retrieved July 23, 2013.

Military Training: DOD Needs a Strategic Plan and Better Inventory and Requirements: Data to Guide Development of Language Skills and Regional Proficiency. (June 2009). GAO report number GAO-09-568.

Spellings, The Honorable Margaret and Oldham, Cheryl A. *Enhancing Foreign Language Proficiency in the United States: Preliminary Results of the National Security Language Initiative*. U.S. Department of Education. Washington, D.C., August 2008, 28.

Strategies for Global Success. Harvard Business Review On Point. Summer, 2013. Boston, MA. Harvard Business School Publishing Corporation.

[Succeeding Globally Through International Education and Engagement: US Department of Education International Strategy 2012-16](#). Retrieved August 12, 2013.

U.S. Air Force. *Air Force Culture, Region, and Language Flight Plan*. May 2009. Washington, D.C.

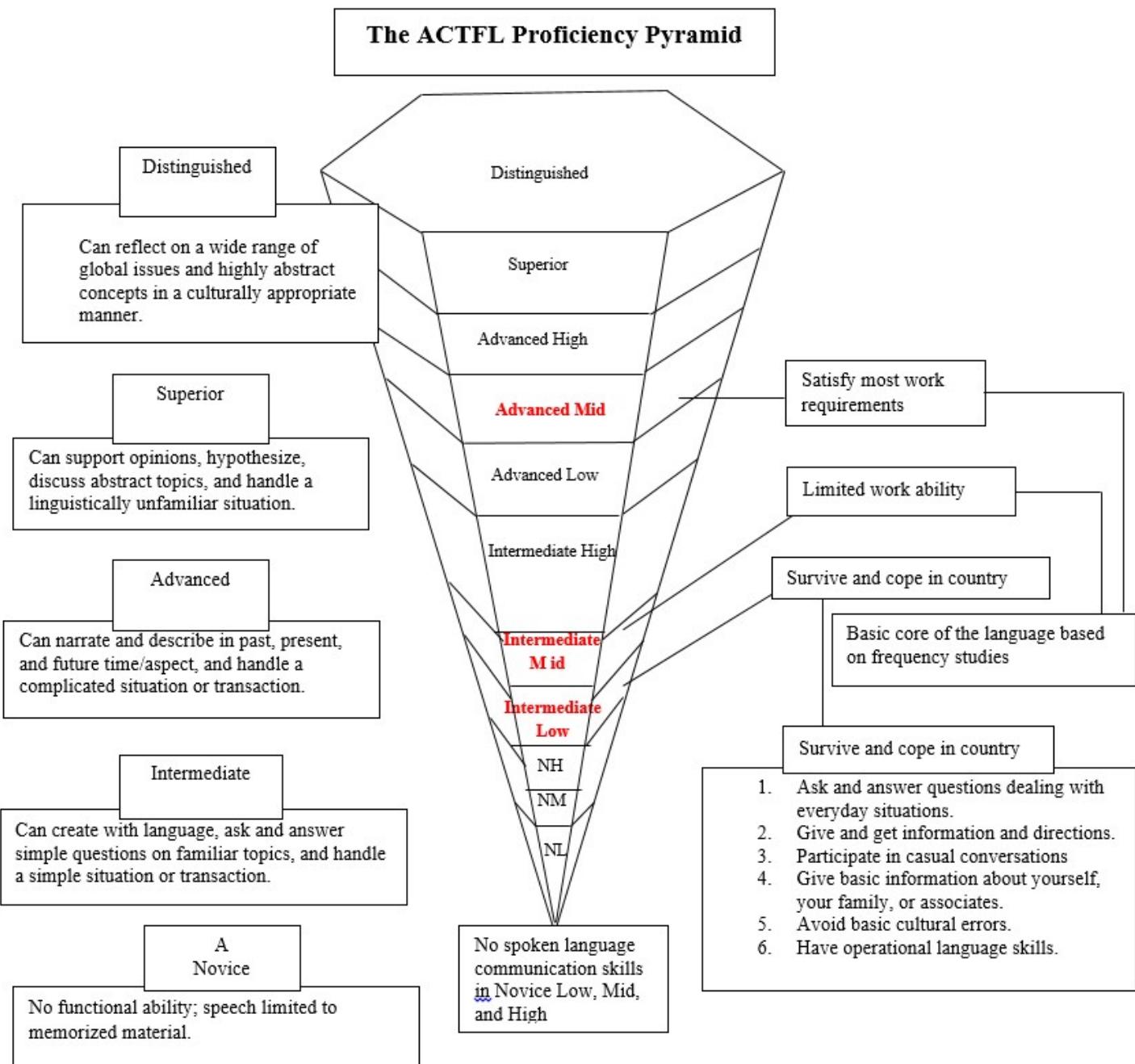
U.S. House of Representatives, Committee on Armed Services and Subcommittee on Oversight and Investigations. *Building language skills and cultural competencies in the military: Bridging the gap*. 2010.

U.S. Summit and Initiative for Citizen Diplomacy. [Forum Report](#). May 15-17, 2011. Racine, WI. Retrieved July 20, 2013.

FREQUENTLY ASKED QUESTIONS

- **What is the Kentucky Standard for World Language Proficiency?**

The *Kentucky Standard for World Language Proficiency* is a description of the competencies a Kentucky world language learner should demonstrate at three of five proficiency levels as defined in the *2012 American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines*. These guidelines are a description of what individuals can do at five levels of proficiency in speaking, writing, listening, and reading. They imply spontaneous and non-rehearsed performance in a real-world context. The three proficiency levels used for this document, novice, intermediate, and advanced, are further subdivided into low, mid and high sublevels. The highest levels of superior and distinguished are not included, as they are generally not considered expected outcomes of k-12 learning.



- **What changes were made from the 2009 to the 2013 Kentucky Standard World Language Proficiency and why was a revision necessary?**

The basic proficiency approach, format and structure, and use of LinguaFolio® can-do statements in the 2009 standard document remain the same in the 2013 revised version. These elements have served as a model for other states' world language standards. In 2012, however, the American Council on the Teaching of Foreign Languages (ACTFL) and the National Council of State Supervisors for Languages revised the LinguaFolio® can-do statements in order to align them more closely to the ACTFL Proficiency Guidelines. It was, therefore, necessary to update the Kentucky standard's can-do statements to reflect the national guidelines for proficiency.

Another reason for revising the standard document was to adapt it to address Classical Languages (Latin and Greek) and American Sign Language (ASL).

Finally, intercultural competency can-do statements were developed to replace the self-reflective approach to addressing interculturality and give guidance to teachers and learners in charting intercultural progress on the proficiency scale.

- **What is the rationale behind the 2013 Kentucky Standard World Language Proficiency?**

The proficiency approach to language learning focuses on performance and aims to build learners' capacity to use the language(s) of study at a high level of proficiency in functional and meaningful ways in college and life. In this way it prepares students to be college and career ready and builds state and national language capacity to strengthen our national defense strategies and to improve the Commonwealth's and the nation's economic competitiveness. Equally, it develops the critical language and cultural competency skills that are needed for relationship building—a keystone for success in global business and diverse social environments.

It is the responsibility of the state's educational system to prepare students to compete in an increasingly international job market and to live in an increasingly diverse world. Foreign investment and international trade play an integral role in the Commonwealth's economy and both have grown dramatically in recent years. All are significant and vital parts of the state economy. Demographics of the state have also changed and the census shows a growing number of homes where English is not the home language.

Demonstrating proficiency in a language other than English offers potential benefits to learners. Career and technical education programs provide opportunities for learners to obtain industry-recognized certificates that document their skill attainment. Language proficiency can also be documented through a variety of nationally recognized assessments and used in portfolios for potential employment. Military careers now require officers to have second language proficiency and offer incentive pay to recruits and Reserve Officers' Training Corps (ROTC) members. Additionally, candidates with world language proficiency are highly recruited for career opportunities in agriculture, health care, law enforcement, and business.

The rationale for the creation of this document stems from the need to provide a transparent, learner-friendly document that clearly describes benchmarks of what learners can do with language and culture at various stages. Its intent is to recognize that everyone can learn a language, to motivate learning and increase achievement through goal setting and self-assessment, and to facilitate building functional language skills and interculturality. The standard, benchmarks, indicators and targets are meant to guide learning, and should be shared with learners and made available to parents and other stakeholders.

- **What is the purpose of the *Kentucky Standard for World Language Proficiency*?**

In general, the purpose is to clarify the process of language learning. The standard document helps motivate learning by showing how to set achievable goals, self-assess and chart progress by using “I can” statements that facilitate this process. Learners, thus, take ownership of their individual language development. The standard document guides the facilitation of language learning toward more functional, communicative and intercultural goals, rather than those of language structure and cultural fact. It provides examples of learning targets that can be used regardless of age, grade level, or content studied. By posting or citing daily learning targets and celebrating success, teachers can model behavior that leads students to become autonomous learners. This document provides a clear understanding of what learners need to know and be able to do to move from one level to the next.

For learners, the purpose is to:

1. demystify language learning by simplifying and clarifying the process.
2. provide clear descriptions of what can be done with language at various levels and make expectations more realistic.
3. offer examples of small, incremental, and achievable goals that learners can use as models to set personal goals, self-assess, and chart their own progress.

For teachers, the purpose is to:

1. guide facilitation of language learning toward more functional, communicative and intercultural goals, rather than those of language structure and cultural fact.
2. provide examples of learning targets that can be used across ages, class levels, or content studied.
3. suggest learning experiences, scenarios, and integrated performance assessment tasks.
4. provide a cross-check for ensuring that each mode of communication and skill is addressed at each level.
5. clarify what learners need to be able to do in order to move from one level to the next.

For parents, administrators, and other stakeholders, the purpose is to:

1. demonstrate how world language learning has moved from a focus on grammar and translation toward effective communication, literacy, and cultural interaction.
2. demonstrate how the shift has occurred in classical languages from decoding and translation to interpretive reading proficiency.
3. define exactly what is expected of learners at different levels of proficiency.
4. emphasize real-world application for language use.

- **Why does the *Kentucky Standard for World Language Proficiency* apply to all learners regardless of grade level?**

Learners begin new language experiences at different ages and progress toward proficiency at different rates. The amount of quality time spent in the target language (i.e., immersion vs. high school level I) is a determining factor in the proficiency level that learners will reach. Learners at similar ages frequently demonstrate varying proficiency levels in all three modes of communication when assessed. The *Kentucky Standard for World Language Proficiency* outlines the progression of learner skills, making it easier for teachers to identify a learner’s skill level and to differentiate learning for all learners.

- **How does the Kentucky Standard for World Language Proficiency apply to heritage speakers?**

Learners bring a variety of languages and cultures to Kentucky. They may have learned a language at home, in another country, or through local communities. Some may decide to pursue the study of their native language, while others may decide to study a different language. When heritage speakers choose to continue their native language, differentiated learning must take place to meet their needs.

When determining the placement of heritage speakers in language courses, consideration should be given to proficiency levels rather than seat time. Within language courses, the performance indicators allow teachers to set class goals while, at the same time, allowing learners to modify them to meet their own personal learning goals. Heritage speakers may demonstrate varying levels of proficiency across the three modes of communication: interpersonal, interpretive and presentational. For example, they may perform at a higher level of proficiency in the interpersonal mode than in the presentational mode. The benchmarks and indicators identify the learner's skill and modify the learning experience to meet the learner's needs. When possible, specially designed language courses for heritage speakers are optimal.

