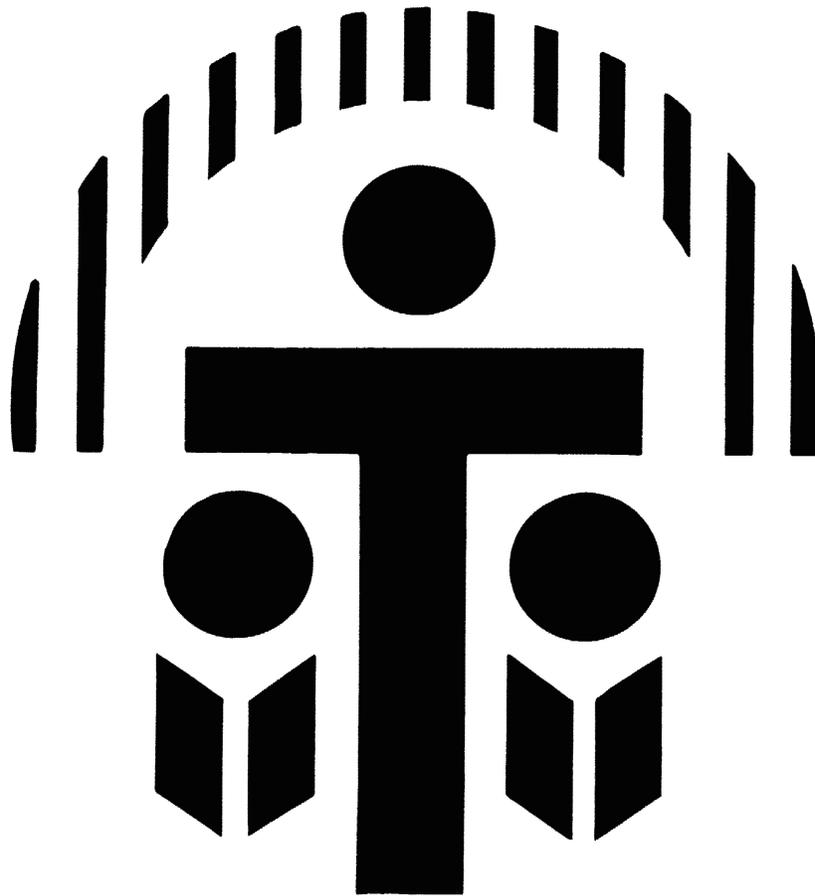


Catholic Diocese of Columbus  
Office of Catholic Schools  
Lucia McQuaide, Superintendent

# World Languages Course of Study - 2014



## Introduction

The 2014 edition of the World Languages Course of Study describes the standards that must be taught in the elementary and high school classrooms of the schools within the Catholic Diocese of Columbus. In preparing this document, the committee referenced Ohio Department of Education's World Languages Standard (2012 edition). There are three pathways included in this document. Schools may choose the one that fits in to the study of world languages begins. The three pathways are:

- Kindergarten through 12th grade
- 6th through 12th grade
- 9th through 12th grade

Please note that the grade bands indicate what a student should know by the end of the band. For example, a student in kindergarten is not required to be able to do all of the standards in the k-5 band. Instead, the student should be able to master all of the k-5 standards by the end of that student's fifth grade year.

These learning standards must be fully implemented in all schools with a World Languages program starting with the 2014-2015 school year.

## Course of Study Philosophy

Because communication is a necessary part of the human experience, we must prepare students who are equipped to interact successfully as citizens of a global community. We envision a future in which all students will develop proficiency in the language skills of speaking, listening, reading and writing in one or more modern language.

We believe that all students can learn, acquiring proficiency at varied rates, and will benefit from the development of proficiency in more than one language.

We believe that proficiency in more than one language will enable students to participate in the global community and marketplace. This will also develop insight into their own culture and create an understanding and appreciation of the cultures of others.

