

Maryland World-Readiness Standards for Learning Languages

Middle and High School

CULTURES: Learners interact with cultural competence and understanding.

2.1 RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

N Novice Range

- a** Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom or social interactions. **2.1N.A**
- b** Participate in or simulate age-appropriate cultural activities such as games, birthday celebrations, storytelling, and dramatizations. **2.1N.B**
- c** Create or propose simple cultural triangles connecting practices to associated products and perspectives. **2.1N.C**
- d** Imitate appropriate etiquette from the target culture at mealtime. **2.1N.D**
- e** List practices observed in a video of a practice from the target culture. **2.1N.E**
- f** Role play simple interactions in stores and restaurants in the target culture. **2.1N.F**

I Intermediate Range

- a** Observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture. **2.1I.A**
- b** Participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama). **2.1I.B**
- c** Identify and analyze cultural practices from authentic materials such as videos and news articles. **2.1I.C**
- d** Engage in conversations with native speakers demonstrating an awareness of how to be culturally respectful. **2.1I.D**
- e** Use formal and informal forms of address appropriately in rehearsed situations. **2.1I.E**
- f** Role play culturally appropriate interactions with service personnel (e.g., shopkeepers) in the target culture. **2.1I.F**
- g** Begin to adjust language and message to acknowledge audiences with different cultural backgrounds. **2.1I.G**
- h** Suggest cultural triangles with reasons connecting practices to associated products and perspectives. **2.1I.H**

A Advanced Range

- a** Use formal and informal forms of address appropriately. **2.1A.A**
- b** Engage in conversations with native speakers in a culturally respectful way. **2.1A.B**
- c** Use culturally appropriate behaviors in a variety of situations in the target culture. **2.1A.C**

- d Adjust language, behaviors, and messages to acknowledge audiences with different cultural backgrounds. 2.1A.D
- e Connect practices to associated products, giving evidence-based reasons for the perspectives proposed. 2.1A.E

2.2 RELATING CULTURAL PRODUCTS TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

N Novice Range

- a Identify and observe tangible products of the target culture such as toys, dress, homes, monuments, currency, famous people, and art. 2.2N.A
- b Identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, and traditional recipes. 2.2N.B
- c Give simple reasons for the role and importance of products from the target culture. 2.2N.C
- d Listen to and/or read short poems, stories, or plays from the target culture, identifying the author and country of origin. 2.2N.D
- e Make simple cultural triangles connecting products to associated practices and possible perspectives. 2.2N.E

I Intermediate Range

- a Experience (read, listen to, observe, perform) expressive products of the target culture (e.g., stories, poetry, music, paintings, dance, drama) and explain the origin and importance of these products in today's culture. 2.2I.A
- b Identify and analyze cultural products found in literature, news stories, and films from the target culture. 2.2I.B
- c Create cultural triangles connecting products to associated practices along with suggested perspectives based on background information. 2.2I.C

A Advanced Range

- a Use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture. 2.2A.A
 - b Research in detail the role and importance of products from the target culture. 2.2A.B
 - c Identify and analyze the role and importance of cultural products found in literature, news stories, and film. 2.2A.C
 - d Describe how some cultural products have changed or disappeared over time. 2.2A.D
 - e Create cultural triangles connecting products to associated practices and giving evidence-based insights to the cultural perspective. 2.2A.E
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CONNECTIONS: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

3.1 MAKING CONNECTIONS: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

N Novice Range

- a Use mathematics skills to convert American dollars to the currencies of countries in the target culture in order to understand prices of items such as clothing, tickets, and restaurant meals. **3.1N.A**
- b Use mathematics skills to convert weights and measures from the American system to the metric system in order to understand distances, sizes, and quantities of items. **3.1N.B**
- c Use science knowledge and skills to record daily temperatures and weather in different locations around the world, giving reasons for temperatures based on location and time of year. **3.1N.C**
- d Use knowledge from health and science classes to compare healthy eating recommendations using food pyramids or the equivalents from countries in the target culture. **3.1N.D**
- e Use skills from social studies and English language arts to present short biographical sketches of people from the past and present who have had a positive influence locally and/or globally. **3.1N.E**

I Intermediate Range

- a Seek out articles or multimedia in the target language on topics being studied in other classes and enter notes on main ideas in a journal. **3.1N.A**
- b Make oral or written presentations in the target language on topics being studied in other classes. **3.1N.B**
- c Describe and compare key characteristics of countries where the target language is spoken. **3.1N.C**
- d Report on and evaluate the effectiveness of efforts to protect the environment in countries where the target language is spoken. **3.1N.D**
- e Maintain a blog comparing attitudes and reactions to current events of global importance in countries where the target language is spoken. **3.1N.E**
- f Evaluate the role and importance of education for all children in countries where the target language is spoken. **3.1N.F**
- g Use technology to present representative examples of contemporary culture (e.g., music, art, architecture) from countries where the target language is spoken. **3.1N.G**
- h Research and compare how countries where the target language is spoken deal with environmental issues (such as water shortages). **3.1N.H**