- **How does the Kentucky Standard for World Language Proficiency align with the Common Core State Standards?**

“The *Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects* contains four strands: Reading, Writing, Speaking and Listening, and Language.

These four strands are represented in the national *World Readiness Standards for Learning Languages* by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

The Common Core strands of Reading, Writing, Speaking and Listening are captured in the standards for learning languages’ goal area of Communication, by emphasizing the purpose behind the communication:

- Interpersonal (speaking + listening or writing + reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)” (www.actf.org)

It is important to note, however, that there is not a direct grade-to-grade alignment, mainly due to the fact that time on task differs greatly for someone learning English and using it throughout the school day and someone learning a second or third language.

For more information go to [Alignment of the National Standards for Learning Languages with the Common Core State Standards](#).

- How is the *Kentucky Standard for World Language for Proficiency* organized?

STANDARD: Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, learners will connect with other disciplines and gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of World Readiness Standards for Learning Languages

The content of the *Kentucky Standard for World Language Proficiency* is organized according to the national standards, blending the two focus goal areas of Communication and Cultures into one standard. The remaining goals of Connections, Comparisons, and Communities are embedded within Communication and Cultures.

The language competencies are the three modes of communication:

- interpretive listening and reading,
- interpersonal communication, and
- presentational speaking and writing.

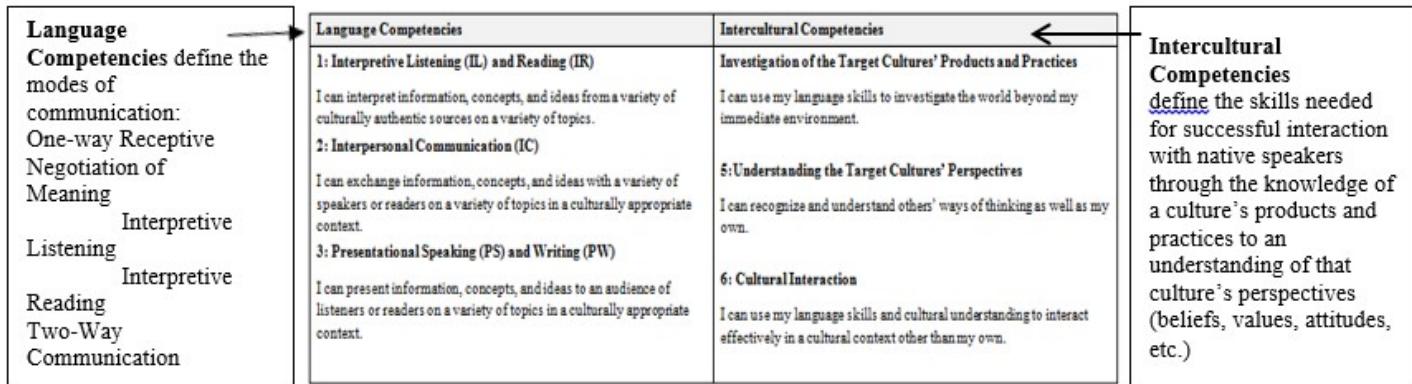


The intercultural competencies are:

- investigation of cultures' products and practices
- understanding of cultures' perspectives (ways of thinking), and
- interaction, bridging one's own and the other's culture.



DOCUMENT ORGANIZATION



Novice High (NH) ←

Language Learner Benchmark NH.IL Interpretive Listening	Language Learner Benchmark NH.IR Interpretive Reading	Language Learner Benchmark NH.IC Interpersonal Communication	Language Learner Benchmark NH.PS Presentational Speaking	Language Learner Benchmark NH.PW Presentational Writing	Interculturality Learner Benchmark NOVICE Investigation of Products and Practices
NH.IL I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	NH.IR I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	NH.IC I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	NH.PS I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	NH.PW I can write short messages and notes on familiar topics related to everyday life.	N.CPP I can identify some products and practices of cultures.
Learning Indicator NH.IL.1 I can sometimes understand simple questions or statements on familiar topics.	Learning Indicator NH.IR.1 I can usually understand short simple messages on familiar topics.	Learning Indicator NH.IC.1 I can exchange some personal information.	Learning Indicator NH.PS.1 I can present information about my life using phrases and simple sentences.	Learning Indicator NH.PW.1 I can write information about my daily life in a letter, blog, discussion board, or email message.	Learning Indicator N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.
Sample Learning Targets <ul style="list-style-type: none"> I can recognize the difference between a question and a statement. I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. I can sometimes understand questions or statements about my family. I can sometimes understand questions or statements about my friends and classmates or workmates. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand basic familiar information from an ad. I can sometimes identify the purpose of a brochure. I can identify information from a movie description or poster. I can understand simple information in a text message from a friend. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can ask and say a home address and e-mail address. I can ask and say someone's nationality. I can ask and tell about family members and their characteristics. I can ask and tell about friends, classmates, teachers and co-workers. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can ask and say a home address and e-mail address. I can sometimes identify the purpose of a brochure. I can identify information from a movie description or poster. I can understand simple information in a text message from a friend. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can describe my family and friends. I can describe my school. I can describe where I work and what I do. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can introduce myself. I can describe my family and friends. I can describe my school. I can describe where I work and what I do. I can...

Novice is one of the three levels of proficiency (Novice, Intermediate, and Advanced) with sublevels low, mid, and high.

Learner Benchmarks are broad summary statements of what learners can do at specific proficiency levels. They allow learners to chart their progress on the continuum of learning.

Learning Indicators deconstruct the benchmarks to show the range of functions that learners can expect to experience and attain.

Sample Learning Targets are specific examples of functional language goals for a unit or lesson. Learning targets are specific, measurable, attainable, relevant and time-bound (SMART). Each series of **Sample Learning Targets** includes a blank "I can" statement as a reminder that learners and teachers can

Reading the Nomenclature: Numbers and Letters

Each core competency begins with the benchmark abbreviation of the proficiency level, such as Novice Mid (**NM**). The second pair of letters indicates the mode, such as Interpretive Reading (**IR**). Finally, the number of each indicator is given. For example:

NM.IR.1 = Novice-Mid, Interpretive Reading, Indicator 1

NM.IR.2 = Novice-Mid, Interpretive Reading, Indicator 2

NM.IR.3 = Novice-Mid, Interpretive Reading, Indicator 3, etc.

- **How will the Kentucky Standard for World Language Proficiency be used?**

Districts, schools, programs, and independent learners will

- create long-range program proficiency goals reflective of a shared vision.
- identify proficiency benchmarks for assessment at designated intervals.
- develop a backward-design plan to support learners in meeting identified proficiency benchmarks.

- **How will teachers use the Kentucky Standard for World Language Proficiency to plan?**

In order to make the best use of this document, teachers will apply the principles of backward design to curriculum, unit, and lesson planning. The premise of backward design consists of three stages:

1. identify the desired results;
2. determine what evidence demonstrates that learners have achieved those results; and then
3. plan learning experiences that match. (Wiggins and McTighe).

The desired results are defined as the learning benchmarks (general) and the learning indicators (specific). Learners demonstrate proficiencies through Integrated Performance Assessments (IPA's) (a series of real-world tasks that assess the interpretive, interpersonal and presentational modes of communication).

As teachers implement the document they use the

- *standard* as the mission and vision that drives all language-learning decisions.
- *core competency* “I can” statements to ensure that all elements of language learning and interculturality are appropriately balanced.
- *benchmark* statements to establish the expectations for learner performance at the identified proficiency level.
- *learning indicators* to identify measurable, attainable goals.
- *sample learning targets* as examples of real-world contexts that can facilitate and motivate language learning.

- **Why and how do teachers and learners address intercultural competencies?**

The need for language competence in a global society touches every sector of life. From career preparation in an international workforce to citizen diplomacy and national defense to one’s role in a social or virtual community, communication across cultures is key. Learners today must have the language proficiency to communicate with global audiences, the insight into the cultural perspectives that shape those audiences, and the ability to behave appropriately in a variety of cultural contexts. The series of can-do statements organized around the language proficiency levels (*2012 ACTFL Proficiency Guidelines*) guides learners in their development of such linguistic and intercultural competencies.

Intercultural competence, therefore, is the demonstration of interaction between the use of language skills and cultural knowledge. The national *World Readiness Standards for Learning Languages* highlights the need for learners to understand the relationship between a culture’s perspectives and its products and practices. A culture’s perspectives reflect the values, beliefs and attitudes of its people. Through contact with products (i.e., monuments, laws, music, etc.) developed by a culture and practices (eating habits, shopping behaviors, use of space, etc.) demonstrated by its people, we come to understand the perspectives (i.e., values, attitudes, beliefs, etc.) of a people.

Demonstrating intercultural competence requires both the ability to use the language and to behave appropriately in cultural contexts. This may be particularly challenging for learners in the early stages of language learning, who may not have the linguistic skill to address cultural perspectives in the language of study. It is the responsibility of all those who facilitate language learning - be they teachers in Foreign Language in the Elementary School (FLES), immersion, middle/ high school, virtual or after-school programs - to provide opportunities for learners to experience language and culture together. Learners and educators must recognize that language and culture are inseparable. This requires the near exclusive use of the language of study. Thus, as language proficiency grows, so will intercultural competence.

Just as the proficiency level can-do statements of novice, intermediate, advanced, and superior are cumulative in nature for language competencies, they are cumulative for intercultural competencies as well. Learners demonstrate evidence of novice-level competencies first, and then add evidence of intermediate-level competencies and so forth. They continually add to their repertoire as they move up the proficiency continuum, applying knowledge of products and practices before developing and applying an understanding of perspectives. The interaction of language and cultural competencies thus results in interculturality.

Unlike the language benchmarks and indicators, the interculturality can-do statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated novice high language competencies should also be demonstrating the novice level interculturality competencies.

- How much language learning is enough?**

The answer lies in one's purpose for learning language as indicated below in ACTFL's *Oral Proficiency Levels in the Work World*. This table is a synthesis of data collected from employers who describe their language proficiency requirements for specific jobs and professions.

Oral Proficiency Levels in the Work World

Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who is Likely to Function at the Level
Distinguished	<i>Ability to tailor language to specific audiences, persuade, & negotiate. Deal with nuance and subtlety</i>	Diplomat, Contract Negotiator, International Specialist, Translator/Interpreter Intelligence Specialist	Highly articulate, professionally specialized native speakers; L2 learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	<i>Discuss topics extensively, support opinions, & hypothesize. Deal with linguistically unfamiliar situations</i>	University FL Professor, Business Executive, Lawyer, Judge, Financial Advisor	Well- educated native speakers Educated L2 learners with extended professional and/or educational experience in the target language environment
Advanced High	<i>Narrate and describe in past, present, and future and deal effectively with an unanticipated complication.</i>	Physician, Military Linguist, Senior Consultant, Human Resources Personnel, Financial Broker, Translation Officer, Marketing Manager, Communications Consultant	L2 learners with graduate degrees in language-related area and extended educational experience in the target environment

Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who is Likely to Function at the Level
Advanced Mid		Fraud Specialist, Account Executive, Court Stenographer/Interpreter, Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator	Heritage speakers, informal learners, non-academic learners who have significant contact with language
Advanced Low		Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist	Undergraduate language majors <i>with</i> year-long study abroad experience
Intermediate High	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Auto inspector, Aviation Personnel, Missionary, Tour Guide	Undergraduate language majors <i>without</i> year-long study abroad experience
Intermediate Mid		Cashier, Sales Clerk (highly predictable contexts)	L2 learners with 6-8 year sequences of study (AP, etc.) or 4-6 semester college sequence
Intermediate Low		Receptionist, Housekeeping Staff	L2 learners with 4 year high school sequence or 2 semester college sequence
Novice High Novice Mid Novice Low	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>	None	L2 learners after 2 years of high school study

©ACTFL, Inc. 2012

As indicated in the Oral Proficiency Levels in the Work World chart above, language preparation for career readiness necessitates higher levels of proficiency than established by current language requirements for high school graduation and college entrance.