We believe that World Languages classes should be student-centered, focusing on the Catholic context of world communication and cultural understanding. Foreign language classes will enhance communication and higher-order thinking skills. World Languages classes should be a part of the Catholic School experience.

## Philosophy of Assessment

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## STANDARD I - INTERPRETIVE COMMUNICATION

### Communicate in languages other than English, both in person and via technology.

#### Rationale:

Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the **target** language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories, classical literary texts, **and Scripture**. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.

Kindergarten - 5	6-8	9-12
1. Derive meaning from simple messages and texts using listening, reading and viewing strategies	1. Derive meaning from messages and texts using listening, reading and viewing strategies	1. Derive meaning from more detailed messages and texts using listening, reading and viewing strategies
a. Focus on the overall meaning of <b>prayers</b> and text to avoid stumbling on unknown words or expressions.	a. Focus on the overall meaning of <b>prayers</b> and text to avoid stumbling on unknown words and expressions.	a. Focus on the overall meaning of <b>prayers, encyclicals</b> , and text to avoid stumbling on unknown words and expressions.
b. Understand new words, phrases, <b>prayers</b> or the main idea with the help of visuals and graphics that accompany texts.	b. Understand new words, phrases, <b>prayers</b> , sentences or the main idea with the help of visuals and graphics that accompany texts.	b. Understand new words, phrases, <b>prayers</b> , sentences or the main idea with the help of visuals and graphics that accompany texts.
c. Make use of print and digital resources to understand the meaning of new words and expressions.	c. Make use of print and digital resources to understand the meaning of new words and expressions.	c. Make use of print and digital resources to understand the meaning of new words and expressions.
d. Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.	d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.	d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
e. Use knowledge of the situation, the purpose of communication or context cues to understand simple messages.	e. Use knowledge of the situation, the purpose of communication or context cues to understand messages	e. Use knowledge of the situation, the purpose of communication or context cues to understand more detailed messages.
f. Interpret gestures, intonation and tone ( <b>including songs, chants and dances</b> ) to comprehend simple verbal and non verbal messages.	f. Interpret gestures, intonation and tone ( <b>including songs, chants and dances</b> ) to comprehend verbal and nonverbal messages.	f. Interpret gestures, intonation and tone ( <b>including songs, chants and dances</b> ) to comprehend a range of verbal and non verbal messages.

Kindergarten - 5	6-8	9-12
<p>2. Develop an understanding that authentic sources convey viewpoints and learn to use authentic sources critically.</p>	<p>2. Identify how authentic sources convey viewpoints and use authentic sources critically.</p>	<p>2. Analyze how authentic sources convey viewpoints and use authentic sources critically.</p>
<p>a. Differentiate between authentic and non-authentic sources by identifying the unique characteristics of each.</p>	<p>a. Identify authentic sources and examine their suitability for specific tasks.</p>	<p>a. Identify authentic sources and evaluate their suitability for specific tasks.</p>
<p>b. Recognize the viewpoint of an authentic source by identifying who produced the text, when, why and for whom.</p>	<p>b. Explain the viewpoint of an authentic source by summarizing who produced the text, when, why and for whom.</p>	<p>b. Analyze the viewpoints of authentic sources by determining who produced the texts, when, why and for whom.</p>
<p>c. Examine a topic, event or viewpoint as it is presented in different authentic sources (i.e., <b>The Gospels</b>) and determine if it is treated similarly or differently across those sources.</p>	<p>c. Compare and demonstrate how different authentic sources (i.e., <b>The Gospels</b>) treat the same topic, event or viewpoint.</p>	<p>c. Synthesize information about the same topic or event from multiple authentic sources, (i.e., <b>The Gospels</b>) noting important similarities and differences in the points of view they represent.</p>
<p>d. Use basic information and viewpoints from authentic sources to inform or enhance a simple conversation, presentation or expression of creativity.</p>	<p>d. Use information and viewpoints from authentic sources to inform or enhance a conversation, presentation or expression of creativity.</p>	<p>d. Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.</p>