A Advanced Range

- a Write a critical analysis of a movie from a country where the target language is spoken. **3.1A.A**

- b** Use their knowledge of subjects taught in their schools to tutor English language learners whose first language is the target language. **3.1A.B**
- c** Use their knowledge of different forms of government to compare how leaders of countries where the target language is spoken are chosen or elected. **3.1A.C**
- d** Create an innovation/invention to improve the quality of life of people around the world. **3.1A.D**
- e** Write and produce an original play to highlight a challenge facing people in countries where the target language is spoken. **3.1A.E**

3.2 ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

N Novice Range

- a** Interpret the main idea(s) from infographics showing statistics such as numbers of endangered animals, changes in population of cities and countries, and popularity of various sports and leisure activities. **3.2N.A**
- b** View video clips and identify ways that the people in the target culture protect the environment on a daily basis. **3.2N.B**
- c** Identify the main idea(s) of current events reported in the news in the Internet from countries where the target language is spoken. **3.2N.C**
- d** View websites of schools in countries where the target language is spoken to identify courses, schedules, and special projects, and compare the information to their school's website. **3.2N.D**

I Intermediate Range

- a** Access a current event article or broadcast on the web in the target language and chart how it compares with the same event reported in the United States. **3.2I.A**
- b** Research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know. **3.2I.B**
- c** Access survey results about preferences related to daily life (e.g., music, leisure activities, movies) of people in countries where the target language is spoken and compare the results to preferences of people in their community. **3.2I.C**
- d** View publicity for products sold in countries where the target language is spoken and compare the publicity to the way similar products are marketed in the United States. **3.2I.D**
- e** Compare news articles on front pages of newspapers from countries where the target language is spoken. **3.2I.E**
- f** Compare listings of houses for sale in countries where the target language is spoken in terms of what features are showcased, cost, size, and location. **3.2I.F**

A Advanced Range

- a** Research an issue of global importance in order to provide insights from the perspective of a country or countries where the target language is spoken. **3.2A.A**
 - b** Read a piece of literature in the target language and analyze the universality of the message. **3.2A.B**
 - c** Prepare a virtual exhibit of artwork from a country where the target language is spoken, situating the contents historically, and explaining the importance of the artwork in the country of origin. **3.2A.C**
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COMPARISONS:
Learners develop insight into the nature of language and culture in order to interact with cultural competence.

4.1 LANGUAGE COMPARISONS: Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.

N Novice Range

- a Cite and use examples of words that are similar in the language they are learning and their native language and they pose guesses about why languages in general might need to borrow words. 4.1N.A
- b Identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates when the context in which they see them suggests a misfit. 4.1N.B
- c Inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general. 4.1N.C
- d Compare word order in items such as the date and placement of descriptors. 4.1N.D
- e Observe formal and informal forms of language in greetings and leavetakings and try out expressions of politeness in other languages and their own. 4.1N.E
- f Report differences and similarities between the sound and writing systems of their own language and the language being learned. 4.1N.F

I Intermediate Range

- a Hypothesize about the similarities of languages based on their awareness of cognates and similar idioms. 4.1I.A
- b Match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning. 4.1I.B
- c Compare how different time frames are expressed in the target language and their native language and describe the shades of meaning expressed by such differences. 4.1I.C

A Advanced Range

- a Compare the choice and use of prepositions among languages. 4.1A.A
- b Recognize that cognates have the same as well as different meanings among languages and speculate about the evolution of language. 4.1A.B
- c Keep a journal of phrases and idioms that do not translate directly from one language to another. 4.1A.C
- d Analyze elements of the target language, such as time and tense and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships. 4.1A.D
- e Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world. 4.1A.E

- f Compare the writing system of the target language and their own. They also examine other writing systems and report about the nature of those writing systems (e.g., logographic, syllabic, alphabetic). 4.1A.F

4.2 CULTURAL COMPARISONS: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

N Novice Range

- a Compare games, stories, songs, and rhymes from their childhood to those in the target culture. 4.2N.A
- b Compare daily routines in their culture and the target culture. 4.2N.B
- c Compare celebrations (e.g., birthdays, holidays) in the target cultures to their own. 4.2N.C
- d Compare meal time in their culture and the target culture. 4.2N.D
- e Compare places in a city where the target language is spoken to places in the city where they live. 4.2N.E

I Intermediate Range

- a Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, forms of literature) by analyzing selected products from the target culture and their own. 4.2I.A
- b Compare and contrast the role and importance of family in the target culture to their own. 4.2I.B
- c Compare and contrast school schedules, course offerings, and attitudes toward school in the target culture to their own. 4.2I.C
- d Compare and contrast the role of social networking in the target culture to their own. 4.2I.D
- e Compare and contrast career choices and preparation in the target culture to their own. 4.2I.E
- f Compare and contrast entertainment and leisure options in the target culture and their own. 4.2I.F