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

STANDARD

Every learner will use a world language, other than English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities.

Through learning another language, learners will connect with other disciplines and gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of World Readiness Standards for Learning Languages

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.	4. Investigation of Cultural Products and Practices (CPP) I can use my language skills to investigate the world beyond my immediate environment.
2. Interpersonal Communication (IC) I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.	5. Understanding of Cultural Perspectives (CP) I can use my language skills to recognize and understand others' ways of thinking as well as my own.
3. Presentational Speaking (PS) and Writing (PW) I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	6. Participation in Cultural Interaction (CIA) I can use my language skills and cultural understanding to interact in a cultural context other than my own.

NOVICE LOW (NL) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark NL.IL Interpretive Listening	Learner Benchmark NL.IR Interpretive Reading	Learner Benchmark NL.IC Interpersonal Communication	Learner Benchmark NL.PS Presentational Speaking	Learner Benchmark NL.PW Presentational Writing
NL.IL <i>I can recognize a few memorized words and phrases when I hear them spoken.</i>	NL.IR <i>I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</i>	NL.IC <i>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i>	NL.PS <i>I can present information about myself and some other very familiar topics using single words or memorized phrases.</i>	NL.PW <i>I can copy some familiar words, characters or phrases.</i>
Learning Indicator NL.IL.1 I can occasionally identify the sound of a character or a word.	Learning Indicator NL.IR.1 I can occasionally recognize a few letters or characters.	Learning Indicator NL.IC.1 I can greet my peers.	Learning Indicator NL.PS.1 I can recite words and phrases that I have learned.	Learning Indicator NL.PW.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.
Sample Learning Targets <ul style="list-style-type: none"> I can recognize the sound of a few letters when they are spoken or spelled out. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can alphabetize a few names or words. I can match a character in a headline to a supporting visual. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can say hello and goodbye. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can count from 1-10. I can say the date and the day of the week. I can list the months and seasons. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can copy the letters of the alphabet. I can copy the characters that I am learning. I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc. I can...
Learning Indicator NL.IL.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	Learning Indicator NL.IR.2 I can connect some words, phrases or characters to their meanings.	Learning Indicator NL.IC.2 I can introduce myself to someone.	Learning Indicator NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	Learning Indicator NL.PW.2 I can write words and phrases that I have learned.
Sample Learning Targets <ul style="list-style-type: none"> I can understand greetings. I can recognize some color words. I can understand some numbers. I can understand some food items. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can recognize some cities on a map. I can identify some menu items. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can tell someone my name. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can name famous landmarks and people. I can name countries on a map. I can list items I see every day. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write my name, home address, and my e-mail address. I can write numbers such as my phone number. I can write the date and the day of the week. I can write the months and seasons. I can...

<i>Learner Benchmark NL.IL Interpretive Listening</i>	<i>Learner Benchmark NL.IR Interpretive Reading</i>	<i>Learner Benchmark NL.IC Interpersonal Communication</i>	<i>Learner Benchmark NL.PS Presentational Speaking</i>	<i>Learner Benchmark NL.PW Presentational Writing</i>
		Learning Indicator NL.IC.3 I can answer a few simple questions.	Learning Indicator NL.PS.3 I can introduce myself to a group.	Learning Indicator NL.PW.3 I can label familiar people, places, and objects in pictures and posters.
		Sample Learning Targets <ul style="list-style-type: none"> • I can respond to some yes/no questions. • I can answer some either/or questions. • I respond to some <i>who, what, when, where</i> questions. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can state my name, age, and where I live. • I can give my phone number, home address, and e-mail address. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can label famous landmarks and people. • I can write the names of countries on a map. • I can list items I see every day. • I can label items in a room. • I can...
			Learning Indicator NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.	
			Sample Learning Targets <ul style="list-style-type: none"> • I can sing a short song. • I can recite a nursery rhyme. • I can recite a simple poem. • I can... 	

**INTERCULTURAL COMPETENCIES FOR THE NOVICE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE NOVICE HIGH SAMPLE LEARNING TARGETS SECTION**

NOVICE MID (NM) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark NM.IL Interpretive Listening	Learner Benchmark NM.IR Interpretive Reading	Learner Benchmark NM.IC Interpersonal Communication	Learner Benchmark NM.PS Presentational Speaking	Learner Benchmark NM.PW Presentational Writing
NM.IL <i>I can recognize some familiar words and phrases when I hear them spoken.</i>	NM.IR <i>I can recognize some letters or characters.</i> <i>I can understand some learned or memorized words and phrases when I read.</i>	NM.IC <i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i>	NM.PS <i>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i>	NM.PW <i>I can write lists and memorized phrases on familiar topics.</i>
Learning Indicator NM.IL.1 I can understand a few courtesy phrases.	Learning Indicator NM.IR.1 I can recognize words and phrases and characters with the help of visuals.	Learning Indicator NM.IC.1 I can greet and leave people in a polite way.	Learning Indicator NM.PS.1 I can present information about myself and others using words and phrases.	Learning Indicator NM.PW.1 I can fill out a simple form with some basic personal information.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand greetings. • I can understand when people express thanks. • I can understand when people introduce themselves. • I can understand when someone asks for a name. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can recognize entrance and exit signs. • I can identify family member words on a family tree. • I can identify the healthy nutritional categories. • I can identify the simple labels on a science-related graph. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can say hello and goodbye to someone my age or younger. • I can say hello and goodbye to my teacher, professor, supervisor, or adults I do not know. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can say what I look like. • I can say what I am like. • I can say what someone looks like. • I can say what someone is like. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can fill out a form with my name, address, phone number, birth date, and nationality. • I can complete a simple online form. • I can fill out a simple schedule. • I can...

Learner Benchmark NM.IL Interpretive Listening	Learner Benchmark NM.IR Interpretive Reading	Learner Benchmark NM.IC Interpersonal Communication	Learner Benchmark NM.PS Presentational Speaking	Learner Benchmark NM.PW Presentational Writing
Learning Indicator NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.	Learning Indicator NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.	Learning Indicator NM.IC.2 I can introduce myself and others.	Learning Indicator NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.	Learning Indicator NM.PW.2 I can write about myself using learned phrases and memorized expressions.
Sample Learning Targets <ul style="list-style-type: none"> I can identify days of the week and the time. I can recognize a date. I can recognize some common weather expressions. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can check off words or phrases on a to-do list, grocery list or scavenger hunt list. I can identify labeled aisles in a supermarket. I can choose a restaurant from an online list of local eateries. I can identify scores from sports teams because I recognize team names and logos. I can identify artists, titles and music genres from iTunes. I can identify the names of classes and instructors in a school schedule. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can introduce myself and provide basic personal information. I can introduce someone else. I can respond to an introduction. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can say which sports I like and don't like. I can list my favorite free-time activities and those I don't like. I can state my favorite foods and drinks and those I don't like. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. I can list my family members, their ages, their relationship to me, and what they like to do. I can list my classes and tell what time they start and end. I can write simple statements about where I live. I can...
Learning Indicator NM.IL.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.		Learning Indicator NM.IC.3 I can answer some simple questions.	Learning Indicator NM.PS.3 I can present information about familiar items in my immediate environment.	Learning Indicator NM.PW.3 I can list my daily activities and write lists that help me in my day-to-day life.
Sample Learning Targets <ul style="list-style-type: none"> I can recognize the names of the planets in a science class. I can recognize the names of some parts of the body in a health class. I can... 		Sample Learning Targets <ul style="list-style-type: none"> I can answer <i>who, what, when, where</i> questions. I can answer questions about something that I am learning. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can tell about my house I can tell about my school or where I work. I can tell about my room or office and what is in it. I can present basic information about my community, town/city, state or country. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can label activities and their times in my daily schedule. I can write about what I do on the weekends. I can write a to-do list. I can write a shopping list. I can...

Learner Benchmark NM.IL Interpretive Listening	Learner Benchmark NM.IR Interpretive Reading	Learner Benchmark NM.IC Interpersonal Communication	Learner Benchmark NM.PS Presentational Speaking	Learner Benchmark NM.PW Presentational Writing
		Learning Indicator NM.IC.4 I can make some simple statements in a conversation.	Learning Indicator NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.	Learning Indicator NM.PW.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.
		Sample Learning Targets <ul style="list-style-type: none"> • I can tell someone what I am doing. • I can say where I went. • I can tell whom I am going to see. • I can express a positive reaction, such as “Great!” • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can list my classes and tell what time they start and end. • I can name activities and their times in my schedule. • I can tell what I do on the weekends. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can list the main cities of a specific country. • I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country. • I can create a list of topics and categories using vocabulary I have learned. • I can write something I hear or have heard such as simple information in a phone message or a classroom activity. • I can...
		Learning Indicator NM.IC.5 I can ask some simple questions.	Learning Indicator NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.	
		Sample Learning Targets <ul style="list-style-type: none"> • I can ask <i>who, what, when, where</i> questions. • I can ask questions about something that I am learning. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can talk about holiday celebrations based on pictures or photos. • I can name the main cities on a map. • I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos. • I can... 	

<i>Learner Benchmark NM.IL Interpretive Listening</i>	<i>Learner Benchmark NM.IR Interpretive Reading</i>	<i>Learner Benchmark NM.IC Interpersonal Communication</i>	<i>Learner Benchmark NM.PS Presentational Speaking</i>	<i>Learner Benchmark NM.PW Presentational Writing</i>
		Learning Indicator NM.IC.6 I can communicate basic information about myself and people I know.		
		Sample Learning Targets <ul style="list-style-type: none"> • I can say my name and ask someone's name. • I can say or write something about the members of my family and ask about someone's family. • I can say or write something about friends and classmates or co-workers. • I can... 		
		Learning Indicator NM.IC.7 I can communicate some basic information about my everyday life.		
		Sample Learning Targets <ul style="list-style-type: none"> • I can give times, dates and weather information. • I can tell about what I eat, learn, and do. • I can tell about places I know. • I can ask and understand how much something costs. • I can tell someone the time and location of a community event. • I can... 		