Kindergarten - 5	6-8	9-12
3. Comprehend and interpret basic information and authentic messages and informational texts.	3. Comprehend and interpret information in authentic messages and informational texts	3. Comprehend and interpret more detailed messages and informational texts
a. Follow simple instructions, directions and requests. (e.g., simple games)	a. Follow multistep instructions, directions and requests. (e.g., games)	a. Follow complex instructions, directions and requests. (e.g., complex games)
b. Answer simple questions about authentic messages, including scripture, and informational texts.	b. Answer questions about authentic messages, including scripture, and informational texts.	b. Provide more detailed answers to questions about authentic messages, including scripture, and informational texts.
c. Identify, arrange and sort people, places, things or events (including Biblical events) based on simple descriptions.	c. Identify, sequence and classify people, places, things or events (including Biblical events) based on somewhat detailed descriptions.	c. Identify, sequence and classify people, places, things or events (including Biblical events) based on detailed descriptions.
d. Identify the essential elements of written informational texts and use them to identify the main idea and basic details.	d. Use the essential elements of written informational texts to summarize and relate the main idea and relevant details.	d. Examine essential elements of written informational texts to differentiate the main idea and relevant details from extraneous information.
e. Draw simple conclusions based on the most important ideas and details derived from Scripture, authentic messages and Informational texts.	e. Draw conclusions and make inferences based on the ideas and details derived from Scripture, authentic messages and informational texts.	e. Draw conclusions and justify inferences based on more nuanced ideas and details derived from Scripture, authentic messages and informational texts.
f. Use basic information from authentic sources to solve simple problems, complete basic tasks or reinforce concepts across the curriculum.	f. Share information from authentic sources to solve problems, complete tasks or reinforce concepts across the curriculum.	f. Synthesize information from authentic sources to solve complex problems, complete multistep tasks or reinforce concepts across the curriculum.

Kindergarten - 5	6-8	9-12
4. Comprehend and interpret basic information about the main idea and relevant details in authentic literary texts.	4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.	4. Comprehend and interpret more detailed information about the main idea and relevant details in authentic literary texts.
a. Answer simple questions about literary texts <i>including the Bible</i> .	a. Answer questions about literary texts <i>including the Bible</i> .	a. Answer more detailed questions about literary texts <i>including the Bible</i> .
b. Sequence events in familiar children's stories, <i>including the Nativity</i> .	b. Sequence events in literary texts, <i>including Bible stories</i> .	b. Analyze the sequence of events in literary texts <i>including the Miracle stories and parables</i> , to understand how each event led to the next.
c. Provide simple descriptions of characters and settings.	c. Provide descriptions of characters and settings that include some basic details.	c. Provide detailed descriptions of characters and settings.
d. Predict the outcome of a story or fable.	d. Predict the outcomes of stories, fables and narratives.	d. Predict the outcomes of literary texts and justify the rationale for the predictions.
e. Demonstrate comprehension of key elements of texts ( <i>including The Bible</i> ) through the creation of simple artistic and/or technology-enhanced representations.	e. Demonstrate comprehension of texts ( <i>including The Bible</i> ) through the creation of artistic and/or technology-enhanced representations.	e. Demonstrate comprehension of texts ( <i>including The Bible</i> ) through the creation of more sophisticated artistic and/or technology-enhanced representations.
f. Demonstrate understanding by participating in moderated discussions about aspects of short literary pieces.	f. Demonstrate understanding by participating in moderated discussions about aspects of literary pieces.	f. Relate texts to self, current or historical events or world issues through discussions, journaling and/or artistic or expressive representations.
g. Identify common literary genres and classify short literary pieces by genre.	g. Identify characteristics that explain genre classifications and classify familiar literary selections by genre.	g. Compare and contrast two or more literary selections that share the same topic but represent different genres.