A Advanced Range

- a Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world. 4.2A.A
- b Hypothesize about the origins and use of idioms as reflections of culture, citing examples from the language and culture being studied and their own. 4.2A.B
- c Compare cultural nuances of meanings of words, idioms, and vocal inflections in the target language and their own. 4.2A.C
- d Identify, discuss, and analyze social, economic, and political institutions and related perspectives in the target culture and their own. 4.2A.D
- e Identify, analyze, and discuss tangible and intangible products and their use in the target culture and their own, as represented in authentic materials (e.g., literary texts, films, social media, interviews, news stories) 4.2A.E

- f Identify, examine, and analyze the relationship between cultural products, practices, and perspectives in the target culture and their own by conducting research, observations, and interviews. 4.2A.F
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COMMUNITIES: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

5.1 SCHOOL AND GLOBAL COMMUNITIES: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

N Novice Range

- a Communicate on a personal level with speakers of the language in person or via email, video chats, instant messaging, and shared video clips. 5.1N.A
- b Identify professions which require proficiency in another language. 5.1N.B
- c Create imaginary situations to role play interactions that might take place in a community setting 5.1N.C
- d Do WebQuests and report on a cultural event or a school topic. 5.1N.D
- e Write and illustrate short stories to present to others. 5.1N.E
- f Perform for school, campus, or community celebrations. 5.1N.F

I Intermediate Range

- a Discuss their preferences in leisure activities and current events, in written form or orally, with peers. 5.1I.A
- b Discuss steps to becoming a professional in a field requiring the ability to communicate in the target language. 5.1I.B
- c Present information gained from a native speaker about a cultural event or a topic of interest. 5.1I.C
- d Use their knowledge of the target language to tutor English language learners who speak the target language. 5.1I.D
- e Discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language. 5.1I.E
- f Interact with members of the local community or with contacts made electronically to hear how they use the language in their various fields of work. 5.1I.F
- g Participate in language club activities which benefit the school or community. 5.1I.G
- h Write and illustrate stories to present to others. 5.1I.H
- i Perform for a school, campus, or community celebration. 5.1I.I

A Advanced Range

- a Communicate orally or in writing with members of the target culture regarding topics of personal interest, community issues, or world concern. 5.1A.A
- b Participate in a career exploration or school-to-work project which requires proficiency in the target language and culture. 5.1A.B
- c Use community resources to research a topic related to culture and/or language study. 5.1A.C
- d Design and organize a multimedia presentation about the target language and culture to present to others. 5.1A.D

- e Participate in language club activities which benefit the school or community. 5.1A.E
- f Write and illustrate stories to present to others. 5.1A.F
- g Read, add information, and monitor edits on wikis in the target language. 5.1A.G
- h Provide service to the community by interpreting the target language at school, clinics, or daycare centers. 5.1A.H

5.2 LIFELONG LEARNING: Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.

N Novice Range

- a Use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. 5.2N.A
- b Collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. 5.2N.B
- c Interpret materials and/or use media from the target language and culture for enjoyment. 5.2N.C
- d Play sports or games from the target culture. 5.2N.D
- e Exchange information about topics of personal interest. 5.2N.E
- f Plan real or imaginary travel. 5.2N.F
- g Attend or view via media cultural events and social activities. 5.2N.G
- h Listen to music, sing songs, or play musical instruments from the target culture. 5.2N.H
- i Explore the Internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. 5.2N.I

I Intermediate Range

- a Use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. 5.2I.A
- b Collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. 5.2I.B
- c Consult various sources in the target language to obtain information on topics of personal interest. 5.2I.C
- d Play sports or games from the target culture. 5.2I.D
- e Exchange information around topics of personal interest. 5.2I.E
- f Use various media from the target language and culture for entertainment. 5.2I.F
- g Attend or use media to view cultural events and social activities. 5.2I.G
- h Listen to music, sing songs, or play musical instruments from the target culture. 5.2I.H
- i Explore the Internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. 5.2I.I

A Advanced Range

- a Use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. 5.2A.A

- b** Collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. **5.2A.B**
- c** Consult various sources in the target language to obtain information on topics of personal interest. **5.2A.C**
- d** Consult various sources in the target language to obtain information on topics of personal interest. **5.2A.D**
- e** Play sports or games from the target culture. **5.2A.E**
- f** Read and/or use various media from the target language and culture for entertainment or personal growth. **5.2A.F**
- g** Establish and/or maintain interpersonal relations with speakers of the target language. **5.2A.G**
- h** Attend or use media to view cultural events and social activities. **5.2A.H**
- i** Listen to music, sing songs, or play musical instruments from the target culture. **5.2A.I**
- j** Explore the Internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. **5.2A.J**