**INTERCULTURAL COMPETENCIES FOR THE NOVICE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE NOVICE HIGH SAMPLE LEARNING TARGETS SECTION**

NOVICE HIGH (NH) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark NH.IL Interpretive Listening	Learner Benchmark NH.IR Interpretive Reading	Learner Benchmark NH.IC Interpersonal Communication	Learner Benchmark NH.PS Presentational Speaking	Learner Benchmark NH.PW Presentational Writing
NH.IL <i>I can often understand words, phrases, and simple sentences related to everyday life.</i> <i>I can recognize pieces of information and sometimes understand the main topic of what is being said.</i>	NH.IR <i>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</i> <i>I can sometimes understand the main idea of what I have read.</i>	NH.IC <i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i> <i>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</i>	NH.PS <i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</i>	NH.PW <i>I can write short messages and notes on familiar topics related to everyday life.</i>
Learning Indicator NH.IL.1 I can sometimes understand simple questions or statements on familiar topics.	Learning Indicator NH.IR.1 I can usually understand short simple messages on familiar topics.	Learning Indicator NH.IC.1 I can exchange some personal information.	Learning Indicator NH.PS.1 I can present information about my life using phrases and simple sentences.	Learning Indicator NH.PW.1 I can write information about my daily life in a letter, blog, discussion board, or email message.
Sample Learning Targets <ul style="list-style-type: none"> • I can recognize the difference between a question and a statement. • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can sometimes understand questions or statements about my family. • I can sometimes understand questions or statements about my friends and classmates or workmates. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can understand basic familiar information from an ad. • I can sometimes identify the purpose of a brochure. • I can identify information from a movie description or poster. • I can understand simple information in a text message from a friend. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can ask and say a home address and e-mail address. • I can ask and say someone's nationality. • I can ask and tell about family members and their characteristics. • I can ask and tell about friends, classmates, teachers and co-workers. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can introduce myself. • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can...

Learner Benchmark NH.IL Interpretive Listening	Learner Benchmark NH.IR Interpretive Reading	Learner Benchmark NH.IC Interpersonal Communication	Learner Benchmark NH.PS Presentational Speaking	Learner Benchmark NH.PW Presentational Writing
Learning Indicator NH.IL.2 I can understand simple information when presented with pictures and graphs.	Learning Indicator NH.IR.2 I can sometimes understand short, simple descriptions with the help of pictures or graphs.	Learning Indicator NH.IC.2 I can exchange information using texts, graphs or pictures.	Learning Indicator NH.PS.2 I can present a familiar experience or event in simple terms using phrases and simple sentences.	Learning Indicator NH.PW.2 I can write short notes using phrases and simple sentences.
Sample Learning Targets <ul style="list-style-type: none"> I can understand some facts about the weather when weather symbols are used. I can understand when someone describes physical descriptions from a photo or an art work. I can follow simple arithmetic problems when I can see the figures. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand simple captions under photos. I can understand very basic information from a real estate ad. I can understand Web site descriptions of clothing items to make an appropriate purchase. I can identify the categories on a graph. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can ask about and identify familiar things in a picture from a story. I can ask about and identify important information about the weather using a map. I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. I can respond to simple questions based on graphs, or visuals that provide information containing numbers or statistics. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can tell what I do in class or at work. I can tell what I do during the weekend. I can tell what happens after school or work. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write a postcard message. I can write a special occasion message such as a birthday or congratulatory note. I can write a short announcement, invitation, or thank-you note. I can...
Learning Indicator NH.IL.3 I can sometimes understand the main idea of conversations that I overhear.	Learning Indicator NH.IR.3 I can sometimes understand the main idea of published materials.	Learning Indicator NH.IC.3 I can ask for and give simple directions.	Learning Indicator NH.PS.3 I can present information about a familiar person, place, or thing using phrases and simple sentences.	Learning Indicator NH.PW.3 I can write about a familiar experience or event using practiced material.
Sample Learning Targets <ul style="list-style-type: none"> I can sometimes understand if people are referring to me in their conversation. I can sometimes understand if people are talking about their homes or asking for directions. I can sometimes understand a simple transaction between a customer and a sales clerk. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can distinguish a birthday card from a note expressing thanks. I can identify destinations and major attractions on a travel brochure. I can locate places on city maps. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can ask for directions to a place. I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. I can tell someone where something is located, such as next to, across from, or in the middle of. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can describe a useful Web site. I can talk about my favorite musical group, actor, or author. I can describe a landmark, vacation location, or a place I visit. I can talk about a famous person from history. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write what I do in class or at work. I can write what happens after school or during the weekend. I can write about a website, a field trip, or an activity that I participated in. I can...

Learner Benchmark NH.IL Interpretive Listening	Learner Benchmark NH.IR Interpretive Reading	Learner Benchmark NH.IC Interpersonal Communication	Learner Benchmark NH.PS Presentational Speaking	Learner Benchmark NH.PW Presentational Writing
	Learning Indicator NH.IR.4 I can understand simple everyday notices in public places on topics that are familiar to me.	Learning Indicator NH.IC.4 I can make plans with others.	Learning Indicator NH.PS.4 I can present information about others using phrases and simple sentences.	Learning Indicator NH.PW.4 I can write basic information about things I have learned.
	Sample Learning Targets <ul style="list-style-type: none"> • I can understand a simple public transportation schedule. • I can locate notices on where to park. • I can understand notices that tell of street or metro closings. • I can understand a store's hours of operation. • I can read the labels on a recycling bin. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can accept or reject an invitation to do something or go somewhere. • I can invite and make plans with someone to do something or go somewhere. • I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can talk about others' likes and dislikes. • I can talk about others' free-time activities. • I can give basic biographical information about others. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can write up a simple process like a science experiment. • I can write about a topic from a lesson using pictures or photos. • I can write about something I learned online, in a class, at work, or in the community. • I can...
		Learning Indicator NH.IC.5 I can interact with others in everyday situations.	Learning Indicator NH.PS.5 I can give basic instructions on how to make or do something using phrases and simple sentences.	Learning Indicator NH.PW.5 I can ask for information in writing.
		Sample Learning Targets <ul style="list-style-type: none"> • I can order a meal. • I can make a purchase. • I can buy a ticket • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can tell how to prepare something simple to eat. • I can describe a simple routine, like getting lunch in the cafeteria. • I can give simple directions to a nearby location or to an online resource. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can request resources like brochures, posted information • I can request an appointment with a classmate, teacher, or colleague. • I can request an application for a job, membership in a club, or admission to a school or program. • I can...

<i>Learner Benchmark NH.IL Interpretive Listening</i>	<i>Learner Benchmark NH.IR Interpretive Reading</i>	<i>Learner Benchmark NH.IC Interpersonal Communication</i>	<i>Learner Benchmark NH.PS Presentational Speaking</i>	<i>Learner Benchmark NH.PW Presentational Writing</i>
			Learning Indicator NH.PS.6 I can present basic information about things I have learned using phrases and simple sentences.	
			Sample Learning Targets <ul style="list-style-type: none"> • I can describe a simple process like a science experiment. • I can present information about a topic from a lesson based on pictures or photos. • I can present information about something I learned in a class or at work • I can present information about something I learned in the community. • I can... 	

**INTERCULTURAL COMPETENCIES FOR THE NOVICE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE NOVICE HIGH SAMPLE LEARNING TARGETS SECTION**

INTERCULTURAL COMPETENCIES WITHIN THE NOVICE RANGE

Learner Benchmark Investigation of Products and Practices <i>N.CPP</i> <i>I can identify some products and practices of cultures.</i>	Learner Benchmark Understanding of Cultural Perspectives <i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i>	Learner Benchmark Participation in Cultural Interaction <i>N.CIA</i> <i>I can function at a survival level in an authentic cultural context.</i>
Learning Indicator N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.	Learning Indicator N.CP.1 I can identify some beliefs and values related to age, gender, social class and ethnicity.	Learning Indicator N. CIA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.
Sample Learning Targets <ul style="list-style-type: none"> • I can identify some geographical features of other countries. • I can identify familiar landmarks. • I can recognize some traditional and popular songs. • I can recognize some similarities and differences between the designs of houses, buildings, or towns. • I can identify specific locations to have a meal, purchase a ticket, or buy something that I need. • I can recognize some similarities and differences between my daily schedule and that of a peer in another culture. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can sometimes tell the way people address each other differently based on age and social standing. • I can sometimes recognize that appropriate dress is determined by cultural traditions. • I can recognize that gender and age can determine one's role in a family, school, and the workplace. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can imitate appropriate greetings. • I can recognize and imitate table manners. • I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as in a birthday party, New Year's, a wedding, etc. • I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as in a birthday party, New Year's, a wedding, etc. • I can recognize and imitate culturally appropriate behavior in a restaurant or other public place. • I can...
Learning Indicator N.CPP 2 I can identify some common practices related to home and community life of other cultures and my own.	Learning Indicator N. CP. 2 I can identify some characteristics of national identity.	Learning Indicator N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.
Sample Learning Targets <ul style="list-style-type: none"> • I can identify some common habits of eating in other cultures. • I can identify some habits of dress in other cultures. • I can express the time and date as locals do. • I can sometimes use the appropriate holiday greeting. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can identify some elements of geography that define a nation. • I can identify symbols that represent a nation. • I can identify the importance of some historical events through their celebration on national holidays and monuments. • I can identify major religions of a nation. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers. • I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation. • I can play a simple board or card game with friends. • I can...

Learner Benchmark Investigation of Products and Practices	Learner Benchmark Understanding of Cultural Perspectives	Learner Benchmark Participation in Cultural Interaction
<p>N.CPP <i>I can identify some products and practices of cultures.</i></p>	<p>N.CP <i>I can identify some basic cultural beliefs and values.</i></p>	<p>N.CIA <i>I can function at a survival level in an authentic cultural context.</i></p>
	<p>Learning Indicator N.CP.3 I can identify ways in which cultures are globalized.</p>	<p>Learning Indicator N.CIA.3 I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.</p>

INTERMEDIATE LOW (IL) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark IL.IL Interpretive Listening	Learner Benchmark IL.IR Interpretive Reading	Learner Benchmark IL.IC Interpersonal Communication	Learner Benchmark IL.PS Presentational Speaking	Learner Benchmark IL.PW Presentational Writing
IL.IL <i>I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</i>	IL.IR <i>I can understand the main idea of short and simple texts when the topic is familiar.</i>	IL.IC <i>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</i>	IL.PS <i>I can present information on most familiar topics using a series of simple sentences.</i>	IL.PW <i>I can write briefly about most familiar topics and provide information using a series of simple sentences.</i>
Learning Indicator IL.IL.1 I can understand the basic purpose of a message.	Learning Indicator IL.IR.1 I can understand messages in which the writer tells or asks me about topics of personal interest.	Learning Indicator IL.IC.1 I can have a simple conversation on a limited number of everyday topics.	Learning Indicator IL.PS.1 I can talk about people, activities, events, and experiences.	Learning Indicator IL.PW.1 I can write about people, activities, events, and experiences.
Sample Learning Targets <ul style="list-style-type: none"> • I can determine if I am hearing an announcement or an advertisement. • I can understand what a radio advertisement is selling. • I can understand when and where an event will take place. • I can understand a voice mail response accepting or rejecting an invitation. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can understand what an e-pal writes about interests and daily routines. • I can understand a simple posting on a friend's social media page. • I can understand a text from a friend about our plans. • I can understand if a friend accepts or rejects an invitation. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and interests. • I can talk with someone about school or work. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can describe the physical appearance of a friend or family member. • I can describe another person's personality. • I can describe a school or workplace. • I can describe a famous place. • I can describe a place I have visited or want to visit. • I can present my ideas about something I have learned. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can describe the physical appearance and personality of a friend or family member. • I can write about a school, workplace, famous place, or place I have visited. • I can write about a holiday, vacation, or a typical celebration. • I can write about something I have learned. • I can write about what I plan to do next in my life. • I can...