## STANDARD II - INTERPERSONAL COMMUNICATION

### Communicate in languages other than English, both in person and via technology.

#### Rationale:

Learners initiate and sustain meaningful spoken, written, and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways, Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

Kindergarten - 5	6-8	9-12
1. Negotiate meaning using simple requests, clarifications and conversation strategies.	1. Negotiate meaning using requests, clarifications and conversation strategies.	1. Negotiate meaning using more sophisticated requests, clarifications and conversation strategies.
a. Use simple expressions to make requests and seek clarification.	a. Use common expressions to make requests and seek clarification.	a. Use a range of expressions to make requests and seek clarification.
b. Respond to questions seeking clarification.	b. Ask and answer questions to clarify information.	b. Ask and answer a wide range of questions to seek or clarify information.
c. Ask simple questions to seek clarification.	c. Rephrase or provide additional details to clarify meaning and ambiguities	c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
d. Observe or use simple nonverbal clues to help clarify meaning.	d. Observe or use nonverbal clues to help clarify meaning.	d. Observe or use more sophisticated nonverbal clues to help clarify meaning.
e. Use simple conversation strategies to steer interactions.	e. Use a limited variety of conversation strategies to steer interactions.	e. Use a wider variety of conversation strategies to steer interactions.

Kindergarten - 5	6-8	9-12
<p>2. Interact with others using culturally appropriate language and gestures on familiar topics.</p>	<p>2. Interact with others using culturally appropriate language and gestures on a wider range of familiar topics.</p>	<p>2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.</p>
<p>a. Engage in greetings, introductions and leave-taking.</p>	<p>a. Engage in greetings, introductions and leave-taking.</p>	<p>a. Engage in greetings, introductions and leave-taking.</p>
<p>b. Ask and answer simple questions on personal and familiar topics.</p>	<p>b. Ask and answer simple and somewhat more complex questions on personal and familiar topics.</p>	<p>b. Ask more complex questions and provide more detailed answers on a wide variety of topics.</p>
<p>c. Give and follow sequences of simple directions, requests or instructions to engage in basic social, educational cultural and religious tasks and activities.</p>	<p>c. Give and follow sequences of simple and somewhat more complex directions, requests or instructions to engage in a limited variety of social, educational, cultural and religious tasks and activities.</p>	<p>c. Give and follow sequences of multistep directions, requests or instructions to engage in a wider variety of social, educational, cultural, religious and work-related tasks and activities.</p>
<p>d. Share simple descriptions of people, places, things and events.</p>	<p>d. Share somewhat more detailed descriptions of people, places, things and events.</p>	<p>d. Share detailed descriptions of people, places, things and events.</p>
<p>e. Initiate, carry on and conclude short, simple conversations and interviews on basic personal, general knowledge, academic and interdisciplinary topics and issues.</p>	<p>e. Initiate, carry on and conclude increasingly longer conversations and interviews on a limited range of personal, general knowledge, academic and interdisciplinary topics and issues.</p>	<p>e. Initiate, sustain and conclude conversations, interviews and debates on a wider range of personal, general knowledge, academic, interdisciplinary and work-related topics and issues.</p>
<p>f. Use language to acquire basic goods, services or information.</p>	<p>f. Use language to acquire goods, services or information.</p>	<p>f. Use language to acquire a greater variety of goods, services or information.</p>
<p>g. Provide basic information or services using knowledge of the target language and culture.</p>	<p>g. Provide information or services using knowledge of the target language and culture.</p>	<p>g. Provide more detailed information or a wider variety of services using knowledge of the target language and culture.</p>
<p>h. Collaborate to accomplish simple tasks or to propose solutions to simple problems affecting local and global communities while using Catholic Social Teachings.</p>	<p>h. Collaborate to accomplish tasks or to propose solutions to common problems affecting local and global communities while using Catholic Social Teachings.</p>	<p>h. Collaborate to accomplish more challenging tasks or to propose solutions to more complex problems affecting local and global communities while using Catholic Social Teachings.</p>