Learner Benchmark IL.IL Interpretive Listening	Learner Benchmark IL.IR Interpretive Reading	Learner Benchmark IL.IC Interpersonal Communication	Learner Benchmark IL.PS Presentational Speaking	Learner Benchmark IL.PW Presentational Writing
Learning Indicator IL.IL.2 I can understand messages related to my basic needs.	Learning Indicator IL.IR.2 I can identify some simple information needed on forms.	Learning Indicator IL.IC.2 I can ask and answer questions of factual information that is familiar to me	Learning Indicator IL.PS.2 I can express my needs and wants.	Learning Indicator IL.PW.2 I can prepare materials for a presentation.
Sample Learning Targets <ul style="list-style-type: none"> I can understand a clear and repeated announcement about a flight's departure time and/or gate. I can understand teacher announcements about when an assignment is due. I can understand the date and time of when a voicemail message was recorded. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand what information is asked for on a customs form. I can understand what information is asked for on a hotel registration form. I can understand what information is asked for on a student ID card. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can describe what I need for school or work. I can tell what I want to do each day. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write out a draft of a presentation that I plan to present orally. I can write an outline of a project or presentation. I can write notes for a speech. I can...
Learning Indicator IL.IL.3 I can understand questions and simple statements on everyday topics when I am part of the conversation.	Learning Indicator IL.IR.3 I can identify some information from news media.	Learning Indicator IL.IC.3 I can use the language to meet my basic needs in familiar situations.	Learning Indicator IL.PS.3 I can present information on plans, instructions, and directions.	Learning Indicator IL.PW.3 I can write simply about topics of interest.
Sample Learning Targets <ul style="list-style-type: none"> I can understand questions about my work or class schedule. I can understand questions about my likes and dislikes. I can understand simple compliments related to what I am wearing or what I am doing. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand personal information about sports stars from photo captions I can understand some information on job postings. I can understand basic information on weather forecasts. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can ask for help at school, work, or in the community. I can make an appointment or reservation by phone. I can arrange for transportation, such as by train, bus, taxi, or ride with friends. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can explain the rules of a game. I can give multi-step instructions for preparing a recipe. I can describe what my plans are for the weekend. I can describe what my summer plans are. I can describe holiday or vacation plans. I can describe what is needed for a holiday or a celebration. I can describe what I plan to do next in my life. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write about a movie or song that I like. I can write about a famous athlete, celebrity, or historical figure. I can write a brief explanation of a proverb or nursery rhyme. I can write a simple poem. I can...

<i>Learner Benchmark IL(IL Interpretive Listening</i>	<i>Learner Benchmark IL(IR Interpretive Reading</i>	<i>Learner Benchmark IL(IC Interpersonal Communication</i>	<i>Learner Benchmark IL.PS Presentational Speaking</i>	<i>Learner Benchmark IL.PW Presentational Writing</i>
			Learning Indicator IL.PS.4 I can present songs, short skirts or dramatic readings.	Learning Indicator IL.PW.4 I can write basic instructions on how to make or do something.
			Sample Learning Targets <ul style="list-style-type: none"> • I can retell a children's story. • I can present a proverb, poem or nursery rhyme. • I can participate in a performance of a skit or a scene from a play. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can write the rules of a game. • I can write about how to prepare something simple to eat. • I can write about a simple routine, like getting lunch in the cafeteria. • I can write simple directions to a nearby location or to an online resource. • I can...
			Learning Indicator IL.PS.5 I can express my preferences on topics of interest.	Learning Indicator IL.PW.5 I can write questions to obtain information.
			Sample Learning Targets <ul style="list-style-type: none"> • I can give a presentation about a movie or song that I like. • I can give a presentation about a famous athlete, celebrity, or historical figure. • I can express my thoughts about a current event I have learned about or researched. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can post a question for discussion or reflection. • I can develop a simple questionnaire or survey. • I can...

**INTERCULTURAL COMPETENCIES FOR THE INTERMEDIATE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE INTERMEDIATE HIGH SAMPLE LEARNING TARGETS SECTION**

INTERMEDIATE MID (IM) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark IM.IL Interpretive Listening	Learner Benchmark IM.IR Interpretive Reading	Learner Benchmark IM.IC Interpersonal Communication	Learner Benchmark IM.PS Presentational Speaking	Learner Benchmark IM.PW Presentational Writing
IM.IL <i>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</i> <i>I can understand the main idea in conversations that I overhear.</i>	IM.IR <i>I can understand the main idea of texts related to everyday life and personal interests or studies.</i>	IM.IC <i>I can participate in conversations on familiar topics using sentences and series of sentences.</i> <i>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</i> <i>I can usually say what I want to say about myself and my everyday life.</i>	IM.PS <i>I can make presentations on a wide variety of familiar topics using connected sentences.</i>	IM.PW <i>I can write on a wide variety of familiar topics using connected sentences.</i>
Learning Indicator IM.IL.1 I can understand basic information in ads, announcements and other simple recordings.	Learning Indicator IM.IR.1 I can understand simple personal questions.	Learning Indicator IM.IC.1 I can start, maintain, and end a conversation on a variety of familiar topics.	Learning Indicator IM.PS.1 I can make a presentation about my personal and social experiences.	Learning Indicator IM.PW.1 I can write messages and announcements.
Sample Learning Targets <ul style="list-style-type: none"> I can understand when, where and who is playing in a concert from a radio advertisement. I can understand the main message of an e-card greeting. I can understand what service is offering in a TV ad. I can identify the type of film from a movie preview. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand the questions asked on a career preference survey. I can understand what is asked for on a simple, popular magazine questionnaire. I can understand the personal questions to complete a profile on a social media site. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can start a conversation. I can ask for information, details, and explanations during a conversation. I can bring a conversation to a close. I can interview someone for a project or a publication. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can describe a childhood or past experience. I can report on a social event that I attended. I can make a presentation on something new I learned. I can make a presentation about my plans for the future. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write a message to explain or clarify something. I can write about common events and daily routines. I can write an autobiographical statement for a contest, study abroad or other special program, or job application. I can write an invitation or flyer about an event I am planning. I can...

Learner Benchmark IM.IL Interpretive Listening	Learner Benchmark IM.IR Interpretive Reading	Learner Benchmark IM.IC Interpersonal Communication	Learner Benchmark IM.PS Presentational Speaking	Learner Benchmark IM.PW Presentational Writing
Learning Indicator IM.IL.2 I can understand the main idea of what I listen to for personal enjoyment.	Learning Indicator IM.IR.2 I can understand basic information in ads, announcements and other simple texts.	Learning Indicator IM.IC.2 I can talk about my daily activities and personal preferences.	Learning Indicator IM.PS.2 I can make a presentation on something I have learned or researched.	Learning Indicator IM.PW.2 I can write short reports about something I have learned or researched.
Sample Learning Targets <ul style="list-style-type: none"> I can understand basic personal questions that are asked on a video conference. I can understand what a You Tube clip is about. I can understand peers' recorded descriptions about themselves or their avatars. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand the information in birth and wedding announcements. I can understand the information in sales ads. I can understand the main ideas in travel brochures. I can understand the main ideas on food labels. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can talk about my daily routine. I can talk about my interests and hobbies. I can give reasons for my preferences. I can give some information about activities I did. I can give some information about something I plan to do. I can talk about my favorite music, movies, and sports. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can give a short presentation on a current event. I can present about a topic from an academic subject, such as science, math, art, etc. I can describe how to plan and carry out an event, such as a party or family reunion. I can give a short presentation on a famous person, landmark, or cultural event. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write a short article on a current event. I can write about an academic subject, such as science, math, art, etc. I can write the minutes or a summary from a club or other meeting. I can...
Learning Indicator IM.IL.3 I can understand messages related to my everyday life.	Learning Indicator IM.IR.3 I can understand the main idea of what I read for personal enjoyment.	Learning Indicator IM.IC.3 I can use my language to handle tasks related to my personal needs.	Learning Indicator IM.PS.3 I can make a presentation about common interests and issues and state my viewpoint.	Learning Indicator IM.PW.3 I can compose communications for public distribution.
Sample Learning Targets <ul style="list-style-type: none"> I can understand a voice message about the time and place of a meeting. I can understand a box-office recording about the times of the performances of events. I can understand that an event is being postponed or cancelled. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand updates in entertainment magazines and blogs. I can understand postings in blogs on familiar topics. I can understand postcards from friends. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can request services, such as phone, computer, or car. I can schedule an appointment. I can make reservations. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can give a presentation about a favorite movie or song and tell why I like it. I can give a presentation about a famous person or historical figure and tell why he/she is important. I can share my reactions about a current event and explain why the event is in the news. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can create a flyer for an upcoming event at my school or at work. I can write a review of a movie, book, play, exhibit, etc. I can post an entry to a blog or a discussion forum. I can compose a simple letter, response, or article for a publication. I can contribute to a school or work publication. I can...

<i>Learner Benchmark IM.IL Interpretive Listening</i>	<i>Learner Benchmark IM.IR Interpretive Reading</i>	<i>Learner Benchmark IM.IC Interpersonal Communication</i>	<i>Learner Benchmark IM.PS Presentational Speaking</i>	<i>Learner Benchmark IM.PW Presentational Writing</i>
	Learning Indicator IM.IR.4 I can read simple written exchanges between other people.	Learning Indicator IM.IC.4 I can exchange information about subjects of special interest to me.		
	Sample Learning Targets <ul style="list-style-type: none"> • I can understand the main idea of personal messages exchanged in chat rooms. • I can understand the main idea of a magazine biographical interview with a celebrity. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can talk about artists from other countries. • I can talk about historical events. • I can talk about a mathematics, technology, or science project. • I can... 		

**INTERCULTURAL COMPETENCIES FOR THE INTERMEDIATE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE INTERMEDIATE HIGH SAMPLE LEARNING TARGETS SECTION**

INTERMEDIATE HIGH (IH) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
IH.IL <i>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</i> <i>I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.</i> <i>I can sometimes follow what I hear about events and experiences in various timeframes.</i>	IH.IR <i>I can easily understand the main idea of texts related to everyday life, personal interests, and studies.</i> <i>I can sometimes follow stories and descriptions about events and experiences in various timeframes.</i>	IH.IC <i>I can participate with ease and confidence in conversations on familiar topics.</i> <i>I can usually talk about events and experiences in various timeframes.</i> <i>I can usually describe people, places, and things.</i> <i>I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</i>	IH.PS <i>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</i> <i>I can make some presentations on events and experiences in various timeframes.</i>	IH.PW <i>I can write on topics related to school, work, and community in a generally organized way.</i> <i>I can write some simple paragraphs about events and experiences in various timeframes.</i>
Learning Indicator IH.IL.1 I can easily understand straightforward information or interactions.	Learning Indicator IH.IR.1 I can understand accounts of personal events or experiences.	Learning Indicator IH.IC.1 I can exchange information related to areas of mutual interest.	Learning Indicator IH.PS.1 I can present information on academic and work topics.	Learning Indicator IH.PW.1 I can write about school and academic topics.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand the descriptions of avatars in a new video game. • I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town. • I can understand a tour guide's description of a city's history and attractions. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can understand information about an upcoming excursion, such as a class trip or company event. • I can understand a friend's postcard describing their family vacation. • I can understand descriptions of a Peace Corps volunteer's daily life. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can provide information about specific events. • I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports. • I can ask for and provide descriptions of places I know and also places I would like to visit. • I can talk about my family history. • I can talk about jobs and career plans. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can present ideas about something I have learned, such as an historical event, a famous person, or a current environmental issue. • I can explain a series of steps needed to complete a task or experiment. • I can explain to someone who was absent what took place in class or on the job. • I can present my qualifications and goals for an academic program, training, or job. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can write a simple summary about something I have learned. • I can write a series of steps needed to complete a task, such as for an experiment. • I can prepare notes for someone who was absent from class or school. • I can write the content for a multi-media presentation, a handout, a synopsis, etc. • I can...