Kindergarten - 5	6-8	9-12
<b>3. Express preferences, feelings, emotions and opinions about familiar topics</b>	<b>3. Express preferences, feelings, emotions and opinions about a wider range of familiar topics</b>	<b>3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics</b>
a. Express basic feelings and emotions in reaction to an announcement, a surprise or an event.	a. Express feelings and emotions in reaction to an announcement, a surprise or an event.	a. Express a wider range of feelings and emotions in reaction to an announcement, a surprise or an event.
b. Ask and answer simple questions about feelings, emotions and preferences.	b. Ask and answer questions about feelings, emotions and preferences.	b. Ask and answer more nuanced questions about feelings, emotions and preferences.
c. Give and react to opinions and share basic preferences on familiar personal and academic topics.	c. Exchange, compare and support preferences and opinions about personal, academic and contemporary or historical topics.	c. Exchange, compare and justify preferences and opinions about personal, academic, professional and contemporary or historical topics.
d. Give simple advice to a peer or family member and consider how to adjust advice, if necessary, based on his/her emotional response or counterargument.	d. Advise a peer or family member on a problem or personal matter and adjust advice, if necessary, based on his/her emotional response or counterargument.	d. Advise peers, family members or co-workers on problems, concerns or personal matters and adjust advice, if necessary, based on emotional responses and/or counterargument.

## STANDARD III - PRESENTATIONAL COMMUNICATION

### Communicate in languages other than English, both in person and via technology.

#### Rationale:

Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences or listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation of others where no direct opportunity for the active negotiation of meaning exists.

Kindergarten - 5	6-8	9-12
<b>1. Convey simple meaning using writing processes and presentation strategies.</b>	<b>1. Convey meaning using writing processes and presentation strategies.</b>	<b>1. Convey more sophisticated meaning using writing processes and presentation strategies.</b>
a. Plan basic texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.	a. Plan texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.	a. Plan more sophisticated texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
b. Organize thoughts and choose resources.	b. Organize thoughts and choose resources.	b. Organize thoughts and choose resources.
c. Produce initial drafts/ presentations while keeping audience, context and purpose in mind.	c. Produce initial drafts/ presentations while keeping audience, context and purpose in mind.	c. Produce initial drafts/ presentations while keeping audience, context and purpose in mind.
d. Revise and edit texts/ presentations using tools that focus attention on meaning, form and mechanics.	d. Revise and edit texts/ presentations using tools that promote reflection on meaning, form and mechanics.	d. Revise and edit texts/ presentations using tools that promote reflection on meaning, form and mechanics.
e. Produce final drafts/ presentations with aesthetic appeal using tools that help to convey meaning.	e. Produce final drafts/ presentations with aesthetic appeal using tools that help to convey meaning.	e. Produce final drafts/ presentations with aesthetic appeal using tools that help to convey meaning.
f. Rehearse presentations using simple delivery strategies.	f. Rehearse presentations using delivery strategies.	f. Rehearse presentations using a wider range of delivery strategies.
g. Develop awareness of the need to cite sources and avoid plagiarism.	g. Use appropriate techniques to cite sources and avoid plagiarism.	g. Use appropriate techniques to cite sources and avoid plagiarism.