Learner Benchmark IH.IL Interpretive Listening	Learner Benchmark IH.IR Interpretive Reading	Learner Benchmark IH.IC Interpersonal Communication	Learner Benchmark IH.PS Presentational Speaking	Learner Benchmark IH.PW Presentational Writing
Learning Indicator IH.IL.2 I can understand a few details in ads, announcements and other simple recordings.	Learning Indicator IH.IR.2 I can sometimes follow short, written instructions when supported by visuals.	Learning Indicator IH.IC.2 I can use my language to do a task that requires multiple steps.	Learning Indicator IH.PS.2 I can make a presentation on events, activities and topics of particular interest.	Learning Indicator IH.PW.2 I can write about work and career topics.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand a few details about a nutritional recommendation in a public service health announcement. • I can understand the services offered in an ad about a car repair service. • I can understand a few details from public service announcements such as severe weather warnings or safety alerts. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can follow the instructions to use an ATM machine. • I can follow the instructions to make an online purchase. • I can follow simple directions to do an experiment in a science class. • I can understand the basic instructions for playing a video game. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can give the basic rules of a game or sport and answer questions about them. • I can ask for, follow, and give instructions for preparing food. • I can ask for and follow directions to get from one place to another. • I can tell someone how to access information online. • I can explain basic rules, policies, or laws that affect us in a debate format. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can make a presentation on something I learned from the media. • I can make a presentation about an interesting person. • I can summarize a personal, historical, or cultural event. • I can give a presentation about my interests, hobbies, lifestyle, or preferred activities. • I can make a presentation about the history or current status of a school, organization, or company. • I can make a presentation about future plans. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can write a simple summary about an assignment or task. • I can document the series of steps needed to complete a task or project. • I can prepare notes for someone who is new or has been absent from a project, team, or work meeting. • I can draft a work plan. • I can write the content for a multi-media presentation, a handout, a synopsis, etc. • I can...
Learning Indicator IH.IL.3 I can sometimes understand situations with complicating factors.	Learning Indicator IH.IR.3 I can understand the main idea of and a few supporting facts about famous people and historic events.	Learning Indicator IH.IC.3 I can use my language to handle a situation that may have a complication.	Learning Indicator IH.PS.3 I can present my point of view and provide reasons to support it.	Learning Indicator IH.PW.3 I can write about community topics and events.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand a voice message from an exchange student telling why she will be late. • I can understand a phone message about a change in meeting times and place. • I can understand a voice message from the airlines about changes to a flight schedule. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can read a short summary of a historical figure's accomplishments. • I can understand the main idea and a few supporting facts about a scientific discovery from a summarized account. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can arrange for a make-up exam or reschedule an appointment. • I can return an item I have purchased to a store. • I can plan an outing with a group of friends. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint. • I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc. • I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can write a simple summary about something I have researched. • I can write the content for a multi-media presentation, a handout, a synopsis, etc. • I can write the steps needed to complete a task, such as for a community event or a fund raiser. • I can summarize what has been happening in the community for someone who is new or has been away. • I can...

<i>Learner Benchmark IH.IL Interpretive Listening</i>	<i>Learner Benchmark IH.IR Interpretive Reading</i>	<i>Learner Benchmark IH.IC Interpersonal Communication</i>	<i>Learner Benchmark IH.PS Presentational Speaking</i>	<i>Learner Benchmark IH.PW Presentational Writing</i>
				Learning Indicator IH.PW.4 I can write about an entertainment or social event.
				Sample Learning Targets <ul style="list-style-type: none"> • I can summarize a conversation or interview that I had with someone. • I can describe an event that I participated in or witnessed. • I can write a brief summary of the plot of a movie or an episode of a TV show. • I can...

**INTERCULTURAL COMPETENCIES FOR THE INTERMEDIATE PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE INTERMEDIATE HIGH SAMPLE LEARNING TARGETS SECTION**

INTERCULTURAL COMPETENCIES WITHIN THE INTERMEDIATE RANGE

Learner Benchmark Investigation of Products and Practices I.CPP <i>I can identify common patterns in the products and practices of a culture.</i>	Learner Benchmark Understanding of Cultural Perspectives I.CP <i>I can compare familiar cultural beliefs and values.</i>	Learner Benchmark Participation in Cultural Interaction I.CIA <i>I can interact at a functional level in familiar cultural contexts.</i>
Learning Indicator I.CPP. 1 I can explore and reference current and past examples of authentic cultural products and practices.	Learning Indicator I.CP.1 I can describe some basic cultural viewpoints.	Learning Indicator I.CIA.1 I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand the main idea and characters of short stories, folk tales, or graphic novels. • I can recognize and reference famous artists and their works. • I can understand the main idea of a movie clip or documentary. • I can talk about a historical figure. • I can have a simple conversation about a festival. • I can summarize the contributions of a culture in a blog or multimedia presentation. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can talk about the individual role of family members and the importance of birth order. • I can give examples that show the importance of academics vs. sports. • I can describe the importance of time vs. money. • I can make simple comparisons about the roles of men and women in society. • I can describe the importance of religion. • I can describe how other cultures view major historical events differently. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can usually accept and refuse invitations in a culturally appropriate way. • I can usually offer and receive gifts in a culturally appropriate way. • I can usually request assistance in a culturally appropriate way. • I can respond in a culturally appropriate way when someone sneezes, toasts, pays me a compliment, etc. • I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, agreeing, etc. when talking with others. • I can...
Learning Indicator I.CPP.2 I can compare and contrast some common products of other cultures and my own.	Learning Indicator I.CP.2 I can make some generalizations about a culture.	Learning Indicator I.CIA.2 I can recognize and refer to elements of traditional and pop culture.
Sample Learning Targets <ul style="list-style-type: none"> • I can describe similarities and differences in artwork. • I can have a simple conversation about educational systems. • I can provide basic information about countries' governments. • I can identify similarities among folk tales. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can sometimes identify cultural stereotypes or exaggerated views of a culture. • I can compare some religious beliefs. • I can classify the political beliefs of a nation in simple terms. • I can determine which TV shows and films are popular in a given culture. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can refer to a historical event. • I can describe the outcome in a recent election. • I can talk about the popularity of a hit song. • I can mention the significance of a work of art in conversation. • I can describe the difference between a traditional costume and a fashion trend. • I can...

Learner Benchmark Investigation of Products and Practices I.CPP <i>I can identify common patterns in the products and practices of a culture.</i>	Learner Benchmark Understanding of Cultural Perspectives I.CP <i>I can compare familiar cultural beliefs and values.</i>	Learner Benchmark Participation in Cultural Interaction I.CIA <i>I can interact at a functional level in familiar cultural contexts.</i>
Learning Indicator I.CPP. 3 I can compare and contrast some behaviors or practices of other cultures and my own.		Learning Indicator I.CIA. 3 I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.
Sample Learning Targets <ul style="list-style-type: none"> • I can compare and contrast eating habits. • I can compare and contrast how people buy and sell. • I can compare and contrast how families interact. • I can compare and contrast how people celebrate. • I can compare and contrast how my peers socialize. • I can... 		Sample Learning Targets <ul style="list-style-type: none"> • I can identify the appropriateness of topics and usually participate in conversations about them when attending a social or family event. • I can sometimes recognize when I have acted or spoken too informally and try to correct it. • I can sometimes recognize when my attempt at humor is misguided. • I can...

ADVANCED LOW (AL) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark AL.IL Interpretive Listening	Learner Benchmark AL.IR Interpretive Reading	Learner Benchmark AL.IC Interpersonal Communication	Learner Benchmark AL.PS Presentational Speaking	Learner Benchmark AL.PW Presentational Writing
AL.IL <i>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.</i> <i>I can follow stories and descriptions of some length and in various timeframes.</i> <i>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</i>	AL.IR <i>I can understand the main idea and some supporting details on a variety of topics of personal and general interest.</i> <i>I can follow stories and descriptions of some length and in various timeframes and genres.</i>	AL.IC <i>I can participate in conversations about familiar topics that go beyond my everyday life.</i> <i>I can talk in an organized way and with some detail about events and experiences in various timeframes.</i> <i>I can describe people, places, and things in an organized way and with some detail.</i> <i>I can handle a familiar situation with an unexpected complication.</i>	AL.PS <i>I can deliver organized presentations appropriate to my audience on a variety of topics.</i> <i>I can present information about events and experiences in various timeframes.</i>	AL.PW <i>I can write on general interest, academic, and professional topics.</i> <i>I can write organized paragraphs about events and experiences in various timeframes.</i>
Learning Indicator AL.IL.1 I understand descriptions and stories of events that have happened or will happen.	Learning Indicator AL.IR.1 I can find and use information for practical purposes.	Learning Indicator AL.IC.1 I can participate in conversations on a wide variety of topics that go beyond my everyday life.	Learning Indicator AL.PS.1 I can deliver short presentations on a number of academic and workplace topics.	Learning Indicator AL.PW.1 I can meet basic school and academic writing needs.
Sample Learning Targets <ul style="list-style-type: none"> I can understand short presentations about famous people in history. I can understand a voicemail outlining the details of a plan for an upcoming outing. I can follow a video conferencing session in which the speakers recount their experience on a recent trip. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can read about an upcoming event and decide whether or not to attend. I can read a blogger's account of a trip to plan my own. I can read a message about a friend's car accident. I can read a description about a candidate to make a voting decision. I can understand absentee and sick leave policies. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can explain absentee and sick leave policies and answer questions about them. I can discuss current issues, such as leash laws, school dress codes, drinking age, or speed limits. I can discuss what is currently going on in another community or country. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can present an explanation for a work or school process, project, or policy. I can provide a rationale for the importance of certain classes, subjects, or training programs. I can present a summary of an action plan or annual report for a club or work group. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can revise class or meeting notes that I have taken for distribution. I can draft and revise an essay or composition as part of a school assignment. I can write an abstract for a science fair project, research study, or conference. I can write summaries or annotations for a research project I can...