Kindergarten - 5	6-8	9-12
2. Present information, concepts and viewpoints on familiar topics from across disciplines.	2. Present information, concepts and viewpoints on a wider range of familiar topics from across disciplines.	2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.
a. Create and present simple lists and classifications.	a. Create and present lists and classifications.	a. Create and present more extensive lists and classifications.
b. Tell a simple personal story, anecdote or Bible Story.	b. Tell a personal story, anecdote or Bible Story that relates basic details.	b. Tell a more detailed personal story, anecdote or Bible Story.
c. Describe people, places or things in simple terms to educate or entertain others.	c. Describe people, places or things to educate or entertain others.	c. Describe people, places or things in greater detail to educate or entertain others.
d. Explain a simple process or concept.	d. Explain a process or concept.	d. Explain a more complex process or concept.
e. Provide or demonstrate basic rules, regulations and/or policies.	e. Provide or demonstrate rules, regulations and/or policies.	e. Provide or demonstrate more complex rules, regulations and/or policies.
f. Publicize an event, program or recent success by providing basic details in simple terms.	f. Publicize an event, program or recent success by providing the most relevant details.	f. Publicize an event, program or recent success by providing more extensive details.
g. Recognize and name common products and services and promote favorites to an audience of peers and/or family members.	g. Advocate for or against common products and services to an audience of peers and/or family members.	g. Advocate for and against the purchase or sale of products and/or services to a variety of audiences.
h. Propose solutions to a simple issue or problem.	h. Propose solutions to common issues or problems.	h. Propose solutions to more complex issues or problems.
i. Advise others about an option, idea, plan or perspective using simple language.	i. Advise others about an option, idea, plan or perspective using a combination of simple and more complex language.	i. Advise others about options, ideas, plans or perspectives using more complex language.
j. Create and present a simple persuasive statement in support of or against an issue of shared concern.	j. Create and present an opening statement or closing argument that could be used to initiate or conclude a longer oral argument on a current or past issue of shared concern.	j. Present a formal, persuasive argument for or against a current or past issue of shared concern or course of action.
k. Synthesize basic interdisciplinary information and content to create and present simple reports, presentations and/or projects.	k. Synthesize basic and somewhat detailed interdisciplinary information and content to create and present reports, presentations and/or projects.	k. Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects.

Kindergarten - 5	6-8	9-12
3. Present simple literary, creative and artistic endeavors to audiences near or far.	3. Present literary, creative and artistic endeavors to audiences near or far.	3. Present a range of literary, creative and artistic endeavors to audiences near or far.
a. Recite or retell adapted short stories, folktales, poems and rhymes (including stories from the Bible) containing memorized or highly practiced phrases with appropriate body movements.	a. Recite or retell authentic short stories, folktales, poems and rhymes (including stories from the Bible) using appropriate gestures.	a. Recite or retell authentic stories, folktales, poems, rhymes and legends (including stories from the Bible) using appropriate gestures.
b. Dramatize or perform authentic songs, dances, skits or plays containing memorized or highly practiced phrases with appropriate body movements.	b. Dramatize or perform authentic songs, dances, skits or plays using appropriate gestures.	b. Dramatize or perform authentic songs, dances, skits, plays, monologues or scenes from literature using appropriate gestures.
c. Play music or produce an art/craft of the target culture and share basic information about it with others.	c. Play music or produce an art/craft of the target culture and share information about it with others.	c. Play music or produce an art/craft of the target culture and share more detailed information about it with others.
d. Write and perform a simple, original rhyme, story, poem, song, skit or dance.	d. Write and perform an original rhyme, story, poem, song, skit or dance.	d. Write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue or play.
e. Use basic visuals and sound to enhance simple performances.	e. Use visuals and sound to enhance performances.	e. Use sophisticated visuals and sound to enhance more elaborate performances.

# STANDARD IV - CULTURES

## Gain and use knowledge and understanding of other cultures

### Rationale:

Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

Kindergarten - 5	6-8	9-12
<b>1. Identify relationships among common products, practices and perspectives and compare them across cultures.</b>	<b>1. Examine and describe relationships among common products, practices and perspectives and compare them across cultures.</b>	<b>1. Analyze and explain relationships among common products, practices and perspectives and compare them across cultures.</b>
a. Recognize and imitate patterns of behavior.	a. Identify, describe and demonstrate patterns of behavior.	a. Investigate, explain and demonstrate patterns of behavior.
b. Identify how people may meet their basic needs in different ways.	b. Examine and demonstrate how people meet their basic needs in different ways.	b. Analyze why people meet their basic needs in different ways and share findings with others.
c. Identify and compare products, practices and perspectives of the U.S. and target cultures.	c. Examine and compare products, practices and perspectives of the U.S. and target cultures.	c. Analyze and compare a variety of products, practices and perspectives of the U.S. and target cultures.
d. Identify examples of how the availability of products and services is not always uniform across cultures.	d. Compare and show the availability and affordability of products and services across cultures.	d. Analyze and present factors that affect the availability and affordability of products and services across cultures.
e. Identify and name/list major institutions, contemporary and historical figures, contributions and time periods of the target culture(s).	e. Identify and describe institutions, contemporary and historical figures, contributions and time periods of the target culture(s).	e. Investigate and explain a variety of institutions, contemporary and historical figures, contributions and time periods of the target culture(s).
f. Recognize that languages and cultures interact with, influence or change each other over time.	f. Identify examples of instances when languages and cultures have interacted with, influenced or changed each other over time and summarize for others.	f. Investigate and explain how languages and cultures interact with, influence or change each other over time.

Kindergarten - 5	6-8	9-12
<p>1. Identify relationships among common products, practices and perspectives and compare them across cultures.</p>	<p>1. Examine and describe relationships among common products, practices and perspectives and compare them across cultures.</p>	<p>1. Analyze and explain relationships among common products, practices and perspectives and compare them across cultures.</p>
<p>g. Identify basic variations in products, practices and perspectives among target language communities.</p>	<p>g. Compare variations in products, practices and perspectives among and within target language communities.</p>	<p>g. Investigate and explain how a variety of factors result in regional variations in products, practices and perspectives among and within target language communities.</p>
<p>h. Recognize cultural perspectives as they are portrayed in the media and other sources.</p>	<p>h. Identify cultural perspectives as they are portrayed in the media and other sources and share them with others.</p>	<p>h. Examine cultural perspectives as they are portrayed in the media and other sources and describe them to others.</p>
<p>i. Solve basic problems and complete simple tasks while learning to recognize and consider different cultural perspectives.</p>	<p>i. Solve increasingly complex problems and complete tasks while taking into consideration different cultural perspectives.</p>	<p>i. Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.</p>
<p>j. Recognize basic global competency skills.</p>	<p>j. Identify global competency skills and relate them to possible career pathways.</p>	<p>j. Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.</p>
<p>k. Begin using basic global competency skills online and/or in person to build positive collaborative relationships with peers and others.</p>	<p>k. Develop global competency skills by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).</p>	<p>k. Hone global competency skills for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).</p>

Kindergarten - 5	6-8	9-12
2. Experience the target language and culture(s) and share information or personal reactions with others.	2. Experience the target language and culture(s) and share information or personal reactions with others.	2. Experience the target language and culture(s) and share information and personal reactions with others.
a. Attend, view or participate in cross-cultural activities and target culture events.	a. Attend, view or participate in cross-cultural activities and target culture events.	a. Attend, view or participate in a wide variety of cross-cultural activities and target culture events.
b. Experience and react to simple expressive products.	b. Experience and react to expressive products.	b. Experience and react to a wide variety of expressive products.
c. Identify, describe and create replicas of important <b>religious and secular objects</b> , images and symbols.	c. Examine, describe and create replicas of important <b>religious and secular objects</b> , objects, images and symbols.	c. Analyze, explain and create replicas of important <b>religious and secular objects</b> , objects, images and symbols.
d. Use authentic digital and print media.	d. Use authentic digital and print media.	d. Use authentic digital and print media.
e. Develop awareness of and experience target community organizations and their resources.	e. Classify and experience target community organizations and their resources.	e. Investigate and experience target community organizations and their resources.
f. Interact with target language speakers around common interests.	f. Interact and collaborate with target language speakers around common interests.	f. Interact and collaborate with a variety of target language speakers around a wide range of interests.
g. Identify and begin using appropriate levels of formality or informality when interacting with members of the target culture(s).	g. Use appropriate levels of formality or informality when interacting with members of the target culture(s).	g. Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h. Develop an understanding that people in other cultures might view aspects of U.S. mainstream culture differently than the majority of U.S. residents view them.	h. Identify and share aspects of U.S. mainstream culture that might be viewed differently by people in other cultures from the way the majority of U.S. residents might view them.	h. Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.