Learner Benchmark AL.IL Interpretive Listening	Learner Benchmark AL.IR Interpretive Reading	Learner Benchmark AL.IC Interpersonal Communication	Learner Benchmark AL.PS Presentational Speaking	Learner Benchmark AL.PW Presentational Writing
Learning Indicator AL.IL.2 I can understand the main idea of popular genres.	Learning Indicator AL.IR.2 I can read texts that compare and contrast information.	Learning Indicator AL.IC.2 I can compare and contrast life in different locations and in different times.	Learning Indicator AL.PS.2 I can deliver short presentations on social and cultural topics.	Learning Indicator AL.PW.2 I can meet basic work and career writing needs.
Sample Learning Targets <ul style="list-style-type: none"> I can follow televised promotions for upcoming programs. I can follow a YouTube comparison of two popular vacation locations. I can follow simple oral stories, recorded books, summaries, and excerpts from speeches. I can understand some simple information from a movie trailer. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can read restaurant descriptions to guide my choice. I can read movie summaries to choose what to see. I can read a catalogue of course descriptions to choose my classes. I can understand the main idea and some details from a list of government job descriptions. I can read an article about how technology has changed in the past 20 years. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can explain how life has changed since I was a child and answer questions about my explanation I can compare different jobs and study programs in discussing them with a peer. I can explain how technology has changed our lives and enter into a debate on this topic. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can present an explanation for a social or community project or policy. I can give a presentation about the importance of certain social and cultural practices. I can give a presentation on traditions related to social events such as homecoming, graduation, marriages, funerals, etc. I can present a summary of an action plan or annual report for a community or social organization. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write an informational memo about a project or event. I can write summaries or a multi-step work plan for a new project. I can write brief job descriptions or performance reports. I can revise meeting notes that I have taken for distribution. I can draft and revise a résumé or cover letter. I can...
	Learning Indicator AL.IR.3 I can follow simple written instructions.	Learning Indicator AL.IC.3 I can resolve an unexpected complication that arises in a familiar situation.	Learning Indicator AL.PS.3 I can explain issues of public and community interest, including different viewpoints.	Learning Indicator AL.PW.3 I can meet basic social and civic writing needs.
	Sample Learning Targets <ul style="list-style-type: none"> I can follow directions for assembling a model. I can follow driving directions. I can follow the steps of a recipe. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays. I can tell a friend how I'm going to replace an item that I borrowed and broke/lost. I can explain why I was late to class or absent from work and arrange to make up the lost time. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can present reasons for or against a position on a political or social issue. I can make a presentation related to public health or safety. I can present a position during a formal debate. I can make a presentation promoting an event, a service, or a product. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can manage and edit an online journal, blog, or discussion forum. I can write an article about an event or project of a club or group. I can write a letter of advice or letter to the editor on a social, civic or political issue. I can prepare reports and online communications for a social club, community or political group. I can...

<i>Learner Benchmark AL.IL Interpretive Listening</i>	<i>Learner Benchmark AL.IR Interpretive Reading</i>	<i>Learner Benchmark AL.IC Interpersonal Communication</i>	<i>Learner Benchmark AL.PS Presentational Speaking</i>	<i>Learner Benchmark AL.PW Presentational Writing</i>
		Learning Indicator AL.IC.4 I can conduct or participate in interviews.	Learning Indicator AL.PS.4 I can deliver presentations for a specific audience.	
		Sample Learning Targets <ul style="list-style-type: none"> • I can interview for a job or service opportunity related to my field of expertise. • I can interview someone about his/her professional interests and activities. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can deliver a presentation to my classmates or colleagues. • I can make presentations about special opportunities such as internships and study abroad. • I can provide an explanation about a process or procedure such as obtaining a driver's license, submitting an application for college admission, or applying for a scholarship or financial aid, etc. • I can present an overview about my school, community, or workplace. • I can... 	

**INTERCULTURAL COMPETENCIES FOR THE ADVANCED PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE ADVANCED HIGH SAMPLE LEARNING TARGETS SECTION**

ADVANCED MID (AM) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark AM.IL Interpretive Listening	Learner Benchmark AM.IR Interpretive Reading	Learner Benchmark AM.IC Interpersonal Communication	Learner Benchmark AM.PS Presentational Speaking	Learner Benchmark AM.PW Presentational Writing
AM.IL <i>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.</i> <i>I can follow stories and descriptions of some length and in various timeframes.</i> <i>I can understand information presented in most genres, even when not familiar with the topic.</i>	AM.IR <i>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some professional topics.</i> <i>I can follow stories and descriptions of considerable length and in various timeframes.</i> <i>I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</i>	AM.IC <i>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.</i> <i>I can talk in detail and in an organized way about events and experiences in various timeframes.</i> <i>I can confidently handle routine situations with an unexpected complication.</i> <i>I can share my point of view in discussions on some complex issues.</i>	AM.PS <i>I can deliver well-organized presentations on concrete social, academic, and professional topics.</i> <i>I can present detailed information about events and experiences in various timeframes.</i>	AM.PW <i>I can write on a wide variety of general interest, professional, and academic topics.</i> <i>I can write well-organized, detailed paragraphs in various timeframes.</i>
Learning Indicator AM.IL.1 I can understand the main idea and many details of descriptions or interviews.	Learning Indicator AM.IR.1 I can follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.	Learning Indicator AM.IC.1 I can communicate effectively on a wide variety of present, past, and future events.	Learning Indicator AM.PS.1 I can present information about events of public or personal interest.	Learning Indicator AM.PW.1 I can write well organized texts for a variety of academic purposes.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand many details given in an interview with a famous person, such as a rock star, politician, or actor • I can understand a Web-based presentation giving a virtual tour of a city or university. • I can understand an introduction that outlines the achievements of a speaker. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can follow the chronological plot in a simple short story. • I can follow news articles reporting on community events. • I can follow a short online autobiography. • I can follow a cover letter and a résumé. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can give a clear and detailed story about childhood memories, or memorable events and answer questions about my explanation. • I can give clear descriptions about cultural events and respond to questions about them. • I can talk about present challenges in my school or work life, such as paying for classes or dealing with difficult colleagues. • I can discuss future plans, such as where I want to settle down or what I will be doing in the next few years. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can recount the details of an historical event. • I can present in detail the plot, setting, characters, etc. of a film or book. • I can describe in detail a social event or a local celebration. • I can present a full account of the social and cultural activities from a recent trip or excursion. • I can tell a story to a particular audience for dramatic effect. • I can incorporate simple analogies into presentations. • I can give an accurate description of something I participated in or witnessed. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can write a research paper on a topic related to my studies or area of specialization. • I can write a proposal for a project or a research study. • I can write a newspaper and/or magazine article about an event, project, or research initiative. • I can write content for instructional resources. • I can...

Learner Benchmark AM.IL Interpretive Listening	Learner Benchmark AM.IR Interpretive Reading	Learner Benchmark AM.IC Interpersonal Communication	Learner Benchmark AM.PS Presentational Speaking	Learner Benchmark AM.PW Presentational Writing
Learning Indicator AM.IL.2 I can understand accounts of events.	Learning Indicator AM.IR.2 I can understand general information on topics outside my field of interest.	Learning Indicator AM.IC.2 I can exchange general information on topics outside my fields of interest.	Learning Indicator AM.PS.2 I can convey my ideas and elaborate on a variety of academic topics.	Learning Indicator AM.PW.2 I can write well organized texts for a variety of professional purposes.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand a voicemail message on how someone missed a meeting because of an accident. • I can understand a family member recounting an event in a recorded memoir. • I can understand some autobiographical details of a well-known science figure • I can understand a commentator's summary of a sporting event on TV. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can understand the details about a police report on a recent crime. • I can understand the details of a job or performance evaluation. • I can understand the details of an article about a sporting or cultural event. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can exchange general information about my community, such as demographic information and points of interests. • I can exchange general information about leisure and travel, such as the world's most visited sites or most beautiful places to visit. • I can exchange factual information about social and environmental questions, such as retirement, recycling, or pollution. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can make presentations on a variety of subjects I have researched. • I can teach a lesson to a particular audience. • I can give detailed presentations on the process and the outcome of an experiment, research study, etc. • I can make presentations to advocate for educational opportunities such as membership in a club, honor society, study abroad. • I can give a presentation on a capstone or similar summative project such as a thesis or seminar. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can write letters of recommendation. • I can write a project proposal or a report. • I can write about the results of a survey and the recommendations that might follow. • I can write a statement for a job application. • I can write performance reviews or project evaluations. • I can write brochures or other resources for clients or customers. • I can...

<i>Learner Benchmark AM.IL Interpretive Listening</i>	<i>Learner Benchmark AM.IR Interpretive Reading</i>	<i>Learner Benchmark AM.IC Interpersonal Communication</i>	<i>Learner Benchmark AM.PS Presentational Speaking</i>	<i>Learner Benchmark AM.PW Presentational Writing</i>
Learning Indicator AM.IL.3 I can understand directions and instructions on everyday tasks.	Learning Indicator AM.IR.3 I can handle a complication or unexpected turn of events.	Learning Indicator AM.IC.3 I can handle a complication or unexpected turn of events.	Learning Indicator AM.PS.3 I can give presentations with ease and detail on a wide variety of topics related to professional interests.	Learning Indicator AM.PW.3 I can write well organized texts for a variety of general interest purposes
Sample Learning Targets <ul style="list-style-type: none"> • I can understand multi-step instructions in a recipe presented on TV or YouTube. • I can understand when a friend tells me how to play a sport or game. • I can understand the details when a teacher presents how to complete a homework assignment to the class. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can understand an e-mail message explaining details about the rescheduling of an event. • I can understand the details in a message about why someone missed an important meeting. • I can understand detailed descriptions about a service learning project. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can return or exchange a purchase when a vendor makes a mistake or when parts are missing. • I can clear up a major personal, school, or work place misunderstanding. • I can explain an injury or illness and manage to get help. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can give a presentation about my studies, work, or organization to an outside audience. • I can advocate for new ideas or innovative approaches related to school, work, or training. • I can present detailed information to clients, customers, or others. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can write an article for a special interest magazine. • I can write a family or community history. • I can write brochures or other resources for community events or fund raising. • I can write promotional materials. • I can...

**INTERCULTURAL COMPETENCIES FOR THE ADVANCED PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE ADVANCED HIGH SAMPLE LEARNING TARGETS SECTION**

ADVANCED HIGH (AH) PROFICIENCY LEVEL

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Learner Benchmark AH.IL Interpretive Listening	Learner Benchmark AH.IR Interpretive Reading	Learner Benchmark AH.IC Interpersonal Communication	Learner Benchmark AH.PS Presentational Speaking	Learner Benchmark AH.PW Presentational Writing
AH.IL <i>I can easily follow narrative, informational and descriptive speech.</i> <i>I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts.</i> <i>I can sometimes follow extended arguments and different points of view.</i>	AH.IR <i>I can easily follow narrative, informational, and descriptive texts.</i> <i>I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.</i> <i>I can sometimes understand extended arguments and different points of view.</i>	AH.IC <i>I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues.</i> <i>I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.</i>	AH.PS <i>I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.</i>	AH.PW <i>I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.</i>
Learning Indicator AH.IL.1 I can easily understand detailed reports and exposés.	Learning Indicator AH.IR.1 I can understand narrative, descriptive, and informational texts of any length.	Learning Indicator AH.IC.1 I can exchange complex information about academic and professional tasks.	Learning Indicator AH.PS.1 I can present complex information on many concrete topics and related issues.	Learning Indicator AH.PW.1 I can write using target language and culture conventions to present and elaborate points of view.
Sample Learning Targets <ul style="list-style-type: none"> I can understand an interview in which the relationship of texting and traffic accidents is detailed by victims' reports on their experiences. I can understand a radio report on the increased crime rate in a community that includes descriptions of specific incidents of crime. I can understand a televised exposé on celebrities as heroes. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand a detailed account of a unique travel or cultural experience. I can understand the minutes of a student club meeting that describes new by-laws. I can understand the new perspectives of a musical group in an article that describes the direction taken in their latest CD. I can understand most documents outlining rules and regulations, such as an apartment rental contract. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can exchange complex information about my academic studies, such as why I chose the field, course requirements, projects, internship opportunities, and new advances in my field. I can exchange complex information about my work responsibilities, such as the hiring process, my work schedule, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field. I can exchange complex professional or academic information to engage in collaborative work with my counterparts in different regions or countries. 	Sample Learning Targets <ul style="list-style-type: none"> I can deliver detailed and well-organized presentations about topics that I have studied, such as modern art or Internet journalism. I can present complex information about my work responsibilities, such as interfacing with other employees, and new directions in the field. I can give a presentation about cultural influences on society. I can speak about the details and value of an experiment I have performed. I can incorporate a variety of supporting media and materials such as statistics, analyses, trends, polls, etc. Into a presentation. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write a position paper on an issue I have researched or that is related to my field of expertise. I can express a detailed point of view in a blog or other public forum. I can write an editorial piece in order to speculate on outcomes or implications of an issue. I can...

Learner Benchmark AH.IL Interpretive Listening	Learner Benchmark AH.IR Interpretive Reading	Learner Benchmark AH.IC Interpersonal Communication	Learner Benchmark AH.PS Presentational Speaking	Learner Benchmark AH.PW Presentational Writing
Learning Indicator AH.IL.2 I can often understand various viewpoints in extended arguments.	Learning Indicator AH.IR.2 I can read about most topics of special interest.	Learning Indicator AH.IC.2 I can exchange detailed information on topics within and beyond my fields of interest.	Learning Indicator AH.PS.2 I can present a viewpoint with supporting arguments on a complex issue.	Learning Indicator AH.PW.2 I can write using target language and culture conventions for informal purposes.
Sample Learning Targets <ul style="list-style-type: none"> I can follow the argument when students debate the advantages and disadvantages of study abroad supported by examples of their personal experiences. I can understand the main points made in a conversation I overhear where two people are arguing the pros and cons of social networking. I can understand a YouTube debate on the legal age of drinking. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand a report that describes policy changes, for example, related to admission into a program or changes to social networking platforms. I can follow the reporting of national or international news, such as an election, a natural disaster, or civil unrest. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can exchange detailed information about my personal and professional interests. I can exchange detailed information on technological advances. I can participate in conversations on social or cultural questions relevant to speakers of this language. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can present a detailed, supported argument about the need for alternative energy sources or other environmental topic. I can clearly present a particular political viewpoint. I can present an argument in favor of an economic policy and support my opinion with details. I can defend or challenge a controversial action taken by a person or group. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write a personal mission statement. I can write a statement of purpose related to my professional goals. I can write entries in a reflection journal. I can...
Learning Indicator AH.IL.3 I can understand discussions and presentations on many concrete and abstract topics.	Learning Indicator AH.IR.3 I can read most general fiction and non-fiction.	Learning Indicator AH.IC.3 I can support my opinion and construct hypotheses.	Learning Indicator AH.PS.3 I can use appropriate presentational conventions and strategies.	Learning Indicator AH.PW.3 I can write using target language and culture conventions for formal purposes.
Sample Learning Targets <ul style="list-style-type: none"> I can understand the benefits of marathon running as detailed in a podcast. I can understand many points made in a YouTube presentation advocating for changes to immigration laws. I can understand a group leader's justification for protesting a cut in programs. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can understand most short stories, plays, and novels. I can understand most inferences and allusions. I can understand non-fiction texts that are specialized and complex in nature, such as essays, documentaries, technical documentation, etc. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can give a supported argument about work-related processes that would benefit me and my employer. I can give a supported argument about social reform, such as daycare and elder care. I can usually defend my views in a debate. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can present a detailed, supported argument about the need for alternative energy sources or other environmental topic. I can clearly present a particular political viewpoint. I can present an argument in favor of an economic policy and support my opinion with details. I can defend a controversial action taken by a person or group. I can... 	Sample Learning Targets <ul style="list-style-type: none"> I can write an in-depth research paper. I can write a policy statement. I can contribute to a strategic plan. I can create a professional portfolio. I can...

**INTERCULTURAL COMPETENCIES FOR THE ADVANCED PROFICIENCY RANGE
CAN BE FOUND FOLLOWING THE ADVANCED HIGH SAMPLE LEARNING TARGETS SECTION**

INTERCULTURAL COMPETENCIES WITHIN THE ADVANCED RANGE

Learner Benchmark Investigation of Products and Practices	Learner Benchmark Understanding of Cultural Perspectives	Learner Benchmark Participation in Cultural Interaction
<p style="text-align: center;">A.CPP <i>I can explain some diversity among the products and practices in other cultures and my own.</i></p> <p>Learning Indicator A.CPP.1 I can explain some of the factors that contribute to why products and practices vary across cultures.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain how cultural factors influence art. • I can explain how popular songs reflect the culture in which they were created. • I can explain how a country's cuisine is influenced by its regional culture. • I can explain how creators of advertisements use elements of culture to market their products. • I can describe the use of cultural elements in filmmaking. • I can... 	<p style="text-align: center;">A.CP <i>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</i></p> <p>Learning Indicator A.CP.1 I can explain how peoples' actions reflect their cultural beliefs.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why people place importance on long vacations in some cultures. • I can explain why families in some culture spend more time at meals than others. • I can explain why people hold certain professions in higher regard than others. • I can explain why people arrange marriages in a culture. • I can... 	<p style="text-align: center;">A.CIA <i>I can interact at a competent level in familiar and some unfamiliar cultural contexts.</i></p> <p>Learning Indicator A.CIA.1 I can comfortably interact and converse with peers and colleagues at school, work, or play.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can collaborate on a project with peers from another culture. • I can interact appropriately when I am a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.) • I can engage in social conversations at a sporting event with peers. • I can differentiate between appropriate and inappropriate topics and participate in conversations about most of them. • I can...
<p>Learning Indicator A.CPP.2 I can analyze how peoples' practices and behaviors reflect their cultures.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why people worship on a certain day(s) of the week. • I can explain why practices of disciplining children differ among cultures. • I can explain some dietary preferences between cultures. • I can explain some voting practices between cultures. • I can explain why some cultures prefer certain sports. • I can sometimes tell the difference between a fashion choice that is personal versus one that is a cultural norm. • I can... 	<p>Learning Indicator A.CP.2 I can explain how social, political, religious, and economic institutions reflect cultural beliefs.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain why universal health care is provided in some cultures. • I can explain why a country has a democracy instead of a monarchy. • I can explain why certain symbols are found on places of worship. • I can explain how and why business cards are presented. • I can... 	<p>Learning Indicator A.CIA.2 I can interact with people in some situations outside of my normal routine.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview. • I can participate in a community service learning project, such as volunteering at a health fair for immigrants. • I can interview someone for a research project or news article. • I can carry on a conversation with someone during a job shadowing experience. • I can...

Learner Benchmark Investigation of Products and Practices	Learner Benchmark Understanding of Cultural Perspectives	Learner Benchmark Participation in Cultural Interaction
A.CPP <i>I can explain some diversity among the products and practices in other cultures and my own.</i>	A.CP <i>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</i>	A.CIA <i>I can interact at a competent level in familiar and some unfamiliar cultural contexts.</i>
Learning Indicator	Learning Indicator	Learning Indicator
A.CPP.3 I can explore topics of personal and professional interest.		A.CIA.3 I can navigate some formal and official procedures.
Sample Learning Targets <ul style="list-style-type: none"> • I can look up some facts about the genealogy of my family in other countries. • I can research study or internship opportunities abroad. • I can gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures. • I can research career options and job opportunities in other countries. • I can research driving regulations in other countries. • I can... 		Sample Learning Targets <ul style="list-style-type: none"> • I can follow the steps to make an online purchase from a foreign Web site. • I can help fill out forms for visas, travel and work permits, and registrations. • I can explain my point of view in a minor legal procedure such as a traffic violation. • I can...
		Learning Indicator A.CIA.4 I can understand that a cultural faux pas has occurred and understand how to correct it.
		Sample Learning Targets <ul style="list-style-type: none"> • I can recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body language. • I can understand why a gift I gave was inappropriate and decide what to give the next time. • I can understand why a comment I made was offensive and decide what to say next time. • I can understand why what I wore was inappropriate and decide what to wear next time. • I can understand why the food I served was not appreciated and decide what to serve next time. • I can write an apology to repair a relationship. • I can...

KENTUCKY BENCHMARK STATEMENTS FOR MODERN LANGUAGES

LANGUAGE COMPETENCIES

	NOVICE			INTERMEDIATE			ADVANCED		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
Interpretive Listening	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on a variety of topics related to everyday life and personal interests. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests. I can understand the main idea in conversations that I overhear.	I can easily understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various timeframes.	I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	I can understand the main idea and some supporting details on a variety of topics of personal and general interest as well as some topics of professional interest. I can follow stories and descriptions of some length and in various timeframes. I can understand information presented in most genres even when not familiar with the topic.	I can clearly understand extended speech and short lectures, even when somewhat complicated. I can understand most forms of media with little effort.

	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
Interpretive Reading	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can identify some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life, personal interests and studies.	I can easily understand the main idea of texts related to everyday life, personal interests and studies. I can sometimes follow stories and descriptions about events and experiences in various timeframes and genres.	I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions in some length and in various timeframes and genres.	I can understand the main idea and some supporting details on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various timeframes and genres. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.	I can easily follow narrative, informational and descriptive texts. I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes understand extended arguments and different points of view.
Interpersonal Person-To-Person	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a familiar topic using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various timeframe. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various timeframes. I can describe people, places and things in an organized way with some detail. I can handle a familiar situation with an unexpected complication.	I can express myself fully not only on familiar topics, but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various timeframes. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.	I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.

	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make some presentations on events and experiences in various timeframes.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various timeframes.	I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and provide information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various timeframes.	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various timeframes.	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various timeframes.	I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.

INTERCULTURAL COMPETENCIES

	NOVICE	INTERMEDIATE	ADVANCED
Investigation of Products and Practices	N.CPP I can identify some products and practices of cultures.	I.CPP I can identify common patterns in the products and practices of a culture.	A.CPP I can explain some diversity among the products and practices in other cultures and my own.
Understanding of Cultural Perspectives	N.CP I can identify some basic cultural beliefs and values	I.CP I can compare familiar cultural beliefs and values.	A.CP I can analyze and explain some perspectives of individuals and institutions within a society.
Participation in Cultural Interaction	N.CIA I can function at a survival level in an authentic cultural context.	I.CIA I can interact at a functional level in familiar cultural contexts.	A.CIA I can interact at a competent level in familiar and some unfamiliar cultural contexts.